Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

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)	**Give <u>two</u> examples of animals that have been culled, according to the text.** Award 1 mark for both responses. • deer • **grey** squirrel	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'appropriate method' (line 1):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • suitable / fitting / sensible / right / correct / efficient / effective / can be argued as reasonable • procedure / process / way (of doing) / approach / solution Credit alternatives explaining the whole phrase, e.g. what they need to do in the circumstances.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'Large numbers' (line 4):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • vast / enormous / big / huge • amount / population / group(s) Credit alternatives explaining the whole phrase, e.g. lots of deer / lots of them / (too) many / numerous / multitude(s) / quantities.	**2**
1(c)	**Re-read paragraph 3, ('This type of conservation … and the environment.').** **Give <u>two</u> reasons why people might be against cutting down trees.** • **misguided judgement** / misguided attempt to save what is seen as the most important, pretty or useful of the species / only saving the trees that are judged important, pretty or useful / subjective decision • (little regard for) **natural progression** (of wildlife and the environment) / interfering with natural progression	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 4 and 5, ('However, we must … in their movements.').** **Identify <u>two</u> reasons why cutting down trees is important.** • restores balance within the environment / keeps a well-rounded spread of species / allows more than just the fittest and fastest-to-adapt species to survive • we rely on other species for survival • allows free movement of mammals / free roaming mammals not there to do it (for us) / replaces the effect of free roaming mammals	**2**
1(d)(ii)	**Re-read paragraphs 4 and 5, ('However, we must … in their movements.').** **Explain how mammals once helped to maintain the natural balance in the woodlands.** Award 1 mark for each idea, up to a maximum of 3. • brought down trees • eat different trees and vegetation / eat (specific) varieties of trees and vegetation • animals roamed around / (keeping/kept) the area varied and dynamic / ensured diversity in forest / moving around freely	**3**
1(e)	**Re-read paragraph 7, ('It can seem … insects and berries.').** **<u>Using your own words</u>, explain why birds like blue tits and nightingales are <u>not</u> usually found in dense woodland areas.** 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. These birds are not usually found in dense woodland areas because: • very little light / dark(er) • less vegetation / less varied vegetation • less food for the birds to eat / fewer insects / fewer berries / they choose to occupy thickets with easier access to their food source	**3**

Question	Answer	Marks
1(f)	**According to Text B, what makes the cherry blossom season in Japan so popular?** **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 following points: **1** joyous occasion for the nation / time of national happiness / all the Japanese people come together **2** opportunity to party / celebrations **3** abundance of flowers / explosion of blossom **4** attractive blossom / soft pink flowers **5** break from work / get out of the office **6** festival food / eating outdoors / picnics **7** decorations / lanterns / lights **8** pink things to buy / sell cherry-blossom-themed things **9** long tradition / have celebrated it for over 1000 years **10** arts inspired by blossom – songs, music, art, poetry, film(s) **11** marker of time passing / reflect (on family, friends) / reminisce **12** antidote to industrial growth / brightens dull cities / distracts from environmental concerns **13** brief / only last 2 weeks / once a year	**15**

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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**

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Question	Answer	Marks
2(a)(i)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the words underlined:** **The <u>very loud noise</u> of the waterfall.** (we hear the) 'roar' (before we reach it) (line 6) / (the) 'crash' (of falls) (line 14)	**1**
2(a)(ii)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the words underlined:** **Maria <u>keeps turning around very quickly</u> to point out crocodiles.** (Maria) 'constantly spins' (round, showing us crocodiles) (line 17)	**1**
2(a)(iii)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the words underlined:** **Some of the group <u>bravely and willingly</u> cross the river without footwear.** (some of our party are) 'gamely' (walking barefoot) (line 24)	**1**
2(a)(iv)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the words underlined:** **Maria walks at a <u>quick pace</u>.** (at Maria's) brisk (pace) (line 28)	**1**

Question	Answer	Marks
2(b)(i)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **Howler monkeys <u>groan</u> from treetops on either side of the river. We also pass a temple with dark tunnels where fruit bats huddle and squeak above us, and eventually reach a wide shaded area where 30-metre-tall trees share space with temples well over a thousand years old.** groan: emit low creaking sound(s), make deep slow sounds, moaning, sound(s) suggesting pain or discomfort	**1**
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **Howler monkeys groan from treetops on either side of the river. We also pass a temple with dark tunnels where fruit bats <u>huddle</u> and squeak above us, and eventually reach a wide shaded area where 30-metre-tall trees share space with temples well over a thousand years old.** huddle: cluster / crowd together / group together / gather	**1**
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **Howler monkeys groan from treetops on either side of the river. We also pass a temple with dark tunnels where fruit bats huddle and squeak above us, and eventually reach a wide <u>shaded</u> area where 30-metre-tall trees share space with temples well over a thousand years old.** shaded: protected from the sun (light) / trees block light / covered (with vegetation)	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests what the jungle coffee was like.** **<u>Use your own words in your explanation.</u>** **To demonstrate, she chops off an arm-size branch of a native tree, letting us sip the sweet, running sap. She whittles the bark and boils fragrant shavings of the branch, soon producing a bubbling gold broth. 'Jungle coffee,' she says. I have two cups' worth. It's delicious.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests what the jungle coffee was like. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests what the jungle coffee was like. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of what the jungle coffee was like. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **arm-size branch of a native tree**: huge section of tree required to produce coffee, natural, local produce • **sip the sweet running sap**: small mouthfuls, savouring its sugary, pleasing taste; like bees tasting nectar; natural and freely available liquid • **(boils) fragrant shavings**: suggests the pleasant, sweet scent; aromatic, delicate and thinly sliced; care taken in its preparation, comparison to preparing coffee • **bubbling gold (broth)**: rare, expensive, exotic, beautiful, exciting, potent magical mixture, elixir, potion; frothy, hot / comforting, nutritious soup • **'Jungle coffee,' she says. I have two cups' worth**: not really 'coffee' but use of the term suggests it is a common drink there / what locals do; indulges • **(It's) delicious**: very tasty, unexpectedly; simple statement of amazement and delight	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 5 and 10.** • **Paragraph 5 begins '"You have to jump" …' and is about how the party decide to reach the pool and their experience in it.** • **Paragraph 10 begins 'The darkness is all-encompassing …' and is about the final moments in darkness at the camp.** **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 party's decision to reach the pool and their experience in it in paragraph 5, beginning '"You have to jump," …'** *Overview: Maria's ability to entertain the group and the sheer pleasure of the pool after the challenge of getting to it.* o **'You have to jump'**: presented as no choice, stark, confrontational and dramatic ultimatum o **arms in a circle the size of a manhole cover (image)**: small size, emphasizes going downwards into the unknown o **(laughs) impishly (image)**: playfully, mischievously, like an elfin character; suggests Maria's personality as fun-loving, her enjoyment of teasing her clients o **an eight-metre steep bank**: precise / exaggerated measurement, emphasises potentially just as difficult / not much of an alternative, treacherous o **brittle shrubs**: crisp, dry small plants / vegetation; sharp / painful / easy to break / dry o **loose dirt**: detached grains of soil, slippery ground, dryness of the bank, potential to fall away beneath them o **crash of falls**: loud smashing noise of the waterfall, powerful impact, violent o **cradled**: held closely and safely (like a baby); feelings of comfort, safety and warmth o **frothy azure luxury**: foaming, bubbling, blue/blue-green, spa; indulgence, beauty, sheer pleasure • **The final moments of darkness at the camp in paragraph 10, beginning 'The darkness is all-encompassing …**' *Overview: the mystery and/or magic of the night time jungle.* o **(the darkness is) all-encompassing**: covering and dominating everything, pervasive, inescapable, potentially terrifying, overwhelming o **(stars) flicker gently (through the shadowy outline of tree tops)**: intermittent light, twinkle weakly, uncertain, blurry shapes of trees; calm and peaceful, dreamlike o **(what sort of) lurking life:** hiding creatures, identity unknown, sinister, eerie, waiting, deliberate concealment, sneaking, secretive, strange, dangerous. o **sudden visitor:** unforeseen arrival, unexpected guest, (un)welcome appearance o **(beetle with fluorescent yellow-green lights that glow from its eyes) like a penlight. (Its head sharply clicks between three positions)**: lighting the way like a torch / tiny, weak light emphasising darkness; practicality of using natural resources; alien, mechanical, other worldly *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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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 Maria. You are interviewed for a television programme about people with interesting jobs. The interviewer asks you the following <u>three</u> questions only:** • **What do your clients particularly enjoy about the jungle trip?** • **What skills and qualities make you a good guide?** • **How do you advise your clients to prepare for the challenges of the jungle?** **<u>Write the words of the interview.</u>** **Base your interview on what you have read in <u>Text C</u>, but be careful to <u>use your own words</u>. 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 task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to what the clients particularly enjoy about the jungle trip. **Annotate A2** for references to the skills/qualities needed to be a good jungle guide. **Annotate A3** for references to how clients should prepare themselves for a jungle trip.	**25**

Question	Answer	Marks
3	**A1: what the clients particularly enjoy about the jungle trip** • **walking the trail** (det. twisting, quiet and remote, amongst very tall trees, mud and rock formations) [dev. contrast with city / not used to walking barefoot] • **interesting architecture** (det. temple, wood-plank homes) [dev. contrast to simplicity of homes, faded grandeur of temple, escape modern world] • **different animals** (det. anteater, howler monkeys, crocodiles, beetle) [dev. educational, thrill of (potential) close encounter(s)] • **variety of water features** (det. waterfall, boat trip, fording river, lagoon, blue green pool) [dev. relaxing / impressive / beautiful] • **adventure** (det. camping in wild / spending time in the jungle) [dev. risk is real, contrast to their usual lives/location; challenge, exotic] • **food and drink** (det. vegetable tacos, jungle coffee) [dev. different from their usual food, (more) natural] **A2: the skills and qualities that make for a good guide** • **communication** (det. leading the group) [dev. responsibility for clients' safety / adaptable] • **sense of humour** (det. anecdotes, circle to jump through) [dev. entertain / loves the job] • **knowledge of the area** (det. avoids crocodile beach) [dev. chooses a safe area to camp] • **knowledge of fauna and flora** (det. 'coffee' tree, where bats can be found, how to catch a beetle) [dev. deliberately planned route to showcase / fascinated by jungle creatures] • **survival skills / experience living in jungle** (det. learned bow and arrow, can make jungle coffee, building own new home) [dev. respects / loves jungle, resourceful, grew up there] • **physical fitness / staying power** (det. long days, long distances) [dev. role model] **A3: how clients should prepare for a jungle trip** • **appropriate clothing for that context** (det. swimming costume, not a waterproof jacket) [dev. light enough to swim in / dry off quickly] • **pack only essentials / travel light** (det. just water bottle needed as food is provided) [dev. excess, cumbersome to carry] • **medical supplies** (det. infection possible (from ivy), electrolyte) [dev. supplies not needed / sensible if any special requirements] • **build stamina / train** (det. 8 m slopes, need to walk briskly) [dev. in readiness for mixed terrain and swimming] • **open mind mental approach / willingness to try new things / willingness to learn** (det. walking barefoot, realisation: 'was never going to') [dev. will change you]	**25**

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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	**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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