Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 2021**

MARK SCHEME

Maximum Mark: 80

Published

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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Note: 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. Nonetheless, the content must be clearly related to and derived from the texts.

Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1	2
1(b)(ii)	R1	2
1(c)	R1	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1, R2 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		**30**

Question	Answer	Marks
1(a)	**Give the <u>three</u> reasons people go bicycle touring, according to paragraph 2.** Award 1 mark for **all three** responses. • pleasure • adventure • (sense of) freedom *allow raise money for charity*	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'fund-raising venture' (line 5)** Award 2 marks for full explanation (both strands).Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • project / activity / undertaking / trip / journey / tour / means / event / way / plan • to collect money (for a good cause) / donate money to (charity)	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'broad spectrum' (line 7)** Award 2 marks for full explanation (both strands).Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase (e.g. many different types, large variety). • wide • range / selection / variety *do not allow lots of / large numbers without sense of variety / range*	**2**
1(c)	**Re-read paragraph 3 ('People of all ages … air.').** **Give <u>two</u> reasons why bicycle touring might particularly appeal to people who want to improve their physical health.** • (a way to) build fitness • (breathe) fresh air *do not credit exciting challenge*	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('The good news … before dark.').** **Identify <u>two</u> things you should do when training for your bicycle tour.** • set realistic goals • work (your physical strength) up to riding same daily distances • carry same gear (you plan to travel with) • back-to-back rides	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5 ('The good news … before dark.').** **Explain why camping rather than staying in hotels during your tour can slow down your progress.** Award 1 mark for each idea, up to a maximum of 3. • have to carry more gear (which is heavy and slows you down) / have to carry (all the) gear for camping • have to spend time looking for suitable spots / have to start looking for a spot a couple of hours before dark • *bullet 2 needs the sense of takes time* • less comfortable (for recovery) / less easy to recover each day	**3**
1(e)	**Re-read paragraph 6 ('Bicycle riders … home.').** **<u>Using your own words</u>, explain why some people might not want to go on a bicycle tour.** **Award 1 mark for each idea, predominantly in own words, upto a maximum of 3.** **Answers which are <u>entirely</u> in the words of the text should notbe credited.** • can be perceived as a threat / worried about how they will be perceived • meeting strangers / treated coldly by people they meet / not receiving help (from people they meet) • things going wrong with the bike / (bike) problems on the journey / having (bike) difficulties on the road • high(er) chance of something bad happening to you / getting seriously hurt / an accident / being badly injured	**3**

Question	Answer	Marks
1(f)	**According to Text B, what are the various attractions of cycle touring?** **You must use continuous writing (not note form) and use your own words as far as possible.** **Your summary should not be more than 120 words.** **Up to 10 marks are available for the content of your answer andup to 5 marks for the quality of your writing.** Use the Marking Criteria for **Question 1(f)** (Table A, Reading andTable B Writing). **INDICATIVE READING CONTENT** Candidates may refer to any of the points below: 1 romantic way to travel / romantic image 2 independence / freedom from confines of work 3 see the world / travel the world 4 wild camping / campsites in forest(s) / cosy campsites 5 rest days (in relaxing surroundings) / opportunities to relax (on beach) 6 talking with locals / conversing with local people on range of topics / locals are welcoming 7 proving what you are capable of / overcoming physical challenge 8 excitement of the unknown / adventure 9 animals you would not see from a car / noticing flowers you might otherwise miss 10 quaint / small villages 11 other cyclists who help you / camaraderie 12 experiencing the food / unusual food 13 unexpected discoveries (not in the guide book) / roadside shack in the middle of nowhere	**15**

Marking criteria for Question 1(f)

Table A, Reading

Use the following table to give a mark out of 10 for Reading

Level	Marks	Description
5	**9–10**	• A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	**7–8**	• An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	**0**	• No creditable content.

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Table B, Writing

Use the following table to give a mark out of 5 for Writing.

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	**0**	• No creditable content.

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Note 1: 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. Nonetheless, the content must be clearly related to and derived from the texts.

Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R2	1
2(a)(iv)	R2	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Chris mended the broken bicycle.** (I) fixed (her wheel) (line 2)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Vivian only stopped briefly when she talked.** barely paused (for breath) (line 3)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Vivian had adopted the solution of pushing her bicycle along.** resorting / resorted (to pushing) (line 13)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Vivian and Chris met up with their hosts for the evening.** (we) rendezvoused (with) (line 42)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **After more walking / cycling we closed the day making camp by Lake O'Hara. I'd found a great spot with inspirational views of snowy peaks. Vivian seemed concerned about wildlife, particularly bears: 'I've been camping on petrol station forecourts.'** **'Are you serious?'** **'Yes. I decided it was safer.'** **Vivian wasn't exactly happy but began to erect her tent and unpack. I did the same, somewhat faster, then cooked us dinner on my trusty stove. Vivian's stove was one of the many things she'd thrown away.** **closed:** finished (off), ended, concluded	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **wildlife:** animals, creatures *do not credit plants / nature / flora alone*	**1**

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **erect**: put up, assemble, pitch, set up, build	**1**
2(c)	**Use one example from the text below to explain how the writer suggests his thoughts and feelings that evening.** **Use your own words in your explanation.** **After more walking / cycling we closed the day making camp by Lake O'Hara. I'd found a great spot with inspirational views of snowy peaks. Vivian seemed concerned about wildlife, particularly bears: 'I've been camping on petrol station forecourts.'** **'Are you serious?'** **'Yes. I decided it was safer.'** **Vivian wasn't exactly happy but began to erect her tent and unpack. I did the same, somewhat faster, then cooked us dinner on my trusty stove. Vivian's stove was one of the many things she'd thrown away.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his attitude to preparing for the trip. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests his attitude to preparing for the trip. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of the writer's attitude to preparing for the trip. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **walking / cycling:** suggests unimpressed by the haphazard/half-and-half approach Vivian has, and/or sense of superiority that he was cycling and she was walking • **I'd found a great spot with inspirational views of snowy peaks:** enthusiastic about the scenery; pleased with himself and where they are staying; insensitive to Vivian's possible concerns/ not considering or involving her in the decision**;** amazed by the landscape, finds it uplifting, romanticised view	**3**

Question	Answer	Marks
2(c)	• **seemed concerned about wildlife, particularly bears:** either does not understand her concern, or is well aware and thinks it is funny • **Are you serious?:** cannot believe this, incredulous tone suggested, amazed how she has survived • **wasn't exactly happy:** gentle amusement at her discomfort / not bothered by her feelings • **somewhat faster:** feeling superior, finds her lack of speed /experience endearing and/or amusing • **trusty stove:** emphasises self-image as a heroic figure, battling through; the stove has been with him on his adventures [like a knight's horse] • **one of the many things:** considers her to have made basic errors; critical of her decisions	

Question	Answer	Marks
2(d)	**Re-read paragraphs 18 and 24.** • **Paragraph 18 begins 'I woke next morning …' and is Chris' description of Vivian's attitude.** • **Paragraph 24 begins 'For weeks …' and is about the changing landscape.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for Question 2(d) (Table A, Reading) Notes on task This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases (listed in the mark scheme on pages 16 and 17) that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses *might* use the following: • **Paragraph 18 begins 'I woke next morning …' and is Chris' description of Vivian's attitude.** *Overview:* considers her out of her depth and in need of rescuing • **wails:** prolonged high-pitched cry, • **'Nooo, my i-phone!':** something has happened to the phone, over-reliance on technology, apparently distraught, dramatic • **'Eww, a slug!':** over-reacting, childish, the slug is in its element and she is definitely not in her element • **smiled:** amused, entertained, affection / condescending, patronising • **city girl:** not used to the countryside, stereotype, spoilt • **plucked out of her comfort zone:** taken away from all she knew**,** suddenly in unfamiliar territory, as if she had not been in control, no idea of what she would face, unsure, challenged • **thrust into the alternative universe:** landed / arrived somewhere alien to her, propelled by some other force • **conquering:** overcoming the challenge, coping with unfamiliar circumstances, suggestion she will win through heroically • **boost:** build up, suggestive of rockets and supercharging / action heroes, simplistic view from Chris • **ailing confidence:** losing faith in her own ability, as if a sickness that needs a cure • **discover her direction in life:** literally and figuratively, bike ride itself is used as a metaphor for her need to find a purpose and plan her future *Only credit comments on stylistic effect where these are explicitly linked to choices.*	**15**
2(d)	Responses *might* use the following: • **Paragraph 24 begins 'For weeks …' and is about the changing landscape.** *Overview:* contrast of the excitement of the new landscape compared with the prairies • **unrelenting, unbending highway:** dead straight line of the road through the prairies, hard going, merciless, no break • **now empty green scenery:** lack of interest or feature adds to the monotony, blandness, reminiscent of a virtual landscape • **mind-numbingly boring:** uninteresting and uninspiring, cliché • **finally** (we began to) **spot trees:** as if having been looking out for them, excitement of some kind of variety at last • (at first they were) **sporadic:** few and irregular initially, promise of more to come • **grouped together, calling themselves forests:** gradually more trees, as if gathering excitedly, sense of a club or gang • **significant achievement:** great accomplishment**,** success**,** real mission, sense of reward • **dotted with tempting lakes, ponds and rivers:** as if decorated attractively with water features, inviting and suggesting would like to explore them	**15**

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• Wide-ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the text, and demonstrate the writer's reasons for using them. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
4	**10–12**	• Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure and effects are identified in both parts of the text. • Images are recognised as such and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
3	**7–9**	• A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.
2	**4–6**	• The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic devices but not explain why they are used. • Explanations may be few, general, slight or only partially effective. • They may repeat the language of the original or do not refer to specific words.
1	**1–3**	• The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	**0**	• The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

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Question 3

This question tests reading assessment objectives R1, R2 and R3 (15 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

and writing assessment objectives W1, W2, W3, W4 and W5 (10 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

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Question	Answer	Marks
3	**You are Vivian. Several months after completing your journey you have written a book about the experience. You are interviewed for a television show to promote your book.** **The interviewer asks the following three questions only:** • **Can you tell us about the early part of your journey and the kind of difficulties you faced?** • **Part of your journey was travelling with Chris – what benefits and drawbacks were there for each of you in travelling together?** • **You finished your journey alone – why was that? How do you think the journey changed you?** **Write the words of the interview.** **Base your interview on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points. Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to the early part of Vivian's journey and the kind of difficulties faced **Annotate A2** for references to travelling with Chris and the benefits and drawbacks there were for each of them in travelling together **Annotate A3** for references to how and why continued solo and how whole experience changed her	**25**

Question	Answer	Marks
3	**A1: early part of Vivian's journey and the kind of difficulties she faced** • **lacked essentials** (det. lost all her food, ran out of water) [dev.careless / unlucky / embarrassed looking back / not well prepared] • (avoided) **encounters with wildlife** (det. thought she saw a bear, camped on petrol station forecourts) [dev.frightened / nightmare / paranoid / potentially dangerous] • **bike problems / bike broke** (det. wheel) [dev. had to push it to the visitor centre / inexperienced / no idea how to mend it] • **carrying equipment / jettisoned some equipment** (det. threw mirror and stove away) [dev.made the wrong decisions initially / foolish / struggled to carry all the necessary equipment] • **slow progress during early stages** (det. pushing up hills) [dev.lacked fitness levels / hard going] **A2: travelling with Chris and the benefits and drawbacks there werefor each of them in travelling together** • **offered assistance at the visitor centre** (det. able to fix her bike,shared food) [dev. kind / meant well / relieved] • **corrected by / learned from Chris** (det. wrong gear, never ridden long distance before) [dev. helpful / grateful / annoying / annoyed / should have learned more before she set off] • **Chris' choice of campsites** (det. great spot with inspirational views of snowy peaks) [dev. would not have tried them otherwise] • **slower than him initially** (det. he waited for her) [dev. he was no better, just physically stronger] • **company** (det. got on (surprisingly) well, cooked together) [dev.reassuring / entertaining] • **equipment** (det. portable stove, iPhone, booked hosts, shower) [dev. mutually beneficial / Chris not used to technology]	**25**
3	**A3: how and why continued solo and how whole experience changed her** • **hurt /annoyed** (det. said he wanted to cycle separately) [dev.thought they were friends / teammates / misunderstood Chris / impetuous] • **Chris' attitude / lack of communication** (det. no explanation, not 'bright') [dev. patronising / self-opinionated / overbearing / old-fashioned] • **different views / interests** (det. animal collection, Chris wanted to see beavers/wildlife, she hates slugs,guess-the-animal game) [dev. just humouring him / own views and interests dominate / found her direction in life] • **fitter and faster** (det. she was able to shoot past him) [dev.experience had grown daily] • **more confident / knew what she wanted to do with her life** (det. only knew about city life previously) [dev.adapted to surroundings / conquered her fears re wildlife] • **challenge / prove she could do it / independence** (det. was not at the start of the journey when they met) [dev. proud of herself / able to survive / resourceful / putting into practice what learned]	

Marking Criteria for Question 3

Table A, Reading

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• The response reveals a **thorough** evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	**10–12**	• The response demonstrates a **competent** reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	**7–9**	• The text has been read **reasonably** well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	**4–6**	• There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	**1–3**	• The response is either **very general**, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	• There is very little or no relevance to the question or to the text.

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Table B, Writing: Structure and order, style of language

Use the following table to give a mark out of 10 for Writing.

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • Spelling, punctuation and grammar almost always accurate.
4	**7–8**	• Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced. • Spelling, punctuation and grammar generally accurate.
3	**5–6**	• Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure. • Minor, but more frequent, errors of spelling, punctuation and grammar
2	**3–4**	• There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1	**1–2**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	**0**	• The response cannot be understood.

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