#### **Location Entry Codes**

www.papaCambridge.com As part of CIE's continual commitment to maintaining best practice in assessment, CIE has begun to use different variants of some question papers for our most popular assessments with extremely large and widespread candidature, The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

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International

The content assessed by the examination papers and the type of questions are unchanged.

This change means that for this component there are now two variant Question Papers. Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiner's Reports.

#### Mark Scheme **Question Paper** Principal Examiner's Report Introduction Introduction Introduction **First variant Question Paper** First variant Mark Scheme First variant Principal Examiner's Report Second variant Question Paper Second variant Mark Scheme Second variant Principal Examiner's Report

#### Who can I contact for further information on these changes?

Please direct any questions about this to CIE's Customer Services team at: international@cie.org.uk

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

# www.papacambridge.com MARK SCHEME for the October/November 2008 question paper

# 0510 ENGLISH AS A SECOND LANGUAGE

0510/21

Paper 21 (Reading and Writing – Extended), maximum raw mark 84

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus of er
	IGCSE – October/November 2008	0510 730
	onesia – The Thousand Islands	"nbr
( <b>a)</b> 25 minu	tes	19
( <b>b)</b> to ensur	e preservation	Syllabus 0510 AppCamphility [1]
( <b>c)</b> sea turtl	e	[1]
( <b>d)</b> April & I	May.	[1]
	via y	['.
( <b>e)</b> (boys) p	laying tambourines/traditional music	[1]
(f) the eggs	s hatch	[1]
( <b>g)</b> 16.00 (h	iours)/4:00pm	[1]
( <b>h)</b> to spend	d a night on one of the islands	[1]
( )		[Total: 8]
cise 2: Bee	-Keening	
	the country (than in towns)/more (bee-keepers) in town	ns [1]
	mite killed (off) millions (of bees)	
. , .		[1]
( <b>c)</b> the time	of year/what the bees have been feeding on	[1]
( <b>d)</b> people of	queuing to join courses/courses often oversubscribed	[1]
( <b>e)</b> 6,000		[1]
( <b>f)</b> rebellior	n against their lifestyle/gives them variety/want to do mo	ore physical OR manual
	s/chance to get outside/not a strenuous activity	[1] [1]
(g) might ge ANY TV	et stung/expensive to buy beehives/might frighten neigh /O	hbours [1] [1]
( <b>h)</b> 10 kilos	compared to 20 kilos/half as much/town twice as much	as in country [1]
✓1town	ND NUMBER POINTS (UP TO A MAXIMUM OF 4): plants offer more exciting nectar	
✓3 diffe	ntry fields often treated with pesticides/pesticides not us rent flavours (of honey)/more variety of flavour	sed in towns
	s keep active longer e honey produced	[4]
		[Total: 14]

Page 3	Mark Scheme	Syllabus er
	IGCSE – October/November 2008	0510 736
ise 3: Forn correct spel	n-filling lling is essential for the form-filling exercise.	Syllabus 0510 orm
	Learn and Earn Application F	orm
SECTION A	- Personal details	
Name:E	lisabeth Gomez	
Home addre	ss: 125 Red Mule Lane, Sapezal, (Brazil)	
Other contac	ct details (please provide two):	a.org.br [1]
	0978 442654	
SECTION B -	- Current course of study	
Place of stud	ly: Mato Ponto College	
Address of so	chool/college: Sapezal, Brazil SW 45	[1]
Course of stu	udy: Animal Science and Behaviour	
Length of co	urse: (please circle) 1 year 2-3 years	4-5 years [1]
SECTION C	- Learn and Earn scheme	
Preferred da	tes (please number preferences 1 to 3. 1 = most desire	d, 3 = least desired)
Ju	Ily 28 to Aug 8 3 Aug 18 to Aug 29 2 Sep	t 1 to Sept 12 1 [1]
Experience v	vith large animals: I feed / look ofter horses / col	
What do you	expect to gain from the scheme? (give two details)	
Give m	e more experience with large animals / experien	ce for final year [1]
Kinter	e decide if I want to work with large animals (or	
. Meet w	ith other young people who have the same inter	est (ANY TWO)
SECTION D		12/2
of your abilit	below, write <b>one</b> sentence of between 12 and 20 wor ty to work as a member of a group or team.	ds giving <b>two</b> examples = 6
l use an in	AMPLE SENTENCE teractive website to discuss subjects with other with my family.	rs and I work on [2]

Page 4	Mark Scheme	Syllabus	A er
	IGCSE – October/November 2008	0510	De

The sentence should be in the first (not third) person.

Cambridge.com Sample sentence: I use an interactive website to discuss subjects with others and I work on the ranch with my family.

For the sentence, award up to 2 marks as follows:

2 marks: proper sentence construction; correct spelling and punctuation; gives all the information asked for.

**1 mark:** proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring the meaning); gives part of the information asked for.

0 marks: more than 3 errors of punctuation and/or spelling; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure; fewer than 12 words and/or more than 20 words.

## Exercise 4: Life in 2058

Tick and number the points (up to a maximum of 8, and according to the marks per section):

#### **Medical benefits**

## (MAX 3 MARKS FOR THIS SECTION)

- ✓1 limitless supply of body parts
- ✓2 farms to produce human organs/organs 'available to order'/no need to transplant organs
- ✓ 3 re-grow lost limbs/regenerate failing organs
- ✓4 whole body replacement
- ✓5 humans live longer

#### **Discoveries in space** (MAX 3 MARKS FOR THIS SECTION)

- $\checkmark$ 6 neighbours (OR life) in other galaxies (OR in space)
- ✓7 how Earth was formed
- $\checkmark$ 8 whether the 'big bang' was one of many

#### Consequences of animal studies (MAX 2 MARKS FOR THIS SECTION)

 $\checkmark$ 9 oceans saved from exploitation

- ✓10 humans give up eating meat/become vegetarian
- $\checkmark$  11 (device) to experience the thoughts/feelings of animals

[Total: 8]

First variant Mark S	Scheme	Mary North
Page 5	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2008	0510 23
		°C.

### Exercise 5: Summary – Reaching for the top

Mark up to 6 for content and up to 4 for language.

ambridge.com Count words and do not mark anything exceeding 120 words, as specified in the question Candidates will not be assessed on anything they have written after this limit. Do not award language marks if there is no content.

A maximum of 3 marks can be awarded for language if candidates do not address both parts of the question and/or exceed the word limit.

#### Content (up to 6 marks)

Tick and number each point (up to a maximum of 6):

### Problems mountaineers face whilst climbing Mount Everest

- cling to mountain above steep drop (of several thousand metres) √1
- √2 low temperatures/extreme cold
- √3 frostbite
- √4 bad weather/unpredictable weather
- √5 constantly out of breath
- √6 weight loss (20 kilos)

### **Reasons for attempting to climb Mount Everest**

- $\sqrt{7}$  to set foot on the roof of the world/to stand where great climbers have stood
- √8 incredible views/to see the curvature of the Earth
- $\checkmark$ 9 the challenges
- ✓10 (sheer) exhilaration
- ✓11 friendship (amongst mountaineers)
- ✓12 passion for climbing/adventure

#### Language (up to 4 marks)

- 0 meaning obscure because of density of language errors; serious problems with expression; nothing of relevance.
- 1 expression weak; reliance on lifting without discrimination.
- 2 expression limited; some reliance on lifting from the original; some sense of order.
- 3 expression good; attempts to group and sequence ideas in own words.
- 4 expression very good; clear, orderly grouping and sequencing; largely in own words.

[Total: 10]

First variant Mark S	Scheme		
Page 6	Mark Scheme		
IGCSE – October/November 2008			

Exercises 6 and 7: Ex 6 New School

#### **Ex 7 Mobile Phones**

Syllabus 0510

- Award the answer a mark for content (C) and a mark for language (L). Write C and the man and the mark = ringed total.
- www.papaCambridge.com Award the answer a mark for content (C) [out of 9] and a mark for language (L) [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].
- Content covers relevance (i.e. whether the piece fulfils the task and the awareness of • purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).
- Language covers style (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most • appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in at least the 4–5 mark band.
- When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in at least the 4–5 mark band.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably less than the stated word length, it is unlikely that the candidate will achieve a high content mark.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given • 0 marks for content and language, even if it is enjoyable to read and fluent.
- If the essay is partly relevant and therefore in mark band 2-3, the full range of marks for Language are available.

[Total Exercise 6: 18]

[Total Exercise 7: 18]

IGCSE – October/Nover		Mark Scheme		8	Syllabus Syllabus er
				0510 786	
	GENE	RAL CRITERIA FOR MARKING I	EXERCIS	SES 6 an	d 7 (EXTENDED TIER)
lark and	C	ONTENT: relevance and development of ideas	Mark band	LAN	Syllabus 0510 d 7 (EXTENDED TIER) GUAGE: style and accuracy (AO: W1, W3, W4, W5)
		(AO: W1, W2, W6)			(AO: W1, W3, W4, W5)
8–9	Highly	effective:	8–9	Fluent:	
	cons exce audio • <b>Devo</b> inde well lengt susta read	vance: Fulfils the task, with istently appropriate register and llent sense of purpose and ence. elopment of ideas: Shows bendence of thought. Ideas are developed, at appropriate th and persuasive. Quality is ained throughout. Enjoyable to . The interest of the reader is sed and sustained.		com Cont lang • Acc Well	e: Almost first language petence. Ease of style. fident and wide-ranging use of uage, idiom and tenses. <i>uracy:</i> No or very few errors. -constructed and linked graphs.
6–7	Effectiv	e:	6–7	Precise	:
	appr of pu • <b>Dev</b> e well	vance: Fulfils the task, with opriate register and good sense irpose and audience. Alopment of ideas: Ideas are developed and at appropriate th. Engages reader's interest.		structurn and How awky read • Acco from error shov	e: Sentences show variety of cture and length. Some style and of phrase. Uses some idioms is precise in use of vocabulary. ever, there may be some wardness in style making ling less enjoyable. <b>uracy:</b> Generally accurate, apart occasional frustrating minor rs. There are paragraphs ving some unity, although links be absent or inappropriate.
4–5	Satisfa	ctory:	4-5	Safe:	
	reas regis purp satis to ac be d • <b>Dev</b> satis	vance: Fulfils the task, with onable attempt at appropriate ter, and some sense of ose and audience. A factory attempt has been made dress the topic, but there may gressions. <b>clopment of ideas:</b> Material is factorily developed at opriate length.		<ul> <li>Acca work</li> <li>Simp sour</li> <li>error</li> <li>comi occu atter</li> </ul>	e: Mainly simple structures and abulary, sometimes attempting e sophisticated language. <i>uracy:</i> Meaning is clear, and is of a safe, literate standard. ole structures are generally ad, apart from infrequent spelling rs, which do not interfere with munication. Grammatical errors in when more sophistication is mpted. Paragraphs are used but out coherence or unity.

Page 8	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0510

Pa	Page 8 Mark Scheme IGCSE – October/Novem		nber 200	)8	Syllabus Adda er 0510 Adda
2–3	–3 Partly relevant:		2–3	Errors i	ntrude:
	som Doe altho qual show purp • <b>Dev</b> som effe	evance: Partly relevant and be engagement with the task. as not quite fulfil the task, bugh there are some positive lities. Inappropriate register, wing insufficient awareness of bose and/or audience. relopment of ideas: Supplies be detail and explanation, but the ct is incomplete. Some etition.		<ul> <li>Accu doub hamp readi serio</li> </ul>	Syllabus 0510 er of trude: e: Simple structures and bulary. Uracy: Meaning is sometimes in but. Frequent, distracting errors per precision and slow down ing. However, these do not busly impair communication. graphs absent or inconsistent.
-1	<ul> <li>Limi this erro</li> <li>No e any com</li> </ul>	elevance: ited engagement with task, but is mostly hidden by density of r. Award 1 mark. engagement with the task, or engagement with task is upletely hidden by density of r. Award 0 marks. If essay is	0–1	<ul> <li>Multi gram usag most unde be de</li> </ul>	understand: ple types of error in mar/spelling/word e/punctuation throughout, which dy make it difficult to erstand. Occasionally, sense car eciphered. Paragraphs absent consistent. Award 1 mark.
	com	ipletely irrelevant, no mark can jiven for language.		mear to ree writir	sity of error completely obscures ning. Whole sections impossible cognise as pieces of English ng. Paragraphs absent or nsistent. Award 0 marks.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS International General Certificate of Secondary Education

# www.papacambridge.com MARK SCHEME for the October/November 2008 question paper

# 0510 ENGLISH AS A SECOND LANGUAGE

0510/22

Paper 22 (Reading and Writing – Extended), maximum raw mark 84

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began.

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Page		Syllabus er
	IGCSE – October/November 20	08 0510 <sup>7</sup> <sup>3</sup> Ca
	1: Indonesia – The Thousand Islands	7bri
(a) 23	5 minutes	Syllabus 08 0510 Papacannbriga [1]
<b>(b)</b> to	ensure preservation	[1]
( <b>c</b> ) se	ea turtle	[1]
( <b>d)</b> A	pril & May	[1]
<b>(e)</b> (b	ooys) playing tambourines/traditional music	[1]
( <b>f)</b> th	e eggs hatch	[1]
	6.00 (hours)/4:00pm	[1]
( <b>h)</b> to	spend a night on one of the islands	[1] [Total: 8]
	2: Bee-Keeping	\ <u>'a</u> (
(a) te	ewer in the country (than in towns)/more (bee-ke	epers) in towns [1]
<b>(b)</b> pa	arasitic mite killed (off) millions (of bees)	[1]
<b>(c)</b> th	e time of year/what the bees have been feeding	) on [1]
<b>(d)</b> pe	eople queuing to join courses/courses often over	rsubscribed [1]
<b>(e)</b> 6,	000	[1]
(f) re	bellion against their lifestyle/gives them variety/	want to do more physical OR manual
a	ctivities/chance to get outside/not a strenuous ac NY TWO	ctivity [1] [1]
<b>(a)</b> m	ight get stung/expensive to buy beehives/might	frighten neighbours [1]
	NY TWO	[1]
<b>(h)</b> 10	) kilos compared to 20 kilos/half as much/town t	wice as much as in country [1]
	ICK AND NUMBER POINTS (UP TO A MAXIMU	JM OF 4):
$\checkmark$	1town plants offer more exciting nectar 2 country fields often treated with pesticides/pes	
	3 different flavours (of honey)/more variety of fla 4 bees keep active longer	ivour
	5 more honey produced	[4]
		[Total: 14]

Page 3	Mark Scheme Syllabus	er
	IGCSE – October/November 2008 0510	6
cise 3: Forr correct spe	Mark Scheme       Syllabus         IGCSE – October/November 2008       0510         n-filling       essential for the form-filling exercise.         Learn and Earn Application Form	ambrid
	Learn and Earn Application Form	
SECTION A	– Personal details	
Name:	Elisabeth Gomez	[1]
Home addre	ess: 125 Red Mule Lane, Sapezal, (Brazil)	[1]
Other conta	ct details (please provide two):	[1]
	0978 442654	[1]
SECTION B	- Current course of study	
	dy: Mato Ponto College	[1]
	chool/college: Sapezal, Brazil SW 45	[1]
	udy: Animal Science and Behaviour	[1]
	ourse: (please circle) 1 year (2-3 years) 4-5 years	[1]
	- Learn and Earn scheme	
	tes (please number preferences 1 to 3. 1 = most desired, 3 = least desired)	
	uly 28 to Aug 8 3 Aug 18 to Aug 29 2 Sept 1 to Sept 12	
	with large animals: I feed / look after horses / calves	[1]
Experience	with large animals:	61
		[1]
,	u expect to gain from the scheme? (give <b>two</b> details) we more experience with large animals / experience for final year	(1)
	e decide if I want to work with large animals (or not)	[1]
	vith other young people who have the same interest (ANY TWO)	
SECTION D		12/2
	below, write one sentence of between 12 and 20 words giving two examples	= 6
of your abili	ty to work as a member of a group or team.	
_	SAMPLE SENTENCE Interactive website to discuss subjects with others and I work on	
	with my family.	[2]

Page 4	Mark Scheme	Syllabus	A er
	IGCSE – October/November 2008	0510	Da

The sentence should be in the first (not third) person.

Cambridge.com Sample sentence: I use an interactive website to discuss subjects with others and I work on the ranch with my family.

For the sentence, award up to 2 marks as follows:

2 marks: proper sentence construction; correct spelling and punctuation; gives all the information asked for.

**1 mark:** proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring the meaning); gives part of the information asked for.

0 marks: more than 3 errors of punctuation and/or spelling; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure; fewer than 12 words and/or more than 20 words.

## Exercise 4: Life in 2058

Tick and number the points (up to a maximum of 8, and according to the marks per section):

#### Medical benefits

## (MAX 3 MARKS FOR THIS SECTION)

- ✓1 limitless supply of body parts
- ✓2 farms to produce human organs/organs 'available to order'/no need to transplant organs
- ✓ 3 re-grow lost limbs/regenerate failing organs
- ✓4 whole body replacement
- ✓5 humans live longer

#### **Discoveries in space** (MAX 3 MARKS FOR THIS SECTION)

- $\checkmark$ 6 neighbours (OR life) in other galaxies (OR in space)
- ✓7 how Earth was formed
- $\checkmark$ 8 whether the 'big bang' was one of many

#### Consequences of animal studies (MAX 2 MARKS FOR THIS SECTION)

 $\checkmark$ 9 oceans saved from exploitation

- ✓10 humans give up eating meat/become vegetarian
- $\checkmark$  11 (device) to experience the thoughts/feelings of animals

[Total: 8]

Second variant Mark Scheme		x Scheme	Mary .
Ī	Page 5	Mark Scheme	Syllabus er
Ī		IGCSE – October/November 2008	0510 28
-			°C.

### Exercise 5: Summary – Reaching for the top

Mark up to 6 for content and up to 4 for language.

ambridge.com Count words and do not mark anything exceeding 120 words, as specified in the question Candidates will not be assessed on anything they have written after this limit. Do not award language marks if there is no content.

A maximum of 3 marks can be awarded for language if candidates do not address both parts of the question and/or exceed the word limit.

#### Content (up to 6 marks)

Tick and number each point (up to a maximum of 6):

### Problems mountaineers face whilst climbing Mount Everest

- cling to mountain above steep drop (of several thousand metres) √1
- √2 low temperatures/extreme cold
- √3 frostbite
- √4 bad weather/unpredictable weather
- √5 constantly out of breath
- √6 weight loss (20 kilos)

### **Reasons for attempting to climb Mount Everest**

- $\sqrt{7}$  to set foot on the roof of the world/to stand where great climbers have stood
- √8 incredible views/to see the curvature of the Earth
- $\checkmark$ 9 the challenges
- ✓10 (sheer) exhilaration
- ✓11 friendship (amongst mountaineers)
- ✓12 passion for climbing/adventure

#### Language (up to 4 marks)

- 0 meaning obscure because of density of language errors; serious problems with expression; nothing of relevance.
- 1 expression weak; reliance on lifting without discrimination.
- 2 expression limited; some reliance on lifting from the original; some sense of order.
- 3 expression good; attempts to group and sequence ideas in own words.
- 4 expression very good; clear, orderly grouping and sequencing; largely in own words.

[Total: 10]

		2.
Page 6	Mark Scheme	Syllabus Syllabus
	IGCSE – October/November 2008	0510 20-

Exercises 6 and 7: Ex 6 School Exchange Visit

## Ex 7 Dangerous Sports/Ac

- ambridge.com Award the answer a mark for content (C) and a mark for language (L). Write C and the man and the mark = ringed total.
- Award the answer a mark for content (C) [out of 9] and a mark for language (L) [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].
- Content covers relevance (i.e. whether the piece fulfils the task and the awareness of • purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).
- Language covers style (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and use of paragraphs).
- When deciding on a mark for content or language, first of all decide which mark band is most • appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.
- When deciding on a mark for **content**, look at both *relevance* and *development of ideas*. First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in at least the 4-5 mark band.
- When deciding on a mark for **language**, look at both the **style** and the **accuracy** of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in at least the 4–5 mark band.
- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.
- If the essay is considerably less than the stated word length, it is unlikely that the candidate will achieve a high content mark.
- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given • 0 marks for content and language, even if it is enjoyable to read and fluent.
- If the essay is partly relevant and therefore in mark band 2-3, the full range of marks for Language is available.

[Total Exercise 6: 18]

[Total Exercise 7: 18]

Page 7 Mark Scheme IGCSE – October/Novem GENERAL CRITERIA FOR MARKING E		nber 200	SES 6 and 7 (EXTENDED TIER)
Mark CONTENT: relevance and band development of ideas		Mark band	Syllabus 8 0510 SES 6 and 7 (EXTENDED TIER) LANGUAGE: style and acc (AO: W1, W3, W4, W5
8–9	(AO: W1, W2, W6) 8–9 Highly effective:		(AO: W1, W3, W4, W5) Fluent:
	<ul> <li><i>Relevance:</i> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li><i>Development of ideas:</i> Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</li> </ul>		<ul> <li><i>Style:</i> Almost first language competence. Ease of style. Confident and wide-ranging language, idiom and tenses.</li> <li><i>Accuracy:</i> No or very few e Well-constructed and linked paragraphs.</li> </ul>
6–7	Effective:	6–7	Precise:
	<ul> <li><i>Relevance:</i> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li><i>Development of ideas:</i> Ideas are</li> </ul>		• <i>Style:</i> Sentences show varies structure and length. Some sturn of phrase. Uses some is and is precise in use of voca However, there may be some

4–5	Satisfactory:	4-5
	• <i>Relevance:</i> Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions.	
	• <b>Development of ideas:</b> Material is	

well developed and at appropriate

length. Engages reader's interest.

opment of ideas: Material is satisfactorily developed at appropriate length.

from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate. Safe:

Accuracy: Generally accurate, apart

awkwardness in style making

reading less enjoyable.

•

- Style: Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.
- Accuracy: Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

variant Mark S	cheme	man
Page 8	Mark Scheme	Syllabus
	IGCSE – October/November 2008	0510

2–3	Partly relevant:	2–3	Errors intrude:
	<ul> <li><i>Relevance:</i> Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.</li> <li><i>Development of ideas:</i> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>		<ul> <li>Errors intrude:</li> <li>Style: Simple structures and vocabulary.</li> <li>Accuracy: Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.</li> </ul>
0–1	Little relevance:	0–1	Hard to understand:
	<ul> <li>Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.</li> <li>No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.</li> </ul>		<ul> <li>Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark.</li> <li>Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.</li> </ul>