Cambridge Assessment International Education

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FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **October/November 2021**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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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	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1, R2 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		**30**

Question	Answer	Marks
1(a)	**Give <u>two</u> examples of early types of bicycle, according to the text.** Award 1 mark for **two** correct responses. • stridewalker / laufmaschine • boneshaker / velocipede • penny-farthing • safety bicycle	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'curious transformations' (lines 1 and 2)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase (e.g. 'different versions of bicycles we might want to find out more about'). • strange / odd / unusual / weird / interesting / intriguing • changes (to the form or appearance) / (re)designs / developments / versions / adaptations / evolutions / modifications / improvements / advances	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'carefully straddled' (line 5)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • cautiously / gingerly / warily / mindfully / delicately / taking precautions / gently • seated with legs on either side / put one leg on each side / sat astride *Do not credit 'with care'.*	**2**
1(c)	**Re-read paragraph 3 ('Pedals were introduced nickname, "Boneshaker".').** **Give <u>two</u> reasons why people may not have wanted to ride on the Velocipede.** • railway tracks / dangerous / unsafe • wooden wheels / wooden rim(s) / cobbled streets / uncomfortable / called a 'Boneshaker' / shaky • new pedals	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 4 and 5, ('Fast forward … a design classic.').** **Identify <u>two</u> main features of the Penny-farthing that made it look different from previous bicycles.** • big wheel at front / little wheel at back / wheels were different sizes • wheels now made of steel / wheels were not made of wood / used steel *Do not credit 'the availability of steel'.*	**2**
1(d)(ii)	**Re-read paragraphs 4 and 5, ('Fast forward … a design classic.').** **Explain why the Safety Bicycle was very popular in the 1890s.** Award 1 mark for each idea, up to a maximum of 3. • safe(r) / marketed as 'safety bicycle' • easier to mount / easier to ride / huge improvement on the Penny-farthing • chain drive / sit in middle • low(er) height / could reach ground • wheels both the same size / didn't look ridiculous *Do not credit 'cheap'.*	**3**
1(e)	**Re-read paragraphs 6 and 7, ('So who needs … two-wheeled favourite.').** **<u>Using your own words</u>, explain why you think the bicycle was voted the most significant innovation in technology.** **Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.** **Answers which are <u>entirely</u> in the words of the text should not be credited.** • appeal to different generations / votes for other options divided along young and old lines • healthy / good for health / voters were health-conscious • cheaper than a car / more affordable than a car / less expensive than a car / cheaper than other forms of transport • environmental concerns / greener / generates own power / does not need fuel / lower tech	**3**

Question	Answer	Marks
1(f)	**According to Text B, what particular challenges has Denise faced as an elite-level cyclist?** **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: Challenges for Denise / elite-level cyclist: 1 physical setbacks / effects of childhood accident 2 doubting it was possible 3 going against what others thought / challenging expectations 4 limiting social norms / low expectations of her due to stereotype(s) 5 (other people's) worries that she might hurt herself / concerns for her physical health 6 feeling unattractive / daunted by society's perception of the perfect body 7 having to break new ground / being the first female paracyclist to complete the mountain tour 8 extreme demands of tour(s) / 865 kilometres long ride(s) / near-vertical climbing in tours / extreme changes in weather in competition / hours of climbing in races 9 slow process to improve / many sessions of patient and individualised coaching / specialist training 10 learning to use the prosthetic leg on the bike / learning not to depend on the permanent leg to do the work 11 falling off the bike 12 concerned might not be able to afford bike / fear of being a financial burden to parents / adapted bikes are worryingly expensive 13 problems with finding funding / funding sources hard to find / having to wait for funding	**15**

Marking criteria for Question 1(f)
Table A, Reading

Use the following table to give a mark out of 10 for Reading

Level	Marks	Description
5	**9–10**	• A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	**7–8**	• An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	**0**	• No creditable content.

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Table B, Writing

Use the following table to give a mark out of 5 for Writing.

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	**0**	• No creditable content.

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Note 1: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R2	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R2	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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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:** **Sonny's phone is <u>sparkling in the sunshine</u>.** (Sonny's phone screen) winking (at me from the window)	**1**
2(a)(ii)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the <u>words underlined</u>:** **The narrator expected his bike ride to be a <u>new, exciting experience</u>.** (This) novel adventure	**1**
2(a)(iii)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the <u>words underlined</u>:** **The narrator considers his fiftieth birthday to be a <u>significant stage in his life</u>.** (More a) milestone (than a birthday) / (the) big 5-0	**1**
2(a)(iv)	**<u>Identify a word or phrase from the text</u> which suggests the same idea as the <u>words underlined</u>:** **Sonny plans to <u>record the entire bicycle ride</u> on his mobile phone.** capture the whole event / make an official birthday video *Do not accept 'Sonny capturing every second'.*	**1**
2(b)(i)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **Though I am keeping to the outside of the bend, I feel the tension in my thighs <u>increasing</u> in a matter of metres. Ahead lies the <u>notorious</u> forest where many a <u>dismayed</u> cyclist is forced to dismount after kilometres of hard labour.** **increasing:** become greater / rising / becoming worse / intensifying / building up / growing	**1**
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the words underlined:** **notorious:** widely known / generally (and unfavourably) known / (in)famous / reputed for / well known *Do not credit 'reputable' on its own.*	**1**

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **dismayed:** confidence shaken **/** demoralised / discouraged / dispirited / disheartened / disconcerted / despairing / alarmed / shocked / appalled *Don't accept 'upset' or 'disappointed'.*	**1**
2(c)	**Use one example from the text below to explain how the writer suggests the father's experiences and feelings as he starts the sharp incline on the hill.** **Use your own words in your explanation.** **I can see my own contorted expression, looking out, gargoyle-like, over the bike handlebars, forming part of that 'family entertainment'.** **'Dad, this is the forest, right?'** **I nod and pant.** **'It'll soon be ten per cent gradient, Dad.'** **I change my gear, and my legs heave a sigh of relief.** **Award 3** marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the father's experiences and feelings that night. **Award 2** marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the father's experiences and feelings that night. **Award 1** mark for an example with an attempt at an explanation which shows awareness of the father's experiences and feelings that night. The explanation may be partial. The explanation must be predominantly in the candidate's own words.	**3**

Question	Answer	Marks
2(c)	**Responses might use the following:** • **contorted expression:** grimacing / features appear distorted / suggests his face is twisted in pain / concentration / out of comfort zone • **(looking out), gargoyle-like, (over the bike handlebars):** suggests (like the architectural gargoyles / water spouts that look out over the sides of buildings) he is open-mouthed (panting) / pulling grotesque faces / pushing his upper body over the handle bars / stony faced determination / feeling ancient • **'family entertainment':** the inverted commas (quoting Sonny) suggest his ironic tone / unamused or engaging in self-deprecating humour, knows he won't be allowed to forget this • **I nod and pant:** short sentence suggests he can't speak and needs oxygen in order to perform any additional movement / focused on effort of cycling • **'It'll soon be ten per cent gradient, Dad.':** (unwelcome) reminder that the ride is going to get tougher; feeling (un)supported/ mocked; specific detail ('ten per cent') / anticipated point in the ride • **(my legs) heave a sigh of relief:** suggests his legs are feeling the benefit of the changed gear, his overall feeling of exhaustion is emphasised by his legs having a reaction of their own (personifying them) / brief moment of physical comfort	

Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 12.** • **Paragraph 2 begins 'Time for another …' and is about the father trying to drink some water.** • **Paragraph 12 begins 'The steep road …' and is about the father's feelings about the road ahead.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for Question 2(d) (Table A, Reading) Notes on task This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses *might* use the following: • **Paragraph 2 begins 'Time for another …' and is about the father trying to drink some water.** *Overview: Humorous / (over) dramatic picture of the father trying to manage his drink at the same time as riding his bicycle.* • (another) **gulp:** a (further) large mouthful; swallowing a quantity (too) quickly; thirsty; greedily / urgently as if in dire need • **crackles as I squeeze it:** sharp fast noises caused by his firm grip/pressure on plastic bottle emptying; clumsy action; inexperienced / desperate / stressed rider • **thick stream shoots:** large volume of water moves very quickly; too fast, overwhelming / loss of control • **Too much:** has overdone it; concern, worry, immediate realisation, precious resource being wasted • **(excess liquid) splatters fatly:** (extra water) splashes heavily; a great waste of (much-needed) water • (on the) **greedy asphalt:** the tarmac of the road quickly absorbs the water, suggests surface (and therefore weather) is very hot; resentful / water is irretrievably lost / road working against him / snatching it away • **crucial drop:** (very) important small portion of liquid, not as insignificant an amount as it seems; may fail this climb because of losing it; regrets spilling it / dismay • **crying out (for):** begging / howling (for); (knows he will be) desperately in need of / intense pain *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 'The steep road …' and is about the father's feelings about the road ahead.** *Overview: The incline up the hill is becoming more and more off-putting and difficult for the father, everything is colluding against him.* • **(steep road ahead) meanders lazily** (through the trees): winds and wanders; as if in no hurry to help cyclists reach the summit, difficulty of hill climb lengthened by bends; lack of purpose is ironic contrast to his stress and straining • **not a kindly flat section in sight:** no stretch of unsloping, smooth road to allow him to rest his legs; relentless, cruel incline, no hope of improvement / working against him • **mocking gravelly promise** (of worse to come): the tarmac / stony road ahead looks harsher and more difficult; laughing at him; tormenting him; trying to persuade him to give up • **unforgiving gradient** (for as far as the eye can see): difficult, very challenging incline; no end to it / no mercy; daunting nature of challenge, demoralising • **wisps of warm exhaust fumes tickling** (my nostrils): small puffs of fumes from the car irritating his nose; make his ride even more difficult / (people in the car) teasing him *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 Sonny. Your father and the rest of the family have watched the video you made to record his fiftieth birthday bicycle ride. After the family have watched the video, you write your journal entry in which you:** • **describe your father's plans and preparations for his birthday and how you felt about them** • **explain the hardships and challenges your father faced on the journey up the hill and your thoughts as you watched him cycling** • **describe your father's reactions as he watched the finished birthday video of the whole ride.** **Write the words of the journal entry.** **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 bullet points.** **Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to father's plans and preparations and Sonny's thoughts and feelings. **Annotate A2** for references to hardships and challenges and Sonny's thoughts. **Annotate A3** for references to reactions to the video.	**25**

Question	Answer	Marks
3	**A1: plans and preparations for his birthday and how Sonny felt about them** • **(planned an) adventure** (det. 21 kilometres bike ride, Dad's gift to himself, 50th) [dev. felt he was getting old and needed to prove he could still ride / offended by comment about his age] • **digging out the bicycle** (det. dusty old machine, boneshaker) [dev. been in the shed for a long time / looked dangerous] • **repairs to bike** (det. oil and grease, new chain) [dev. should have got it checked out professionally] • **practised outside house** (det. sailing along on flat road) [dev. showing off / inadequate training for cycling up a hill / false sense of capabilities] • **support arranged** (det. asked Rob to accompany him) [dev. Rob not fit enough (or keen) to cycle himself / car (might be) useful (in emergency) / not much help to drive alongside] • (at first) **felt Dad's plan was hilarious / entertaining** (det. making 'official birthday video') [dev. wants to keep evidence / didn't think Dad would do it / plans to make the soundtrack amusing] **A2: hardships and challenges Dad faced on the journey and Sonny's thoughts as he watched Dad cycling** • **fitness / physical strength required:** (det. tension in thighs, perspiration) [dev. needed to work more on personal fitness beforehand / might have taken on too much / could see effort in his face] • **drinking water:** (det. drinking from a water bottle) [dev. extreme thirst / have to ration water / run(s) low on water / unsuitable bottle] • **difficult terrain:** (det. 10% gradient, notorious forest climb, gravelly) [dev. even the car is struggling to get up the hill / concerned Dad is struggling with the climb] • **controlling breathing:** (det. panting, exhaust fumes irritate nostrils) [dev. needed mental strength to succeed / worried Dad might need (medical) help] • **brave to wear that clothing / embarrassment** (det. lycra) [dev. too old to wear lycra / Dad wanted to look the part] • **pride / admiration** (det. 'Come on, Dad. You can do it.') [dev. wanted him to succeed / impressed with how focused he was / new lease of life after 50 / trying to make him feel better] **A3: Dad's reactions to finished video of the whole ride** • **sense of achievement** (det. 6 km before he struggled) [dev. completed all (or large part of) the climb] • **inspired to buy a new bike / decides to get it repaired properly** (det. bike was jolting a bit) [dev. might have been easier with a better bike / realises bike has seen better days / getting better equipment] • **more challenging / different bike ride** (det. not 21 kilometres) [dev. encouraged by Sonny's changed reaction / wants to improve his cycling]	

Question	Answer	Marks
3	• **relives the experience / remembers the pain** (det. tension in thighs, jelly legs, unforgiving gradient) [dev. never again / offers his (own) commentary to video] • **amused / annoyed** (det. gargoyle-like) [dev. unflattering close ups / teasing him / Dad's embarrassment] • **disappointment** (det. acknowledged defeat / needed to rest) [dev. did not want to watch / thought he would find it easier / thought he would look better / consoled by thought that many other cyclists give up / wished he had made it to the top / falls off]	

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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