Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH (US) **0524/11**

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 and R2	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> things that the writer is doing before the rain begins, according to the text.** Award 1 mark for **two** correct responses. • walking down the street • observing the (wilting) trees • feeling the (dead) earth crumble against their boots	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'signals the arrival' (line 3):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase (e.g. suggests it is going to rain). • warns of / announces / shows / points to / indicates / tells • the coming / the beginning / start of *Do not credit 'sign'.*	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'flees in panic' (lines 4 and 5):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • run(s) / run away / escapes / leaves in a hurry • (in) fear / scared / frantic	**2**
1(c)	**Re-read paragraph 2 ('As the rain … begin again.').** **Give <u>two</u> reasons why conversation might be 'limited if not impossible'.** Award 1 mark for each idea, up to a maximum of 2. • the sound of the rain is very loud / rain is too noisy / difficult to hear because of rain / rain slamming into the roof • (the people are) strangers • (the people are) worried about the effects of the rain / focused on the rain / hoping rain will end soon	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraph 3 ('The region … the country.').** **Identify <u>two</u> problems with the road during the rainy season.** Award 1 mark for each idea up to a maximum of 2. • there are only a few miles of paved road • (the dirt tracks that connect to the road / road) waterlogged / not passable / inaccessible / get blocked	**2**
1(d)(ii)	**Re-read paragraph 3 ('The region … the country.').** **Explain why life is difficult for the people of the region during the rainy season.** Award 1 mark for each idea, up to a maximum of 3. • the rain goes on for a long time / rain lasts for 4 or 5 months • villages and towns are cut off / can't leave the village / roads are impassable • people get hungry / food can't be delivered / food in short supply / have to manage with what food they have construction equipment doesn't work / no construction work can be done / no building work	**3**
1(e)	**Re-read paragraph 4 ('The country's second … released prisoners.').** **<u>Using your own words</u>, explain why the hot period is a happier time for the people of the region.** 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. • there is more food / food can be shared with visitors • people can travel (to visit) / relatives can visit • (adults) share stories **/** able to socialize • they are no longer kept in their houses / safe to go out again / children can play outside	**3**

Question	Answer	Marks
1(f)	**According to Text B, what did the residents of this community feel and do during the most recent severe winter?** **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 Stock up on **food** / concerned about food running out 2 Prepare for **power cuts** / buy candles and batteries as emergency power / worried about power cuts 3 Buy extra **tools** just in case / replace broken ones / concerned essential tools might break 4 **Get up early** / check snow levels each morning / anxiety to see how much snow has fallen overnight / check if can open door first thing 5 Wear extra **clothing** / keep pyjamas on under clothes / wear warm clothes / wear layers of clothing 6 **Rushing** about / doing things quickly / can't stay still 7 **Clear** the snow / clear the (snow from) front step(s) 8 Tension with **neighbours** / limited communication with neighbours / mistrust neighbours / throw snow on neighbour's property 9 **Exhausted** by **relentlessness** of storms / tired out by it all / overwhelmed by it all / constantly worried (e.g. about next storm) / ongoing stress of the situation / fed up with everything 10 Worried about **potential consequences /** waiting for the next disaster (e.g. leaky roof or ice dam) / fearful about what would happen next (e.g. job, family or home problem) 11 Frustrated there was no one to **blame** / knew there was no one to blame **/** took anger out on others 12 **Coped** as best they could / got on with it 13 **Stayed inside** as much as possible / practically hibernated	**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)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R2	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R1	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:** **The farm workers were standing still and didn't speak.** unmoving and silent (labourers)	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The farm workers watched the speaker closely.** stared (at me)	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The speaker hoped that his movements were a method of creating a little breeze.** (seemed to be the only) way to agitate the air (around me)	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Surrounding the speaker were huge unoccupied areas of land.** (the) vast empty spaces (on either side of me) / (the) plain(s)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **By mid-day, I was parched. Fantasies of water rose up and wrapped me in cool wet leaves or pressed the thought of cucumber peel across my stinging eyes and filled my mouth with dripping moss. I imagined drinking whole monsoons and winter mists and reclining on the sponge of a deep, cooling sea.** **parched:** very thirsty / dehydrated	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **fantasies:** dreams / illusions / imaginings	1
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **reclining:** lying (down) / floating / leaning back *Do not credit relaxing.*	1

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the eating-place owner's feelings on hearing that the speaker wants a cold drink.** **<u>Use your own words in your explanation.</u>** **'No! You mustn't drink much. You may pass out.' The café owner threw up her hands at the sight of me, then turned, alarmed, to shout at a couple of well-dressed gentlemen eating at a table in the corner.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the eating-place owner's feelings. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the eating-place owner's feelings. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of the eating-place owner's feelings. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **'No! You mustn't drink too much. You may pass out':** dramatic intervention, exclamation mark suggests urgency and short declarative sentences indicate her certainty that she is right / her fear for him • **'threw up her hands (at the sight of me)':** quickly raises her arms above her head as a sign of dismay / disbelief, exaggerated stylised action (threw her hands up in horror) as she has seen it all before / exasperated / annoyed • **turned, alarmed, to shout:** conveys her extreme worry / fear / the state of the narrator, as if a warning bell has gone off, the sense of an emergency situation; she wants to alert the gentlemen quickly / convey the seriousness of the situation	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 11.** • **Paragraph 2 begins 'By mid-morning …' and is about the effect of the heat on the landscape and the speaker.** • **Paragraph 11 begins 'The first mouthful …' and is about how the eating-place owner and her husband look after the speaker and drive him to the city.** **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 'By mid-morning …' and is about the effect of the heat on the landscape and the speaker.** *Overview: the overpowering annihilating effect of the heat on the whole landscape.* • **violence of the heat:** aggressively high temperatures, likely to cause injury, threatening, hostile, malevolent force, unbearable • **seemed to bruise the whole earth:** visible injury to the environment, unlimited reach of the heat, impact on the earth, pain, damaged • **turn its crust into one huge scar:** heat is so strong that the earth is reddened or completely burnt by its intensity, desiccated surface, permanent mark and damage • **the sun struck upwards, sideways and down:** the sun's effect was felt in all directions, onslaught of punches, powerful force, no escaping its effect, unnatural • **buckling:** damaged by the heat, bent, warped, flattened by the constant assault of the sun, giving way, submitting • **like a solid sheet of copper:** darkened expanse of orange / brown metallic colour; made hard, brittle and flattened; shimmering as in a heat haze, mimics sheen of metal • **no shade to hide in:** empty landscape, no trees, barren, unforgiving • **the red-hot dust grinding like pepper (between my toes):** grating particles, harsh spicy heat that damages, uncomfortable, causing pain	
2(d)	• **Paragraph 11 begins 'The first mouthful …' and is about how the eating-place owner and her husband look after the speaker and drive him to the city.** *Overview: contrast with paragraph 2 in sense of relief, rejuvenation, passivity* • **burst in my throat:** sudden influx/explosion of fluid, powerful sensation, quenching the dryness, relief • **cascaded:** waterfall, exaggerated rush**,** speed of downward flow, excess of liquid, natural force • **like frosted stars:** sensation of falling cold droplets, painful and refreshing in equal measure, magical, celestial, heavenly • **a deep languor spread (through my limbs):** extreme weariness, sensation coursing through body, relaxation, healing • **benefactors:** strangers who help, charitable, saviours, gratitude • **the drowsy glories (of eating and drinking to my full):** mixture of tiredness and bliss, all his needs (drink and nourishment) have been fulfilled, pleasure, satisfaction • **I was lifted … led … stretched out … I was driven:** gives up control, passive, unable to make decision, can't do anything himself, safety and security, taken care of, like a child or invalid.	

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 the eating-place owner. You are interviewed for an article about tourist safety in the region. The interviewer asks you the following three questions only:** • **What do tourists need to know about your region?** • **What effects can extreme thirst have on people and how should this be managed?** • **What could be done locally to make the region safer?** **Write the words of the interview.** **Base your interview on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **Begin your interview with the first question.** **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 what tourists need to know about the region. **Annotate A2** for references to effects of extreme thirst and how these can be managed. **Annotate A3** for references to what can be done locally to make the region safer.	**25**

Question	Answer	Marks
3	**A1 What tourists need to know about your region** • **region's weather** (det. extremely hot, very little air) [dev. dangerous / life threatening / foolish to walk in it] • **temperature changes** (det. cold first thing in the morning, but heats up by mid-morning) [dev. suddenness of temperature change / deceptive, misleading / different from other countries] • **landscape** (det. plains and mountains, the sun hits from all angles - upwards, sideways and down; vast empty spaces; no shade / red dusty road [dev. painful] • **remoteness of area** (det. a few farms; city long distance away) [dev. no-one around to help] • **water quality / carry own water** (det. warm and green, taken from a well) [dev. could be dangerous / cause disease] **A2 What effects can extreme thirst have on people and how should this be managed** • **physical effects** (det. trouble breathing; thirst; unmoving and silent labourers, lose voice) [dev. no energy even to speak / potentially fatal] • **mental effects** (det. fantasies of water) [dev. could lose sense of direction / place / unaware or only partially aware of activity around] • **desire to drink too much** (det. can pass out, too hot for sudden drinking) [dev. need to prevent anyone drinking too much] • **need for rest** (det. indoors) [dev. temperature is cooler] • **gradual reduction of temperature / rehydration needs to be slow** (det. sip ice cube) [dev. slower hydration safest] **A3 What could be done locally to make the region safer** • **improve information for tourists** (det. no obvious information at present) [dev. tourists seem to have little knowledge of the area or risks / making poor decisions based on limited understanding and knowledge / need to be better prepared for the trip / need to be educated on risks / need to wear suitable clothing] • **signs on road(s) indicating distances to village / city** (det. walk for hours; looking for signs of a city; village still a car drive away) [dev. it's far too far to walk / tourists will always want to walk despite distance]	
3	• **improved water provision / advise tourists to carry own water** (det. scarce natural water sources) [dev. replace wells with piped drinking water / healthier for the farm workers too] • **improved transport / publicise car-hire more effectively** (det. cheap and straightforward to hire a car) [dev. taxi / bus service] • **provide shade** (det. eucalyptus trees) [dev. would encourage tourists to split their journey up and not keep on walking] • **more support for the locals** (det. help tourists regularly; three tourists to deal with in a month; have to take to city in car) [dev. authority involvement / medical provision / transport provided / learn from the experience of café owners]	

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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