Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

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

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Question	Answer	Marks
1(a)	**Give <u>two</u> continents that are smaller than Antarctica.** Award 1 mark for **both** responses. • Oceania • Europe	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'dominates the region' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • overwhelms / most prominent aspect of / covers (most of) / takes over /occupies a lot of • area / place / land / Antarctica / continent	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'integral part' (lines 5 and 6)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • vital / necessary / essential / crucial / main • bit / component / aspect / feature (of)	**2**
1(c)	**Re-read paragraph 3, ('Ice is ... warming.').** **Give <u>two</u> reasons why loss of ice in Antarctica is significant.** • <u>(Antarctic) ice</u> reflects large amounts of solar radiation away from Earth / decreases the ability of the Earth's surface to reflect solar radiation / more radiation is absorbed • (loss of ice) affects heat balance / linked to global warming	**2**
1(d)(i)	**Re-read paragraphs 4 and 5, ('While Antarctica… colonies').** **Identify <u>two</u> reasons why the region is popular for scientific research from lots of different countries.** • no borders / entire continent open • cleanest air in world / neutral data / more reliable data	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5, ('While Antarctica…colonies').** **Explain why growing numbers of tourists want to visit Antarctica.** Award 1 mark for each idea, up to a maximum of 3. • adventure / more adventurous • cruises (increasingly) affordable / travel there has become cheaper • visit (spectacular) scenery • threatened wildlife (colonies) / endangered animals	**3**
1(e)	**Re-read paragraphs 6 and 7, ('Although nearly ... wherever possible'). Using your own words, explain why the impact of scientists visiting Antarctica may have been worse than that of tourists visiting.** **Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.** **Answers which are entirely in the words of the text should not be credited.** • researchers stay longer in Antarctica / there for longer (than tourists) • tourists mainly ship-based / scientists based on the ground • (scientists) build stations / roads and runways built • different kinds of waste generated (by scientists) / waste has not been disposed of responsibly in the past / toxic waste	**3**

Question	Answer	Marks
1(f)	**According to Text B, what challenges does Searle face to achieve her goal?** **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 and up to 5 marks for the quality of your writing.** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing). **INDICATIVE READING CONTENT** Candidates may refer to any of the points below: 1 limited previous experience 2 tough mental challenge 3 long distance involved / great distance 4 restricted time to complete 5 cannot have help of any kind 6 has to carry all supplies with her / dragging all her supplies on a sledge 7 loneliness / being alone 8 (relatively) small physical stature 9 finding time to train / training as well as working full-time 10 dangerous route / risk of injury 11 leaving family / children behind 12 raising funds /attracting sponsors 13 prejudice / sexist attitudes / lack of support for female explorers	**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)	R2	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R2	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:** **There were lots of containers of supplies stored in hangars on the base.** truckloads of (tinned food) boxes (in huge hangars) (line 7)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Some scientists regularly went underwater to study animals living beneath the ice.** (who) routinely dived (beneath the ice) (line 27)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The scientists' observations that the climate of the Earth is changing are impossible to prove wrong.** irrefutable (steady upward trend) (line 35)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **There were lots of practice drills to ensure safety.** endless rehearsals (drilled into us) (line 42)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **That evening we encountered more Base people – young, fit figures without that fume of the outside that still clung to us. They sported the same padded boiler suits and fleece jackets, and were keen to talk. 'I don't call the real world often, it's best to just live in the bubble,' confided marine biologist Ben. I said I planned to stay until the very last boat out. 'Winter here's long,' he added.** **encountered:** ran into, met, came upon, came across	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **sported:** wore, were wearing, were kitted out in	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **confided:** told as if a secret, revealed, divulged, confessed, shared	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the contrast between the narrator and the Base people living permanently on the base.** **<u>Use your own words in your explanation.</u>** **That evening we encountered more Base people – young, fit figures without that fume of the outside that still clung to us. They sported the same padded boiler suits and fleece jackets, and were keen to talk. 'I don't call the real world often, it's best to just live in the bubble,' confided marine biologist, Ben. I said I planned to stay until the very last boat out. 'Winter here's long,' he added.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer contrasts Base people and the narrator. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests differences between Base people and the narrator. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of either the narrator or Base people. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **base people – young, fit figures**: suggests a different kind of people, specific type, separate to others, alien life form; feels inadequate, older and less fit, looking at their characteristics as a group rather than as individuals • **(without that) fume of the outside still clung to us**: tainted by the scent of the outside; suggests the base is clean, pure as if newcomers are polluting their world / will be cleansed by being on the base • **sported the same padded boiler suits and fleeces and were keen to talk**: suggests confidence and unity – as if wearing a uniform, all share the same dress code / look the part; interested in newcomers, enthusiastic • **real world … bubble**: suggests feel separate from outside society and usual concerns, as if existing in a dream world or parallel universe, living in a protected environment, concerned with only prescribed edges of the base and its concerns, though sense of fragility and ease with which it could be destroyed	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 1 and 13.** • **Paragraph 1 begins 'Base emitted …' and is about the narrator's first impressions of the base station in Antarctica.** • **Paragraph 13 begins 'Around us …' and is about the arrival of winter in Antarctica.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose three examples of words or phrases from each paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **Up to 15 marks are available for the content of your answer.** 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 14 and 15) 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 1 begins 'Base emitted …' and is about the narrator's first impressions of the base station in Antarctica.** *Overview: pure vast emptiness of the epic landscape; awe-inspiring and intimidating* • **emitted a hushed grandeur:** quiet, still, gives out a signal, broadcasts a powerful sense of silence and stillness, awe and reverence for the place, secretive • **as if a vault door had been closed, all noise guarded fiercely behind it:** sound of the world seems to have been muffled, disorientating effect of being both locked in and locked out, threat from the noise outside • **a gunshot-like crack echoed through the air:** unexpected loud sound, shock of the sudden noise, violence of the noise • **roar like a distant waterfall**: huge noise of a flow of water, powerful, though a long way off can be heard, unstoppable and inevitable threat of disaster • (another) **chunk of the ice shelf collapsed into the bay:** huge piece of ice has broken off, final and brutal, part of an ongoing pattern, the place is literally breaking up and disintegrating • **rough squawks of skuas were magnified through the telescope of empty dry air:** calls of birds seem louder as there is little else there, notice them more, realise their importance when there is nothing to detract • **no smells of soil, trees, nor grass:** completely empty landscape, there's nowhere to hide, nothing growing, barren, reminiscent of the moon or another planet • **scent of Antarctica:** as if an animal, a creature being hunted • **like two stones rubbed together. Flint:** the spark to start the fire, sense of imminent destruction; effect of human actions on the planet *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 13 begins 'Around us … ' and is about the arrival of winter in Antarctica** *Overview: inevitable, unstoppable force of winter approaching* • **(around us) the world was hardening:** water freezing and solidifying, becoming more hostile • **started as ice flowers, tiny crystal formations:** delicate, fragile patterns in frozen water, beautiful • **creeping carpet of flowers knitted together:** gradually being covered by ice; individual crystals float to the surface, accumulate and bond together, sense of magical or living force • **soaked by seawater:** contrasts with the beauty of initial images, suggests heavy and cold, deadening effect on emotions • **grey gruel, thickening into porridge:** unappetising, gloopy substance, reminiscent of prison • **temperatures plummeted:** became suddenly very cold, breathtaking drop in temperature • **(porridge-ice) welded itself together like steel grinding:** change of state from liquid to solid is complete, ice is hard and powerful, metallic sound, industrial • **gathering darkness:** long difficult winter ahead, brooding menace • **continent was closing in on itself, locking itself in:** imprisoned by winter, natural process, shutting the rest of the world out *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

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 Simon, Base commander. You are giving a speech for a group of young people to explain to them the opportunities and challenges of living and working on the base station.** **In your speech you should:** • **explain the different kinds of jobs available at Base station and what activities each job might involve** • **outline what they can expect day-to-day life to be like when they first arrive and once they have settled in** • **suggest the challenges and rewards of living and working at the Antarctic base station.** **Write the words of the speech.** **Base your speech 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 different kinds of jobs available at Base station and what activities each job might involve. **Annotate A2** for references to what day-to-day life would be like when they first arrive and once they have settled in. **Annotate A3** for references to the challenges and rewards of living and working at the Antarctic base station.	**25**

Question	Answer	Marks
3	**A1:** the different kinds of jobs available at Base station and what activities each job might involve • **scientists** (det. involved in ice-coring team, Xavier, field work, laboratory work) [dev. ground-breaking research, important lessons to be learned] • **marine biologists** (det. diving with seals and orcas, Ben) [dev. adventurous, brave] • **mechanics / engineers** (det. planes, ski equipment, sewage treatment plant, generators) [dev. keeping the place running] • **pilots / air traffic control** (det. transporting scientists to and from field camps) [dev. incredible views from air, challenge of landing planes safely] • **cooks** (det. tinned food) [dev. difficult to get fresh supplies, lots of people to feed] **A2:** what day to day life will be like when they first arrive at Base and once they have settled in • **field training** (det. learning to: abseil into a crevasse, get out and rescue someone, break our fall with an ice-axe, erect pyramid tents, cook on camp-stoves, and load a sledge) [dev. out of comfort zone] • **learning** (det. lectures) [dev. inspirational, new perspectives, expert opinion] • **briefings** (det. drills, mishaps) [dev. more dangerous in winter, could be fatal] • **expeditions / group trips** (det. collecting water samples) [dev. contributing to research] • **keeping fit / exercise /** (det. walks) [dev. freedom to go off and explore (until Winter approaches)] • **social life** (det. cards, no Wi-Fi) [dev. need to adjust, have to make own entertainment] **A3:** Challenges / rewards of Antarctica • **separation from the outside world** (det. long way from civilisation, bubble) [dev. peaceful, break from modern life (pressures)] • **cold / exposure** (det. long winter) [dev danger of being stranded if last boat does not get through] • **(dangerous) animals** (det. leopard seals, orcas) [dev. being in their world] • **depression / loneliness** (det. no animals, no children) [dev. few changes of personnel / limited social group / can build close friendships, can lead to sense of family/group] • **landscape / ravines** [dev. experience of living in Antarctica changes you as a person, inspirational] • **awareness of the health of the planet** (det. carpet of ice is fragile; chunks fall off glaciers) [dev. understand the implications of global warming, safety concerns]	

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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