Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT) **0500/12**

Paper 1 Reading **October/November 2023**

MARK SCHEME

Maximum Mark: 80

Published

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

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

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[Turn over

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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ANNOTATION

SYMBOL	MEANING	Q1a – 1e	Q1f	Q2a – c	Q2d	Q3
^	partially effective	Y	Y	Y	Y	Y
✓	credited point, detail or choice from text	Y (point awarded)		Y (point awarded)	Y (relevant choice)	Y (supporting detail from the text)
DEV	development					Y
A1	relevant idea		Y			Y (related to first bullet)
A2	relevant idea					Y (related to second bullet)
A3	relevant idea					Y (related to third bullet)
EXP	explanation/ meaning				Y	
+	effect		Y (good own words)		Y	Y (effective use of own words)
O	overview or organisation		Y (effective organisation / overview)		Y (overview)	
LM	lifted material		Y			Y
Highlighter	copied from text	Y (where own words were required)	Y	Y (where own words were required)	Y	Y
REP	repetition		Y		Y	Y
🗨	summative comment		Y Reading Writing		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages		Y		Y	Y

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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 and R2	2
1(b)(ii)	R1 and R2	2
1(c)	R1	2
1(d)(i)	R1, R2 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)	**Re-read paragraph 1 ('Vietnam is home … 200 metres.'). Give <u>two</u> examples of spectacular landscapes (apart from the Mountain River Cave) in Vietnam.** Award 1 mark for both responses. • (cascading) rice terraces • (mazes of) rivers / (rice) paddies	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'located in the heart' (line 3):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • situated (at the) / positioned (in the) / (can be) found (in) / placed • centre / middle / core Credit alternatives explaining the whole phrase.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'formed between' (line 4):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • shaped / moulded / came into existence / developed / created / made / produced • about / approximately / around / in the time separating / in the middle of / in the range of / within / during Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 2 ('Mountain River Cave … he'd found the cave entrance.'). Give <u>two</u> reasons why Ho Khanh might have felt wary about investigating Mountain River Cave further.** Award 1 mark for each idea, up to a maximum of 2. • dark • sounds of water / strange noises / strange gurgle of a river • clouds	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 3 and 4 ('The cave was ... millions of years.'). Identify <u>two</u> reasons why a member of the public might be unable to visit the cave.** Award 1 mark for each idea, up to a maximum of 2. • arrived in the rainy season / heavy rains / inaccessible in August • not (physically) fit (enough to explore it) • did not book 2 years in advance / two-year waiting list	**2**
1(d)(ii)	**Re-read paragraphs 3 and 4 ('The cave was … millions of years.'). Give the evidence that Mountain River Cave has existed for a very long time.** Award 1 mark for each idea, up to a maximum of 3. • own ecosystem / own weather system / jungles and rivers have formed / microorganisms have formed • huge size of the stalagmite(s) / (80 m) tall stalagmite(s) • fossils	**3**
1(e)	**Re-read paragraph 5 ('To reach Mountain River Cave ... Mountain River Cave entrance.'). <u>Using your own words</u>, explain why the journey to Mountain River Cave might be seen as difficult.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • remote location / takes (more than) two days to get there • dense jungle / intense jungle trekking / thick forest • journey only possible on foot / no opportunity to use any other form of transport • restocking with provisions in the village not always possible Answers which are entirely in the words of the text should not be credited.	**3**

Question	Answer	Marks
1(f)	**According to Text B, what could make visiting a cave dangerous?** **You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should not be more than 120 words.** **<u>Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing). **INDICATIVE READING CONTENT** Candidates **may** refer to any of the points below: **1** (entering on) impulse / being tempted (by something magical) / hypnotising effect / not putting safety first **2** not knowing what to expect / no two caves are the same / inexperience **3** not going on a guided tour (first time) / going in alone (first time) / no guides available **4** accepting unreliable reassurances / not questioning unrealistic claims / receiving poor advice / following advice from unqualified people **5** visiting at night **6** entering a cave too quickly / not giving your eyes time to adjust to the darkness **7** uneven underfoot / slippery floors **8** wearing inappropriate footwear **9** forgetting a torch / not using torch **10** scaring (potentially dangerous) creatures in the cave **11** being distracted / forgetting where you are **12** disobeying the group leader / not sticking with the group	**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)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The ivy completely covered the rock face.** • (the ivy plant / it was) smothering / smothered (line 1) • (the ivy / it was cascading down) curtain-like / (the ivy / it cascaded down) curtain-like (line 3) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(ii)	**Shaima thought about a time in the future when she might be able to attend a live excavation.** • (Shaima / she) mused (about) (line 10) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iii)	**Shaima did not know what was happening in the garden.** • (Shaima / she was) unaware (of) (line 17) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iv)	**Rohaan looked closely into the cave mouth.** • (Rohaan / he) peered (inside) (line 27) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Rohaan lifted himself to his elbows. He hadn't broken, twisted or pulled anything important, and he freed himself from the remaining foliage** • **lifted:** raised / hoisted / pushed / pulled / got / brought / picked (himself) up	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **freed:** released / removed / liberated / relieved / untangled / got away / untied / detached / escaped	**1**

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **remaining:** still present / still there / last pieces of / left over / residual / left behind	**1**
2(c)	**Use one example from the text below to explain how the writer suggests Rohaan's feelings when he first sees the cave entrance.** **Use your own words in your explanation.** **He looked at what was left of the rock face. A gaping hole stared defiantly back at him, as if inviting a stand-off. Rohaan dropped his eyes to break the gaze and received an immense surprise. Half a metre from the base was the floor of a cave entrance. It was surely inviting him to look inside.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Rohaan's feelings Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Rohaan's feelings Award 1 mark for an example with an attempt at an explanation which shows awareness of Rohaan's feelings. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following:** • (what was left of the rock face.) **A gaping hole stared defiantly back at him:** huge space; looking back at him; opposing him; hostile encounter; expression of astonishment at what he has done; wide open mouth • (as if) **inviting a stand-off:** trying to lure him into a fight; waiting for someone to make the first move; challenging; combative; taunting • **dropped his eyes to break the gaze:** looked down/away; disengaging from the challenge; feels intimidated; cave is superior • **received an immense surprise:** got a shock; hugely unexpected; could hardly contain his disbelief • **surely inviting him to look inside:** seems to be asking him in; obvious entrance to something; wants him to explore; tempted; conflicted – excited but nervous	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 5 and 10.** **Paragraph 5 begins 'In the garden ...' and is about how Rohaan becomes momentarily covered by ivy when it suddenly comes loose from the rock.** Overview: a relatively mild accident compared to exaggerated battle with the ivy. Responses *might* use the following: • (things had taken) **a more violent turn:** (events had become) wilder; more physically rough; getting more serious; loss of control; Rohaan is fighting the ivy • **surrendering to one last mighty heave:** ivy giving into a final pull; great force; determination; the ivy had been resisting Rohaan's efforts but has now succumbed to his superior power; battle has been won • **suddenly collapsed away with the completeness of a breaking chrysalis shell:** in a moment, ivy came away all in one go; shock; something different is going to come out of this experience; life has changed • **toppled heavily backwards:** fell over; lost his balance; can't stop himself; forceful landing, potentially serious / humorous / silly / cartoon-like • **eager green ivy tendrils sprang:** younger, stronger curly bits of ivy bounce back; coming towards him; pounced, leapt; ambushing, predatory; desire to take revenge; had been pretending to surrender • (**writhed around under**) **many stringy choking fingers:** (struggled to escape from the imprisonment by / twisted about under) a lot of ivy twisting around his neck; exaggerated danger; dramatic / horrific • **ripping his mischievous assailants away:** removing the plants that are hanging on to him; tearing away the ivy; plants are hanging on to him; (removing them in a) rushed, violent action, aggressive movement; panic; 'mischievous' suggests cheeky / naughty rather than intending serious harm; 'attackers' are no real threat Only credit comments on stylistic effect where these are explicitly linked to choices.	**15**

Question	Answer	Marks
2(d)	**Re-read paragraphs 5 and 10.** **Paragraph 10 begins 'Armed now with a torch …' and is about Rohaan's first experiences as he enters the cave.** Overview: Rohaan views the entry into the cave as a challenge. Responses *might* use the following: • **armed** (now with a torch): equipped with a flashlight; prepared as if going to war; trepidation • **advanced:** moved forward purposefully; like an army • (dry and) **vaguely warm:** uncertain temperature, but not cold; reflects Rohaan's own uncertainty about what he has discovered • **contorting**: twisting; unnatural movements; feeling uncomfortable or in pain • **navigate an increasingly confined space:** trying to find his way through an area that is getting smaller; steering his way; requires skill; uncertainty; claustrophobic • (walked down) **a gentle slope with caution:** a slight incline; moving slowly and carefully; misleadingly suggesting safety; concern about what is ahead • (trying to avoid) **treacherously loose stones** (underfoot): dangerous; pebbles and small rocks underfoot; unstable; potentially unsafe ground; working against him • (The walls) **swallowed the light:** walls of the cave do not let light in/through; light has completely disappeared; darkness engulfing him; eaten by something fearsome 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 Shaima. A year after Rohaan discovered the cave in your garden, you have written a book about the experience and what has happened since then. You are interviewed for a television show to promote your book.** **The interviewer asks the following three questions only:** • **Can you outline what Rohaan was doing at first in the garden <u>and</u> how he discovered the cave?** • **What made him realise that his discovery was significant?** • **How did the discovery affect your plans for the garden <u>and</u> have your lives changed since then?** **<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 use your own words.** **Address each of the three bullet points.** **Begin your interview with the first question.** **Write about 250 to 350 words** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on the task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to what Rohaan was doing at first in the garden **and** how he discovered the cave. **Annotate A2** for references to what made him realise that his discovery was significant. **Annotate A3** for references to how the discovery affected your plans for the garden **and** how your lives have changed since then.	**25**

Question	Answer	Marks
3	**A1:** what Rohaan was doing at first in the garden and how he discovered the cave • **business project** (det. starting a building company, RS Building Works, garden office to work in and meet clients) [dev. (little) experience as a builder / named after the two of them] • **garden clearance / creating space** (det. removing ivy) [dev. Shaima agreed with the sacrifice of the garden for business purposes / hoped the sacrifice would be worth it] • **overhanging rock** (det. natural wall, 3 metres) [dev. needs to be moved / wanted to use it] • **accident** (det. ivy came away quickly, roots suddenly collapsed, toppled over backwards) [dev. (relieved) not seriously injured / glad she hadn't witnessed it] • **discovery** (det. gaping hole, cave entrance) [dev. anticipation / unexpected / excitement] **A2:** what made him realise that his discovery was significant • **ancient** (det. age-old musty scent, air had dry ash-like taste) [dev. been undiscovered for a very long time / historically significant] • **darkness** (det. suffocating blackness) [dev. had to get a torch / needed a torch because he wanted to explore] • **path leading underground** (det. gentle slope, loose stones, ended suddenly) [dev. constructed by humans / evidence of movement of living creature(s)] • **cavern** (det. 10 m drop/height) [dev. incredible to think this is underneath the garden] • **animal bones** (det. some unrecognisable species, possibly extinct, deer antlers) [dev. realised they could be of scientific interest] **A3:** how the discovery affected your plans for the garden and how your lives have changed since then • **archaeology** (det. student on a college course, assignment) [dev. opportunity for a real dig / make use of her studies / fulfil her dream of a dig] • **garden** (det. ivy used to attract bees and butterflies) [dev. wanted to keep wildlife / garden she once enjoyed is now taken over by people with an interest in the cave / security measures] • **Rohaan's business** (det. new project) [dev. abandoned RS Building works / found a different office location] • **financial position** (det. no money previously) [dev. new money-making schemes related to cave discovery] • **sharing experience** (det. book, surprising experience) [dev. public interest]	

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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	**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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