Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **October/November 2020**

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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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 and R2	2
1(d)(i)	R1, R2 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)	**Re-read paragraph 1 ('Ecuadorian legends tell … in the area.'). Give <u>two</u> reasons why locals believe an ancient race of giants once existed, according to the text.** Award 1 mark for **both** responses. • (Ecuadorian) **legend**(s) • (tribes from all over the Amazon basin) **recollect** (their existence) / memories of them *Do not credit answers that copy the whole of paragraph 1.*	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'thriving cities' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • prosperous / flourishing / developing / successful / doing well / growing • large settlements / large population / lots of people / large town Credit alternatives explaining the whole phrase e.g. successful community / civilization doing really well. Allow synonyms for city. *Do not credit 'big buildings'.*	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'ancient structures' (line 5)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • from distant past / very old • buildings / constructions / forms Credit alternatives explaining the whole phrase e.g. monument(s). *Do not credit 'old' on its own.*	**2**

Question	Answer	Marks
1(c)	**Re-read paragraph 3 ('The largest structure is … to wield them.').** **Give <u>two</u> reasons why it might be assumed that the giants worked hard.** Award 1 mark for each idea, up to a maximum of 2. • **pyramids**: size / height / steep incline • **tools**: existence of (many) tools / (heavy) tools • **boulders** (as building materials): stones really heavy / (lots of) huge stones	**2**
1(d)(i)	**Re-read paragraph 4 ('This evidence has … artificial origin.').** **Identify <u>two</u> pieces of evidence that the Ecuadorian authorities did not want to believe the findings.** Award 1 mark for each idea, up to a maximum of 2. • ignored the **researchers**' **evidence** • **own** i**nspection** was brief / inspection lacked thoroughness • **flawed conclusion** / ignored evidence they found themselves / ignored the regular size of the blocks they had found as evidence / concluded natural formation despite regular size of blocks	**2**
1(d)(ii)	**Re-read paragraph 4 ('This evidence has … artificial origin.').** **Explain why researchers believe that these are man-made pyramids.** Award 1 mark for each idea, up to a maximum of 3. • **regular blocks** / shape of blocks does not look natural • **precisely cut** • **assembled** / put together / positioned	**3**

Question	Answer	Marks
1(e)	**Re-read paragraph 5 ('Furthermore, several other … leader is buried.').** **<u>Using your own words</u>, explain why it is possible that the researchers are wrong in their theories.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are **entirely** in the words of the text should not be credited. Researchers could be wrong because: • **over enthusiastic** / misleading themselves • **nothing there** / (mound) shape could be no more than mud and foliage • **real shape hidden** / true shape (of ground) is distorted (by mud and foliage) • **no precedent in that country** / not found in that country yet / only in other countries so far • **further evidence yet to consider** / the sites have not been excavated yet	**3**

Question	Answer	Marks
1(f)	**According to Text B, why are the existing theories about how the Crooked Forest was formed unlikely to be correct?** **You must use <u>continuous</u> writing (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 following points [**A2**]: **1** area affected too small for tank damage / would expect a broader area to be impacted by big tanks **2** other trees nearby unaffected by tanks / area is surrounded by straight trees on all sides making tanks unlikely **3** uniform curvature rather than haphazard damage from tanks **4** tanks would have flattened the trees completely / trees wouldn't have survived tanks **5** (genetic mutation) would have impacted on whole tree / only the base affected **6** locals enjoy fooling visitors with their 'anecdotes' about supernatural / alien activity **7** speculation boosts tourism / hotel business **8** gravity pulls downwards not sideways **9** solid trunks suggest healthy / strong and sturdy (wouldn't be weighed down by snow / affected by genetic mutation / not affected by gravity) **10** (vast number(s) of) vertical pines around the area / trees around unaffected by snowfall **11** **perfect** circle suggests that a natural cause is unlikely / grove is protected from harsh weather (by circle of trees) **12** sculpted trees / marker trees usually found in isolation, not in a grove **13** sculpted trees / marker trees not usually found in Europe	**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.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

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)	R2	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The adventurers were fed up of constantly roaming around.** 'tired' (of this seemingly endless wandering) (line 1) *Do not accept disheartened.*	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Jose unwillingly trailed Manoel.** 'reluctantly' (followed Manoel) (line 24)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Manoel had not expected the deer to have such speed and sprightliness.** (surprised at its) 'agility' (and how quickly it vanished) (line 31)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Raposo tried to encourage and sweet-talk the men.** (Raposo) cajoled (the weary adventurers) (line 34) allow alternative whole phrase: 'worked hard to keep their spirits up' (line 3)	**1**

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Question	Answer	Marks
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Camp was pitched and the party was resting, when confused shouting and crashing in the bush brought them to their feet. Manoel burst into view. 'We've found it!' Manoel cried. 'We've found the way up!'** **resting:** relaxing / reposing / unwinding / napping / taking a light sleep / getting energy back *Do not allow sleeping / taking a break on its own.*	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **Camp was pitched and the party was resting, when confused shouting and crashing in the bush brought them to their feet. Manoel burst into view. 'We've found it!' Manoel cried. 'We've found the way up!'** **confused:** chaotic / hard to make out / hard to decipher / muddled / jumbled *Do not credit 'did not understand' on its own.*	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **Camp was pitched and the party was resting, when confused shouting and crashing in the bush brought them to their feet. Manoel burst into view. 'We've found it!' Manoel cried. 'We've found the way up!'** **burst:** rushed (out) / moved suddenly and violently / erupted (from) / suddenly appeared *Do not credit 'appeared' on its own*.	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the feelings of the leader, Raposo, when the adventurers enter the cleft.** **<u>Use your own words in your explanation.</u>** **Clusters of rock crystals and frothy masses of quartz gave the wide-eyed leader the feeling of having entered a fairyland, and, in the dim light filtering down through the tangled mass of creepers overhead, his anticipation of a wondrous citadel on the other side was palpable.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Raposo's feelings. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Raposo's feelings. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of Raposo's feelings. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **clusters of rock crystals and frothy masses (of quartz)**: shines, glistens, wealth, bubbling foamy liquid, beauty; huge volume; pleasure, excitement • **wide-eyed (leader)**: the feeling of having **entered fairyland**: amazed, incredulous, disbelief, hypnotised, enchanted, magical, happy ending, innocence, childlike, naivety • **anticipation of a wondrous citadel** on the other side was **palpable**: hope, expectation, extraordinary, astonishing, amazing, stronghold, fortress, castle, adventure, quest, so strong that the other adventurers can feel them	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 4.** • **Paragraph 2 begins 'These were no ordinary mountains …' and is about the sight of the mountains to the weary adventurers.** • **Paragraph 4 begins 'Next morning …' and is about how the adventurers try to ascend the mountain by daylight.** **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 page 16) 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: • **the sight of the mountains to the weary adventurers in paragraph 2, beginning 'These were no ordinary mountains …'** *Overview: suggests the huge promise of riches that are within the adventurers' grasp and their excitement.* o **no ordinary mountains**: excessively large, unusual, strange, mysterious, special, obstacle to overcome, challenge, significance is apparent from the outset o **lit up in flame**: red and orange hues, brightly-coloured, like a beacon or an incredible sign to the adventurers, beauty, awe o (wet rocks), **rich** (in colour and light): copious amounts, but also suggesting the wealth that the adventurers anticipate o **studded with gems**: decorated with expensive stones, crafted like jewellery o **(**streams**) leaped from rock to rock**: stream is personified to sound light, nimble, playful, joyful o **a rainbow beckoned**: enticing, summoning, leading, promise of fortune, wealth • **how the adventurers pitch camp and then try to ascend the mountain in daylight in paragraph 4, beginning 'Night had fallen …'** *Overview: The mountains appear impossible to climb because of their size and physical features. They are hostile to the adventurers.* o (**crags appeared**) **black and menacing**: very dark and threatening, evil presence, malevolence, danger, contrast with sunset o **vast**: huge suggesting the enormous scale of the task ahead of them o **sheer unscalable precipices**: very steep, practically vertical and impossible to climb, imminent danger of falling o (**all day they**) **struggled over**: tried very hard to climb across, continuous effort, feelings of defeat, disheartened o (**seeking** a way up those) **glossy sides**: shiny, gleaming, suggests they may be slippery to climb. superficially attractive, deceitful *Only credit comments on stylistic effect where these are explicitly linked to choices*.	

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

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

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

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Question 3

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

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

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

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

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Question	Answer	Marks
3	**You are Jose. A day later you write an entry in your journal, in which you:** • **describe where you have been and what you have seen in the final stages of your adventure** • **explain how you have felt during the recent days about the expedition and your leader, Raposo** • **describe what has happened since you saw the broken remains of the human settlement.** **Write the words of your journal.** **Base your journal entry on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **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 where Jose has been and what he has seen. **Annotate A2** for references to his feelings in recent days and his feelings about Raposo. **Annotate A3** for references to what happened on the last day.	**25**

Question	Answer	Marks
3	**A1: where Jose has been and what he has seen** • **terrain underfoot** (det. swamps, bush country) [dev. hard to make progress, uncomfortable, variable, not knowing what to expect next] • **landscape / view** (det. thin belt(s) of forest(s) and mountain range) [dev. impressive, foreboding, daunting] • **sunset on mountain side** (det. reflection of light, wet from the rain, sparkling, streams) [dev. beauty, (foolish) promise of wealth] • **rainbow** (det. formed over the crest of the ridge) [dev. (childish to consider) sign of hope] • **morning view of the mountain** (det. now dark and threatening, vast height, unscalable) [dev. contrast with the promise of the night before, disappointment, wanting to give up / hopelessness] • **route over mountains** (det. deep cleft in the face of the precipice lead to summit) [dev. just prolonging the agony, expected they would not be allowed to sleep now] **A2: feelings during recent days / feelings about Raposo** • **utterly exhausted** (det. endless wandering before arriving at mountains; stumbling, struggled over boulders and crevices looking for a way up mountain) [dev. Raposo expecting too much / good at motivating them to go on when tired] • **disheartened / disappointed not to find anything initially** (det. unable to locate lost mines / no evidence of ancient civilization) [dev. waste of time] • **annoyed to be sent on errand** (det. told to go for firewood, glanced at Manoel in disbelief, followed Manoel reluctantly) [dev. typical of Raposo (to choose them), unfair when others allowed to rest] • **unimpressed by Manoel's excitement** (det. face like stone when he returned noisily to camp) [dev. Manoel siding with Raposo] • **unimpressed by Raposo as a leader** (det. mutinous expression) [dev. feels taken advantage of, thinks others feel the same] • **(learns to) value Raposo's leadership skills** (det. cajoles, works hard to keep spirits up) [dev. does hold the group together] **A3: the last day** • **evidence of human activity** (det. man-made paving, tool marks) [dev. building (Raposo's) expectations of finding the city] • **huge mineral resource / mine** (det. quartz and crystal, gold, silver) [dev. prospect of future wealth, explored to find other mines in surrounding mountains] • **elated / shocked to find the settlement** (det. broken remains) [dev. all this trouble for nothing / Raposo was right) • **Raposo's disbelief as the day ended** (det. picked up the axe in a daze, spun round and stared at them) [dev. wanted to go on and explore / disappointed / broken dreams] • **angry / happy reactions of adventurers** [dev. (mutinous ones) refused to carry on / adrenalin rush as they make exciting discoveries / forget exhaustion of previous days] • **collecting evidence to prove findings** (det. axe) [dev. fame]	**25**

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	**4–3**	• 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	**2–1**	• 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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