Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 2023**

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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Question	Answer	Marks
1(a)	**What is an alternative name for a motivational speaker, according to the text?** • (an) inspirational (speaker)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'reputation as an expert' (line 3):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • recognised as / has a name for being / widely believed to be / judged by others to be / well known for / seen by others to be / has an image to uphold • specialist knowledge / has considerable experience of the topic / knowledgeable in their field / knows a lot about the subject	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'different perspective' (line 4):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • alternative / alternate / (an)other / change(d) / contrasting / new • viewpoint / (point of) view / way of looking at / stance / angle / position / attitude / outlook / mindset	**2**
1(c)	**Re-read paragraph 2, ('The ultimate … tactics.').** **Identify <u>two</u> ways that a motivational speaker might have an emotional or mental effect on a person's life.** • (help them to) make a significant change / (personal) change in their life • (encourage them to) concentrate on opportunities / not focus on problems Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(i)	**Re-read paragraphs 3 and 4 ('Some motivational … television.').** **Identify <u>two</u> different types of online or live audience that motivational speakers might talk to, according to the text.** • invited (audience) / people with particular interests / conference (audience) • (wider) public / those who buy tickets Award 1 mark for each idea, up to a maximum of 2.	**2**

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Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 3 and 4 ('Some motivational … television.').** **Explain why the job of a motivational speaker might appeal to some people.** • (go to) important conferences / (if successful) you can be in demand • (can) travel (to events) all over the world • become celebrities / write books / present videos / make podcasts / appear on television / be famous Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 5 ('There is … successful.'').** **<u>Using your own words</u>, explain why this expert does <u>not</u> consider that the speakers they have met are motivational.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • speakers are in it to make money / charge too much / charge a lot • (many / all) are not good • use predictable storylines • patronising / show off / fake / insincere *Answers which are entirely in the words of the text should not be credited.*	**3**

Question	Answer	Marks
1(f)	**According to Text B, what were the writer's reasons for giving up motivational speaking?** **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.** it's not really her / not allowing her to be the person she wanted to be / wants to be honest about what she thinks / feels not being sincere / not being true to herself **2.** some bad experiences / have been many downs **3.** did not choose it / wants to inspire people to make their own choices / can protect legacy by making the choice to leave now **4.** assumption that because she is disabled, she is automatically qualified to be inspirational / not considered a potential doctor or engineer like her peers **5.** felt pushed into it too early / didn't understand at the time what she was getting into / found herself doing it before she'd decided on a career path **6.** expected to tell a tragic story / expected to present a false version of her life / expected to mislead audiences / does not have a 'tragic story' **7.** audience can't see past her disability when she's on stage **8.** not really a glamorous job / supposed glamour of the job detracts from other achievements / once people know she's a motivational speaker her other achievements and ambitions are ignored **9.** seldom asked about her struggles as an entrepreneur / interviewers do not ask about her main work / interviewers focus questions on their perception of life as a wheelchair user **10.** an unreliable source of income / need another job as well / pay is not good enough **11.** popularity can alter without warning / someone comes along with a 'better' story / competitive **12.** does not want to have to entertain / wants to be taken seriously / wants to focus on writing / wants to focus on running her company	**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.

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.

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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)	R1, 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:** **Anna's journey through New Zealand took her from one end of the country to the other.** • (the) entire length (of New Zealand) (line 3) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(ii)	**Anna was going to run the whole way with absolutely no help or assistance.** • (doing it) totally unsupported (line 20) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iii)	**Anna did think about buying a GPS to help her find her way.** • (I did) consider purchasing (line 36) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iv)	**Kevin felt that lots of the people attempting it were not at all ready to deal with the challenges of the trail.** • entirely unprepared (line 42) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **'It just comes down to a choice about how you live your life,' I shrugged. 'I'm a ''work-it-out -when-I-get-there'' kind of person.'** **This was perhaps the reason why I'd failed to read even 10 per cent of the trail notes before setting out. And possibly why a perceptive work colleague had introduced me to Kevin who would meet me at the airport.** **Local expert Kevin had quizzed me about sections of the trail. Mostly my responses were: 'Umm, I'm not too sure on that particular bit.'** • **perceptive:** able to see Anna needed help / insightful / recognising Anna wasn't well prepared / knew her well / observant	**1**

Question	Answer	Marks
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **quizzed:** tested / interrogated / asked specific questions / drilling down into her knowledge	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **trail:** a (marked) path / a (set) route / a planned way through	**1**
2(c)	**Use one example from the text below to explain how the writer suggests her attitude during the interview.** **Use your own words in your explanation.** **I was sitting, star-struck, in the Southland FM's Invercargill studio, marvelling at radio host Rach's seemingly exotic accent. I already loved the way that people here pronounced my name as 'Inna!' I grinned widely from behind a microphone bigger than my head.** **Rach continued: 'So, are you brave or stupid?'** **'Perhaps both,' I laughed enigmatically. 'And excited.'** • Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Anna's attitude. • Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Anna's attitude. • Award 1 mark for an example with an attempt at an explanation which shows awareness of Anna's attitude. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following:** • **sitting, star-struck:** admired Rach, liked being on the radio, over-awed by the occasion, dazzled, unable to communicate effectively • **marvelling at ... seemingly exotic accent:** way Rach spoke was unusual/foreign to Anna, she is amazed by the difference; suggests she is over-reacting, perhaps romanticising • **grinned widely from behind a microphone bigger than my head:** smiled broadly, open and positive, thoroughly enjoying the experience, cannot contain her joy; sense of inane, foolish or showing off • **laughed enigmatically:** trying to appear mysterious and interesting, may suggest bravado, playing the role of a celebrity, has not thought through the implications or dangers properly	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 7 and 12.** • **Paragraph 7 begins 'We discussed the attractions ...' and is about Anna's feelings ahead of the run.** • **Paragraph 12 begins 'No, I'd no idea ...' and is about the natural landscape Anna encountered on the trail.** **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 the 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 7 begins 'We discussed the attractions ...' and is about Anna's feelings ahead of the run.** *Overview: contrasting feelings of nervous tension and excitement* • **exquisite, wild showcase of natural diversity:** beautiful, widely varied landscape, as if on display, preserved in a museum; a performance for her benefit • **framed by forests:** surrounded by trees on all sides, as if a picture, artwork or theatrical presentation • **my spirits lift and soar:** cheered up after initial doubts, reminiscent of a bird taking flight • **nagging self-doubt:** unsure if able to do it and not able to let that uncertainly go; as if someone is trying to undermine her confidence, persistent, irritating • **gnawing concern:** worry keeps working away at her faith in her ability to complete, insistent and destructive anxieties • **eased with every word I uttered into that gigantic microphone:** it got better as she spoke, talking herself into it - larger than life microphone suggests getting carried away by the occasion, may not be realistic *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 12 begins 'No, I'd no idea ...' and is about the natural landscape Anna encountered on the trail.** *Overview: challenging landscape and latent danger* • **wildly over- estimated** (and certainly hadn't accounted for): completely miscalculated, not even close, reckless, impulsive • **massive mountains sprawled across the landscape:** foothills of the huge mountains stretch out across the vista, imposing • **like giant sleeping tarantulas:** reminiscent of large spiders; scary and potentially deadly, could be awoken • **hairy tussock-covered legs forming sharp ridges and deep basins:** coarse vegetation makes progress difficult and unpleasant, sense of climbing high over narrow summits and travelling down low into dips in between • **punctuated by icy streams:** dotted with waterways, freezing water, forbidding, halting pace • **seas of chest-high grass:** endless, grass so tall it feels like you may drown in it, undulating movement in the wind; disorientating • **peter away:** gradually disappear, like trickle of water, into nothing • **confusing connection of gaps**: absence of any sense of trail, way is unclear, negativity stressed as looking without success for a pattern in the spaces • **complex maze of slippery roots:** easy to get lost, treacherous, difficult to get through, risk of falling *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.

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.

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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 Anna. After completing your run successfully you return to the UK and are asked to give a motivational speech to young people.** **In your speech you should:** • **explain the details of the challenge you undertook <u>and</u> the reasons you wanted to do it** • **evaluate your preparation for the challenge <u>and</u> what you wished you had done or realised beforehand** • **discuss the highlights of the whole experience, what you gained <u>and</u> why you would recommend your audience to take on challenges.** **<u>Write the words of your speech.</u>** **Base your speech on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on the 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 details of the challenge Anna undertook and the reasons Anna wanted to do it. **Annotate A2** for references to Anna's preparation for the challenge and what she wished she had done or realised. **Annotate A3** for references to the highlights of the whole experience, what Anna gained and why she would recommend her audience to take on challenges.	**25**

Question	Answer	Marks
3	**A1:** details of the challenge undertaken, and reasons Anna wanted to do it • **running length of New Zealand** (det. 3000-kilometre-long, Te Araroa Trail) [dev. allure of visiting a country for the first time] • **unsupported / travelling alone** (det. carrying all gear in backpack) [dev. potentially dangerous] • **sporting parents** (det. Olympians) [dev. make them proud / live up to expectations / genetically predisposed / destiny] • **health benefits of exercise** (det. access to outdoors and sport as a child) [dev. experience of recovering from illness] • **raising awareness / publicity** (det. stopping in schools on route, organisations supporting individuals to take on challenges) [dev. educating young people] **A2:** preparation for the challenge and what Anna wished she had done or realised • **reading trail notes** (det. only read 10% of notes) [dev. should have been better prepared / wished paid more attention / worked out ok / need to know where to go when markers peter out] • **differences between trails in NZ and Europe** (det. forests, mountains) [dev. not used to this terrain / no idea beforehand] • **maps / compass** (det. old fashioned navigation techniques/ no GPS) [dev. may have been foolhardy / romanticised idea] • **safety arrangements** (det. spot tracker) [dev. useful / necessary / sensible precaution] • **practised more with backpack** (det. over-estimated speed she could travel carrying all her gear) [dev. backpack slowed her down / should have made other arrangements for picking up supplies] • **started the other end of the trail** (det began at Stirling point) [dev. less time to acclimatize / more challenging route from the outset] **A3:** highlights of the whole experience, what Anna gained and why she would recommend her audience to take on challenges. • **radio interview** (det. Southland FM's Invercargill studio, meeting radio host Rach) [dev. enjoyed fame and attention / new cultural experience] • **discovery / adventure** (det. wild, beauty of landscape) [dev. taking some risks can be worth it / pushing yourself is important] • **confidence / sense of achievement** (det. own 'Olympic' achievement) [dev. able to work through problems faced / overcome problems in own life / positive mindset brings success] • **support from others** (det. support from friends, family, work colleagues) [dev. gained their respect / inspiring others] • **learned from Kevin** (det. local expert, new friend) [dev. pleased she met him / grateful for his advice]	

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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