Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2021

[Turn over

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.

© UCLES 2021

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).

© UCLES 2021

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

© UCLES 2021

Question	Answer	Marks
1(a)	**Give <u>two</u> examples of primates that have surprised and impressed research scientists according to the text.** Award 1 mark for **both** responses. • monkeys / capuchin (monkeys) • chimps / bonobos / chimpanzees	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'provide evidence' (line 2):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. (e.g. prove an argument / support an idea / confirm the theory / verify the suggestion) • offer / give / supply / come up with / produce / present / show • proof / support	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'range of gestures' (line 4)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • different / variety of / mixture of / diverse • signs / actions / body language / signals / movements to communicate	**2**
1(c)	**Re-read paragraph 2, ('Humans … talk?').** **Give <u>two</u> reasons why it seems particularly surprising that only human primates can actually talk.** • (primates) have similar vocal anatomy (to humans) / tongues and larynx are almost the same (as humans) • closest primate to humans can make a number of distinct calls / vocalisations of bonobos evidence early language	**2**
1(d)(i)	**Re-read paragraphs 3 and 4 ('As scientist ... the earth.').** **Identify the <u>two</u> main tasks Dr Dunn completed to carry out his research.** • ranked (different) species (based on their vocal abilities) • examined (preserved) brains	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 3 and 4 ('As scientist … the earth.').** **Explain why scientists are studying these different primate species.** Award 1 mark for each idea, up to a maximum of 3. • to understand how speech has evolved in humans / to understand why only humans can speak / to understand how humans are able to speak • closest species to humans / human ancestors are extinct / cannot study human ancestors • to understand how primate brain is wired / how brains and vocal ability work in chimps / find language elements in primates that existed millions of years back • intrigued by gaps in knowledge	**3**
1(e)	**Re-read paragraph 5, ('However, other ... to explore.').** **<u>Using your own words</u>, explain why some people might not accept the findings of the research.** 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. • no human data included / need to use human data • do not understand how non-human primates use vocalisations • ability to combine calls needs to be taken into account / have not explored ability to combine calls	**3**

Question	Answer	Marks
1(f)	**According to Text B, what was Project Nim, what exactly did it involve and what criticisms might people have of the project?** **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 language experiment 2 taught chimp(s) sign language 3 trying to prove not only humans used language / disprove Chomsky / test language theory 4 unethical / cruel / inappropriate treatment 5 affects both humans and chimp's emotions (unfairly) 6 chimp sent to join a human family / chimp raised as a human 7 struggled to adapt / did not fit into either the human world or chimp world / should be in the wild 8 experiment proved nothing / still an unanswered question today / experiment unsuccessful / only able to use fragments of signs 9 returned to institute / abandoned him 10 treated like a commodity / sold on 11 never met another chimp / should be with other chimps / deprived of social (chimp) interaction 12 humans projected their feelings onto the chimp / were not able to judge real effect on him	**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.

© UCLES 2021

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.

© UCLES 2021

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**

© UCLES 2021

Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The writer knew that although the chimps' day had begun quietly this could change to a chaotic, noisy situation.** (that) pandemonium (might yet break out) (line 11)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The chimps made regular stops to eat.** **(**with) frequent pauses (for feeding) (line 17)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The grassy ridge provided a place from which to observe the chimps.** (was my) vantage point (line 22)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **People thought that chimps were calm, even-tempered animals who did not eat meat.** (the) placid (vegetarians) (line 29)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **A surge of memories flooded back. Gradually in those days I'd pieced together fragments from their daily lives, feeding habits, travel routes and social structure. Thinking back I relived the thrill of watching Greybeard fishing for termites with stems of grass – picking a wide blade of grass and trimming it carefully so it could be poked into the narrow passage of the termite mound. What a discovery – humans weren't the only tool-making animals!** **habits:** what they usually do, what they normally eat; typical behaviour(s), routine actions, customary behaviour(s)	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **picking:** selecting, choosing (from), breaking off, plucking (from others)	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **trimming**: cutting small amounts off (to make it narrower), paring	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests Jane's feelings that day.** **<u>Use your own words in your explanation.</u>** **A surge of memories flooded back. Gradually in those days I'd pieced together fragments from their daily lives, feeding habits, travel routes and social structure. Thinking back I relived the thrill of watching Greybeard fishing for termites with stems of grass – picking a wide blade of grass and trimming it carefully so it could be poked into the narrow passage of the termite mound. What a discovery – humans weren't the only tool-making animals!** **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**: • **surge of memories flooded back:** suggests sudden powerful recollection, nostalgia, current flowing through the mind; suggests overwhelming emotion, power of water, helpless to stop • **pieced together fragments:** beginning to make sense of it, rationalise her experience, rebuilding something that had been broken • **relived the thrill:** suggests it was exciting and risky, fairground ride, daring exploit • **What a discovery – humans weren't the only tool-making animals!** suggests the amazement of the time, novelty	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 6 and 7.** • **Paragraph 6 begins 'My attention ...' and is about the rainstorm and Frodo's reaction to it.** • **Paragraph 7 begins 'It must have taken ...' and describes the scene after the storm has passed.** **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 6 begins 'My attention ... ' and is about the rainstorm and Frodo's reaction to it.** *Overview:* increasing and releasing tension of natural forces • (my attention) **jerked:** sharp, quick, breaks her thoughts • **sudden outbreak** (of chimpanzee calls)**:** immediacy of the noise, threatening • **grey, heavy sky:** impending storm, moody, dull, oppressive • **growing darkness:** threat of what is coming, building up, primeval • **stillness, punctuated only by distant drumming of thunder:** sounds heard from a long way off, anticipation of arrival, warlike, calm before storm • **leaping about:** energetic excited movement, manic • **swinging vigorously:** hanging and moving between branches, urgent, quick movements • (becoming) **wilder and more daring:** sense of abandon, loss of control • **fatter, faster drops found their way through:** swelling of water droplets, intensity building • **dense canopy:** thick trees overhead, no defence against the rain, offers little protection • **heralded:** announced, acclaimed, sign of something important, battle imagery • (a thunderclap that) **shook the mountains:** shuddering of earth, immense force, power of nature • **growled on and on:** continuous, low noise, noise of some huge beast, noise of some huge beast • **bouncing from peak to peak:** echoing, reverberating; exuberant, huge movement • **released:** set free, as if being held back previously • **torrential rain:** rivers of water descending, enormous amounts of water. overpowering • **sky and earth seemed joined by moving water:** can no longer distinguish between the two, union of elements, emphasises volume of water, strength of rain • **hunched and still:** bent over, quiet, spent *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	*Responses might use the following:* ***Paragraph 7 begins 'It must have taken ...' and describes the scene after the storm has passed.*** *Overview: sense of renewal and restoration of calm beauty contrasting with violence of the storm* • ***eased off:*** *reduced gradually* • ***(heart of the storm) swept away:*** *centre, most powerful part, moved off, left swiftly and smoothly, dramatic exit* • ***soaked, dripping vegetation:*** *sodden plants, wet foliage* • ***followed awkwardly (my cold wet clothes) hindering movement:*** *soggy and soaking, making walking difficult and uncomfortable, human not suited to natural world* • ***pale watery sun:*** *new light emerging, insipid, faint and weak as it first appears, diluted, washed out* • ***the world seemed hung with diamonds:*** *brilliance of reflected light, precious, beautiful decoration* • ***spider's web that stretched, exquisite and fragile (across the trail):*** *delicate natural beauty that survived storm, equipped to deal with powers of nature* • ***brilliant, vivid, veined greens:*** *intense colours, bright, full of life, pulsing* • ***soft sunlight:*** *nourishing, comforting warmth of gentle sunbeams* • ***(wet trunks and branches) gleamed like ebony:*** *tropical wood (may actually be ebony) reflecting the light as if polished* • ***(black coats of the chimps) were shot with flashes of coppery-brown:*** *natural beauty, versatility and strength of nature, soft metal* *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.

© UCLES 2021

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 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.

© UCLES 2021

Question	Answer	Marks
3	**You are a journalist writing a magazine article about Jane Goodall's work.** **In your magazine article you should:** • **explain what Jane's work involves and the challenges it presents** • **explain what Jane has learned about chimpanzees and their lives** • **suggest why Jane's work is important and what she hopes to achieve.** **Write the words of the magazine article.** **Base your magazine article 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 **what Jane's work involves and the challenges it presents** **Annotate A2** for references to **what Jane has learned about chimpanzees and their lives** **Annotate A3** for references to **why Jane's work is important and what she hopes to achieve**	**25**

Question	Answer	Marks
3	**A1: what Jane's work involves and the challenges it presents** • **getting up very early** (det. (wakes before) alarm) [dev. keen to get back to see chimps, long day] • **scientist studying chimps / observing the chimps** (det. photos, notebook) [dev. long term passion / personal investment] • **no time for meals / surviving on limited rations** (det. banana, handful of raisins for lunch) [dev. dedicated / practicalities of carrying more food supplies] • **tracking / patience / waiting** (det. previous evening through to morning, thirty minutes staying still waiting for them to leave) [dev. sudden movements might upset chimps / experienced] • **needs to be fit / walks a long way** (det. valley, lake, slope, climbing legs) [dev. tricky moving through different terrains] • **working outside in extreme weather** (det. torrential rain, thunder) [dev. less well-equipped to cope than the chimps] **A2: what Jane has learned about the chimpanzees and their lives** • **social structure / live in family groups** (det. siblings have names given to them by Jane) [dev. some similarities with human social structure] • **communication** (det. noises to warn) [dev. in early days hard to get close as if one spotted her the others would soon know] • **use tools** (det. trimming blade of grass) [dev. problem solvers, making life easier for themselves] • **food habits** (det. eat leaves but also meat, termites, eat frequently, not vegetarian) [dev. amazing discovery / people did not realise] • **territorial / aggressive** (det. war with neighbouring chimps, grown accustomed to Jane in their vicinity) [dev. can be brutal / dangerous if she was in the middle of it / needs to be aware / needed to gain their trust] • **sleep habits** (det. nest in trees, rustling of leaves indicates waking) [dev. protect young] • **travel habits** (det. travel in formation, particular routes, follow a leader) [dev. ordered and organised / move quickly] **A3: why Jane's work is important and what she hopes to achieve** • **extraordinary nature of the work / remarkable job / impressive occupation** [dev. inspiring others / world renowned] • **change / campaigning for animal rights** (det. lobbying, lectures) [dev. educating / raising awareness] • **chimps are similar to humans** (det. also play, also groom) [dev. better understanding of our place in nature] • **wants to find out more about chimps** (det. how much we still have to learn) [dev. information could be important in the future] • **protecting chimps / under threat** (det. from humans) [dev. their importance in the ecosystems / environmental concerns]	

© UCLES 2021

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.

© UCLES 2021

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.

© UCLES 2021