Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **October/November 2022**

MARK SCHEME

Maximum Mark: 80

Published

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

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

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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

Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1 & R2	2
1(b)(ii)	R1 & R2	2
1(c)	R1	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		**30**

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Question	Answer	Marks
1(a)	**Give <u>two</u> pieces of evidence that humans possess an urge to dance, according to the text.** Award 1 mark for **both** responses. • (ancestors painted) cave walls with pictures of dancers • babies (instinctively) jig (in time) to music	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'uncomplicated happiness' (line 6):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • simple / straightforward / pure • joy / pleasure / enjoyment	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'pent-up emotions' (line 7):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • unable to be expressed / held in / kept inside / built up • feelings	**2**
1(c)	**Re-read paragraph 4 ('Experiments have proved ... went up.'). Give <u>two</u> reasons why dancing is better for you than sitting quietly or cycling on an exercise bike.** • cognitive benefits / improved problem-solving skills • improved mood levels	**2**
1(d)(i)	**Re-read paragraphs 5 and 6 ('Another big draw those who don't.'). Identify <u>two</u> reasons why people are drawn to dancing.** • social element / bonding socially • breaks down inhibitions / turn up to a dance class not knowing anyone • anyone can do it / can do it at whatever level / not for those of a certain age or ability • range of different occasions (places/events) where you can do it / family occasion(s) • to get fit / exercise / want to learn salsa • fun • improves mental well-being Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 5 and 6 ('Another big draw … those who don't.').** **Explain why even an untrained dancer might be persuaded to dance.** • social element / bonding socially • breaks down inhibitions / turn up to a dance class not knowing anyone • anyone can do it / can do it at whatever level / not for those of a certain age or ability • range of different occasions (places / events) where you can do it / family occasion(s) • to get fit / exercise / want to learn salsa • fun • improves mental well-being Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 7 ('These factors compensate … unnecessarily early.').** **Using your own words, explain why some people might not want to take up dancing as a career.** • low wages • long hours / spend a long-time practising • (high) risk of hurting themselves / must do extra exercises before and after workout to reduce risk of injury • may have to give up working unexpectedly / retire from work very early Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.	**3**
1(f)	**According to Text B, what prevents students from wanting to attend dance classes?** **You must use continuous writing (not note form) and use your own words as far as possible.** **Your summary should not be more than 120 words.** **Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing).	**15**

Question	Answer	Marks
1(f)	INDICATIVE READING CONTENT Candidates may refer to any of the points below: 1. timetable of classes/order of classes 2. beginners are anxious / beginners are nervous / do not feel safe in class / class environment unfriendly 3. you get tired, hot and sweaty 4. watched by more advanced students / feels like a performance / self-conscious 5. big classes 6. teacher is too busy to help / overlooked by the teacher / not getting enough attention from teacher / not cared for by the teacher 7. always dancing on the back row / never being asked to dance on the front row / feel they aren't as good as those modelling 8. being compared unfavourably to younger child(ren) / not being in the same class as children the same age 9. parental competitiveness / being watched by (other) parents / over-involved parents 10. poor marketing / cluttered website 11. preconceived ideas / stereotypes / unprofessional photography / poor image(s) they don't know who their teacher will be / worried will not like their teacher / 'we' gives the (false) impression of more than one teacher	

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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.

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

Question 2

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

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

Overview of items for Question 2

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

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Grandma thinks that she shouldn't cause trouble between her son and daughter-in-law.** (to) interfere (with) (line 4)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Veda's mother starts to talk seriously.** (Ma) launches into a lecture (line 10)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Veda's plans for a future career are not ones that her mother would consider worthy.** respectable (line 9) / (something) useful (line 10)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **At school Veda used to try very hard but found it difficult.** (I'd) struggle (to be better at school) (line 14)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **All my life Ma's dreamt I'll do well at science and mathematics so that I could end up being what she wanted to be: an engineer. All my life I've been waiting for her to appreciate my compulsion to do the one thing I excel at: dance.** **dreamt:** fantasised about, imagined, hoped, wished, envisioned	**1**
2(b)(ii)	**compulsion:** urge, fixation, need, longing, drive, obsession, passion, yearning, strong pull	**1**
2(b)(iii)	**excel:** perform expertly, do exceptionally well, surpass expectations, be outstanding, (extremely) successful (at), extraordinary, **very** good at	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the dance teacher's happiness at Veda's performance.** **<u>Use your own words in your explanation.</u>** **My dance teacher's stick clatters heavily to the floor. He claps spontaneously. 'Perform like that and you're sure to win.' I can see tears brimming like dew-drops in his eyes.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the dance teacher's happiness at Veda's performance. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the dance teacher's happiness at Veda's performance. Award 1 mark for an example with an attempt at an explanation which shows awareness of the dance teacher's happiness at Veda's performance. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • (stick) **clatters heavily:** the stick falls with a loud crash, suggesting that the dance teacher is so enraptured he forgot he was holding it • **claps spontaneously:** shows his appreciation; his applause is impulsive and sudden, suggesting it is a reaction from the heart, not orchestrated or false • **'Perform like that and you're sure to win':** 'sure to' expressing total certainty; 'Perform like that' suggests she has just given a spectacular display of her talent and skill, pride in his pupil's achievement • **tears brimming like dew-drops (in his eyes):** crying with joy, overwhelming emotion, pouring out; 'dew-drops' suggests there is beauty in the natural joy he is feeling; (dew is) reminiscent of morning and a new beginning; like a parent to her	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 9 and 12.** • **Paragraph 9 begins 'I think back … ' and is about Veda's memories of what her grandmother said about the early evidence of her dancing ability.** • **Paragraph 12 begins 'I leap and land … ' and is about Veda practising for her dance competition while her teacher taps the beat.** **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.	**15**
	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.	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 9 begins 'I think back … ' and is about Veda's memories of what her grandmother said about the early evidence of her dancing ability.** *Overview: even as a baby, Veda instinctively expresses herself through her body rather than through language.* **Steps came to you early. Speech came late**: noticeable comparison and contrast for grandmother; suggests area of talent in movement; sounds like Grandma is using a saying, words of wisdom, destined to be a dancer **heave myself**: haul herself up, determination and motivation, strength **restricting** (bars): depriving her of her freedom; frustration at being held captive (my) **prison-like cot**: baby's bed should be a place of protection and innocence, but hers makes her feel enclosed and unable to break out; desire for freedom (my limbs) **urgently craving (release)**: intensely desiring, needing; has been locked up, desperate **shape thoughts with my fingers**: construct, form; crafting, something beautiful **shape themselves effortlessly** (into the hand symbols): ease of expression through movement, without having to think about it; repetition of shape to reinforce talent for dance; externalising of internal thought process (words) **stumbled** (in my throat): tripped; could not form themselves properly; clumsy **losing their way** (before reaching my lips): speech still undeveloped; unable to find the right way forward. **(my hands spoke my first sentences) like lotus buds blossoming**: early expression through hands; bloomed like beautiful flowers; natural vehicle for her to communicate	**15**

Question	Answer	Marks
2(d)	**Paragraph 12 begins 'I leap and land … ' and is about Veda practising for her dance competition while her teacher taps the beat.** *Overview: Veda is at her most happy and confident. Her whole body is engaged with the dance as she pursues and conquers the music; contrast with the mood of paragraph 9.* **I leap and land on my sure feet**: impressive jumps, controlled, prowess, confident of skill; graceful **excitement mounting**: tension increasing, enjoying and anticipating increase in speed, rising with the music, emotions synchronised with the beat **challenging** me (to repeat my routine faster): testing her, stretching her, pulling her on; enjoying the competition heels **strike** the ground: beat, hit, pound sharply; confidence and certainty in her movements, power, force **fast as fire-sparks**: extremely quick, explosive movements, energy and power; seeming to go off in different directions. uncontrollable and potential for danger, ignite where they land **streams of sweat trickle**: perspiring heavily; energetic, natural process, fluid movement of water released (braided hair) **flies free**: travels through the air; feels liberated **whips sharply** (around my waist): slaps against her; vigorous action **chasing down soaring music**: the uplifting music carries her away; trying to own the music, take hold of it; primal, animal instinct of pursuing prey, bird(s) of prey **fills me with elation**: as if a vessel, extreme happiness **catching and pinning rhythms** (to the ground with my feet): dancing in perfect harmony with the music; precise; playing with it (cat-like); conquering the challenge of the dance **proud as a hunter (rejoicing in his skill)** (image): idea of rhythms and music as prey that has been captured; supremely confident and victorious; she knows she has danced extremely well Only credit comments on stylistic effect where these are explicitly linked to choices.	**15**

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

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

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

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

Question 3

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

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

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

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

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Question	Answer	Marks
3	**You are Veda. It is a few months later and you have started studying at your new dance school. You write a letter home to your parents, reflecting on your past experiences.** **In your letter explain:** • **why dancing has always been so important in your life** • **how the adults in your life felt about your dancing <u>and</u> how this made you feel** • **your thoughts now about the conversation you had with your parents after you won the competition.** **<u>Write the words of the letter.</u>** **Base your letter on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on 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 reasons why dancing was so important to Veda **Annotate A2** for references to how the adults reacted to her dancing **and** how this made her feel **Annotate A3** for references to the conversation she had with her parents after she had won	**25**

Question	Answer	Marks
3	**A1: Reasons why dancing was always so important in Veda's life** • **school** (det. struggled in academic subjects, speech came late) [dev. felt a failure] • **wanted to dance as a career** (det. not an engineer, not a doctor) [dev. she felt it was less boring than other 'respectable' jobs / been a lifelong dream / possible to earn a good living] • **talent** (det. steps came to her early; heaving herself up on cot bars) [dev. she knew she was good] • **way to express herself** (det. communicating with her hands) [dev. an escape] • **sense of fulfilment** (det. elation felt while dancing, responding to music, excelled at it) [dev. enjoyed the challenge of chasing down the music] • **competition** (det. win a place at dance school) [dev. ambitious / determined / knew this was the only way she would be able to go to dance school] **A2: How the adults reacted to her dancing <u>and</u> how this made her feel** • **mother** (det. lectures Veda, a respectable career, wants her to do something useful) [dev. upsetting for Veda / wanted her mother to be proud of her / frustrating and demoralising for Veda / did not understand] • **father** (det. father's eyes rove between Veda and her mother) [dev. didn't want to cause trouble in the house / caught in the middle / Veda wished he would speak up] • **grandmother** (det. didn't like to interfere, understood Veda) [dev. motivated her / made Veda feel good about herself / strong bond] • **dance teacher** (det. words about her chances in the competition, eyes full of tears) [dev. proud of his student / encouraged her / believed in her / gave her confidence / really enjoyed watching Veda dance] • **judges** (det. 'loved' her) [dev. vindicated / the work was all worthwhile / extreme happiness / worried about how parent(s) will react] **A3: Her thoughts about the conversation she had with her parents after she had told them she had won** • **grateful** that Grandmother paved Veda's way to speak to her parents (det. spoke with Pa) [dev. hoped they would support her / feeling more optimistic / nervous beforehand] • **father intervened** (det. did not previously) [dev. less rigid in his views / understands more] • **answer(ed) questions sensibly** (det. advised by Grandma) [dev. devastated if not persuaded / relieved if persuaded] • **mother relents** and is excited as can see Veda is determined / **mother refuses** (det. she wanted to be an engineer) [dev. understands she can't live her own life through Veda / can't give up Veda fulfilling her own dream] • Grandmother's **excitement** (det. hugs her) [dev. shows she is proud of Veda]	

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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