Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 2022**

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)	R2	2
1(c)	R1	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1 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>two</u> examples of types of endurance events, other than ultra-marathons, according to the text.** Award 1 mark for **two** correct responses. • triathlon(s) / Ironman • adventure race(s) / Tough Mudder	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'challenge the limits' (line 3):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • test (your) / push (yourself) to / force(d) / prove (to themselves) • extremes (of abilities) / the most you can do / boundaries (of what you can do) / beyond comfort zone / what is possible	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'mythical beast' (line 4):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • imaginary / fictitious / not real / of legends / legendary • creature / animal (allow non-human) / monster	**2**
1(c)	**Re-read paragraph 3 ('Somewhere … you?'). Identify two ways in which Tough Mudder always differs from other extreme events.** • short(er) • involves getting hurt / more dangerous / fire / electric shock Award 1 mark for each idea, up to a maximum of 2. *Do not credit 'dangerous'.*	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('I've no idea … with life.').** **Give <u>two</u> reasons why the writer decided to drop their 'habitual laziness' and take up running.** • large belly / became overweight / to lose weight • was unfit / got out of breath easily / to get fit Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5 ('I've no idea … with life.').** **Explain why extreme sports are growing in popularity according to the text.** • life has become sterile / life is too safe / lack of risk • no adrenaline rush (in workplace) / crave excitement / boring • tired of rat-race / fed up with 9–5 routine / pressure to keep doing the same thing • looking for a way to re-engage with life / doing something fulfilling / feeling alive Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 6 ('After completing … achievement.').** **Using your own words, explain why some Ironman competitors might still like to compete in marathons.** **Answers which are <u>entirely</u> in the words of the text should not be credited.** • less flashy / quieter • true sporting challenge / classic race / sense of nostalgia / (for) real athletes • equal buzz / same thrill • (inner) sense of achievement Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. *Do not credit 'ultimate thrill'.*	**3**

Question	Answer	Marks
1(f)	**According to Text B, why did Jayden Dee want to take part in this particular event?** **You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should not be more than 120 words.** **<u>Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u>** 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 likes to be seen as hardworking / wanted to show his dedication 2 going to be on national television / likes attention / keen for fame 3 competitive nature 4 different from other endurance events / bigger challenge / most insane race 5 the (big) cash prize 6 social media 7 besotted with last year's event / had become hooked through watching last year's event on TV / obsessed with idea of the race / caught bug again through Ironman 8 timing was right / in good shape (at the time / now) 9 wants to win it / thinks he can win it 10 people he admires are competing in it 11 represent his region / represent Redmond / the man from Redmond 12 be an inspiration (to young people)	**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)	R2	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	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:** **The writer was slightly unsure that it was a good idea to publish their blog entry.** (a) little hesitant (line 1)	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Her husband's training had little effect on the daily life of the family to begin with.** (Initially it) didn't really impact (our lives too much) (line 8)	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Fitting in bike rides to the family's weekend schedule was perfectly manageable.** totally do-able (line 12)	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The writer accepted grumpily that they hadn't changed their mind about Sam competing in the Ironman.** (I) agreed sullenly (line 15)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **June was all about Ironman. Endless weekends with Sam gone until 5pm each day. After exercise he would need to sleep for an hour or so, thus he was technically gone for longer. I was desperate for us to go away and have a break from it.** **Endless**: interminable / (weekend) seemed to last forever / continuous / going on weekend after weekend / infinite	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **technically**: strictly speaking / in reality (that meant) / in literal terms / to be exact / taking account of detail(s) / actually / as a matter of fact / realistically / basically *Do not credit 'practically'.*	1
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **desperate**: longing (for) / badly wanted / strongly desired / unable to cope without having / needed	1

Question	Answer	Marks
2(c)	**Use one example from the text below to explain how the writer suggests their feelings about Sam's approach to training for the Ironman event.** **<u>Use your own words in your explanation.</u>** **There was so much laundry ('different road conditions') so much extra food ('fuel') and so much gear (multiple pairs of goggles with different tints 'because you never know…')! Smiling understandingly, Sam assured me the next one will be cheaper. Next one?** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests their feelings about Sam's approach to training Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests some of their feelings about Sam's approach to training Award 1 mark for an example with an attempt at an explanation which shows awareness of their feelings. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following:** • **so much … so much … so much …**: suggests the build-up and increasing tension **('.')** use of parenthesis / quotation marks to suggest her frustration with his reasons / excuses; she feels their arguments and her frustration has been building up. • **('different road conditions')**: appears to be accepting his defence here though understatement may suggest she is unimpressed by the state and scope of the laundry, resents having to do it. • **('fuel')**: suggests she is mocking his 'scientific' defence here, feels he is consuming /burning it up at an immense rate. • **(Multiple pairs of goggles with different tints 'because you never know.')**: suggests she does not feel such extensive range is required, feels it is excessive and wasteful / he feels that he is being careful. • **Smiling understandingly**: suggests she has been getting angry or impassioned, (slightly) annoyed by his patronising reaction / lack of sensitivity to effect or cost. • **Sam assured me the next one will be cheaper. Next one?**: suggests shock and some dismay that he might be planning to do this again.	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 10 and 12.** • **Paragraph 10 begins 'Because it's there …' and is about the writer's reactions to other people's views.** • **Paragraph 12 begins 'Having said all that …' and is about the writer's feelings at the end of the race.** **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 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 10 begins 'Because it's there …' and is about the writer's reactions to other people's views.** *Overview: fiercely protective; over-reactions* **snarl**: answer back fiercely; reminiscent of a wild creature's aggressive growl with bared teeth, defending / threatening attack, instinctive reaction, protecting her own **dared**: had the courage to ask or challenge; (assumed) outrage **any sane mortal**: human thinking rationally, strongly questioning thinking; vulnerability / might be badly injured or die **tackle**: take on, attempt, grapple with; combat and determined effort in face of a potentially insurmountable challenge **enjoyed mercilessly shaming**: taking pleasure in chiding, was unrelenting in attempts to make him feel bad; punishment, no remorse, irony of her reaction **potentially boundless benefits**: could be no limits to positive effects on business; may have been over-stated / exaggerated claims **adventure**: presented as quest, new and difficult but positive experience, exciting / childlike enthusiasm **fledgling**: immature, new, like a young bird just able to fly; needs attention **flurry**: a number arriving together from different directions; excitement and dynamism / snowflakes that will not last / huge and sudden interest **beam with immeasurable pride**: wide smile, radiating pleasure, immense satisfaction, no bounds to (apparent) joy	**15**
2(d)	**Paragraph 12 begins 'Having said all that …' and is about the writer's feelings at the end of the race.** *Overview: revelling in the sense of power and achievement* **emerge god-like from the water**: dramatic and powerful exit from the water, suggests strength and conquering hero; achieved more than a mere 'mortal', transformed, in awe of him **power past us**: forceful, full of strength and energy even at the end of the race **rocket (down the finishing chute)** : incredible speed, as if fuelled / propelled **head held high**: looking up towards finish, pleasure in his own achievement, boosted self-esteem **utterly incredible**: amazing, unbelievable **intoxicating**: dizzying, takes over senses, addicted **rare pinnacles of perfection**: few instances, particularly special and memorable moment of achievement, reminiscent of arriving at the highest point of a mountain, unlikely to be replicated **epic journey**: the shared experience of training and the race had been really hard and long for the whole family, heroic adventure, amazing tale coming to its successful conclusion **And next year? Well yes, it's my turn …** : time for the focus to be on her, would do the whole thing again, acknowledges a shift in perspective, more balanced conclusions and a sense of more of their story to come / defiant / determined Only credit comments on stylistic effect where these are explicitly linked to choices.	**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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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.

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Question	Answer	Marks
3	**You are Sam. After completing the race you are interviewed for a podcast about your experience and the advice you would offer to anyone thinking of entering an Ironman.** **The interviewer asks you three questions only:** • **How exactly do you need to prepare for a challenge like Ironman and why is each aspect of that preparation important?** • **How do you think preparing for Ironman affected other areas of your life and what advice would you offer anyone considering entering an Ironman for the first time?** • **What were the rewards of completing an Ironman for you and your family?** **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 bullets.** **Begin your interview with the first question.** **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 how exactly you need to prepare for a challenge like Ironman and why each aspect of that preparation. **Annotate A2** for references to how Sam thinks preparing for Ironman affected other areas of his life and what advice he would offer anyone considering entering an Ironman for the first time. **Annotate A3** for references to the rewards of completing an Ironman for Sam and his family.	**25**

Question	Answer	Marks
3	**A1: How exactly do you need to prepare for a challenge like Ironman and why is each aspect of that preparation important?** • **dedicating time to training** (det. started January, six months before event) [dev. there is a lot to do, need time to make progress] • **get a coach** (det. expert) [dev. help avoid costly mistakes of an amateur] • **plan targets** (det. monthly training plans) [dev. build up strength and fitness / reason it gets progressively harder / help to remain focused] • **bike rides** (det. 1-3 hour rides initially) [dev. significant part of the race / don't want to fail at one or more of the disciplines] • **swims** (det. visits to local pool / own pool) [dev. need to ensure you are practising the other disciplines not just the easiest / could be difficult if no water resource easily accessible locally] • **kit** (det. special goggles) [dev. keep you safe / want to look good] • **focus on health** (det. food as fuel, sleep for an hour) [dev. recovering / for energy] **A2: How do you think preparing for Ironman affected other areas of your life and what advice would you offer anyone considering entering an Ironman for the first time?** • **holidays / excursions** (det. no camping for the kids; no family hiking) [dev. sacrifice you have to make] • **relationship with wife** (det. fed up, initially bonding experience) [dev. try to build in training together for as long as you can / annoying having to justify / unfair on her] • **problems at work** / **negative reactions of others** (det. less than supportive business partner, others questioning decision) [dev. difficult to balance everything / talk through (potential) issues] • **restricted social life / limited leisure time** (det. no time at weekends, not being able to say yes to invitations) [dev. don't be put off] • **family / relationship with children / responsibilities as a parent** (det. childcare, tears from son after he had gone) [dev. plan for extra help in advance / wasn't aware of the effect on them] • **finance** (det. cost of all the extras) [dev. be realistic / consider whether you really need as much / budget in advance]	
	A3: What were the rewards of completing an Ironman for you and your family? • **excitement of the finish** (det. crowd) [dev. lifted by the sense of occasion, special memory to cherish] • **own sense of achievement** (det. head held high) [dev. feeling mentally stronger / more powerful mentally / belief in self / all worth it] • **proud reaction of family** (det. children cheering him on) [dev. team effort / bonding as a family] • **inspiration for others** (det. wife planning to enter next year) [dev. role model for children] • **publicity (for the travel company / personal)** (det. interview / podcast / articles) [dev. may offer new/increased opportunities, proving doubters wrong / buoyed by the articles]	

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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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