CAMBRIDGE
International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/01**

Paper 1 Reading **For examination from 2027**

MARK SCHEME

Maximum Mark: 80

Specimen

This document has **22** pages.

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Generic Marking Principles

All examiners must apply these general marking principles when marking candidate responses. Examiners must apply them alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme must 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

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 descriptions in mind.

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English & Media-Specific 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 descriptions:

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions 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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Question 1

This question tests reading assessment objectives R1, R2, R3, R4 and R5 (20 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
R4 demonstrate understanding of how writers achieve effects and influence readers
R5 select and use information for specific purposes.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1	2
1(b)(ii)	R1 and R2	2
1(c)	R1 and R5	2
1(d)	R2 and R5	2
1(e)(i)	R1, R2 and R3	3
1(e)(ii)	R1, R2 and R3	3
1(f)(i)	R4	2
1(f)(ii)	R4	3
Total		**20**

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Question	Answer	Marks
1(a)	**What is the other name for an Eohippus, according to paragraph 1?** • dawn horse	**1**
1(b)(i)	**Use your own words to explain what the text means by:** **'forest dweller' (lines 4–5):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • an area with trees / a jungle / wooded place • living in / inhabited / inhabitant / occupier / reside in	**2**
1(b)(ii)	**Use your own words to explain what the text means by:** **'only faintly resembled' (line 5):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • hardly / scarcely / barely / just weakly / just slightly / not much • (looked) like / appeared similar (to)	**2**
1(c)	**Reread paragraph 2 ('These early prototype ... tame?').** **Give <u>two</u> of the main ways in which horses were used by humans in the past.** Award 1 mark for each idea, up to maximum of 2. • artistic inspiration / inspired (Stone Age) cave painters / used as subjects for art • transport	**2**
1(d)	**Reread paragraph 3 ('Scientists identified ... proximity.')** **Identify <u>two</u> reasons why scientists researching horse domestication thought that Iberia might have been the first place where horses were tamed.** Award 1 mark for each idea, up to a maximum of 2. • physical proof discovered that horses lived there a long time ago / scientists found ancient samples from horses • lots of pictures of horses cave art of other domesticated animals alongside horses suggesting horses may also have been tamed at that time • detailed/life-sized pictures suggests they had opportunity to get up close – not just observed from a distance	**2**

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Question	Answer	Marks
1(e)(i)	**Reread paragraphs 4 and 5 ('But the archaeological ... importance of horses.').** **Explain why scientists first thought Botai was 'the most likely place' that horses were first tamed by humans.** Award 1 mark for each idea, up to a maximum of 3. • enormous collections of horse remains • ceramic remains suggested diet included horse milk • evidence of damaged teeth suggested horses wore mouthpieces	**3**
1(e)(ii)	**Reread paragraphs 4 and 5 ('But the archaeological ... importance').** **Explain why scientists now no longer believe that modern domestic horses originated from Botai.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are entirely in the words of the text should not be credited. • no way to corroborate theory definitely • analysis of DNA showed Botai horses were not genetically linked to modern horses • alternative explanation for apparent damage to teeth • evidence from other places that horses were tamed	**3**
1(f)(i)	**Reread paragraph 6 ('Tantalisingly ... grass').** **Why does the writer use the word 'explosion' (line 29) rather than the word 'increase' to describe the development of horse-based transport?** Award 1 mark for each idea, up to a maximum of 2. • sudden / overnight / not gradual • huge / massive • impactful / had a profound effect • increase alone doesn't indicate how much it increased	**2**
1(f)(ii)	**Reread paragraph 6 ('Tantalisingly ... grass').** **Explain what the writer suggests about horses in the phrase: 'elegant, living machines, powered only by grass' (line 31).** Award 1 mark for each idea, up to a maximum of 3. • beautiful creatures • industrial strength levels • incredible to think they are fuelled naturally • environmentally sound form of transport / green form of energy – horsepower	**3**

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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 2

Question 2(a) tests the following reading assessment objectives (10 marks):

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

This question also tests the following writing assessment objectives (5 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure facts, ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context.

Question 2(b) tests the following reading assessment objectives (5 marks):

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

Overview of items for Question 2

Item	Assessment objectives tested	Marks for assessment objectives
2(a)	R1, R2 and R5	10
	W1, W2 and W3	5
2(b)	R2 and R3	5
Total		**20**

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Question	Answer	Marks
2(a)	**According to Text B, what are the arguments against cloning being the best way to protect endangered species such as the Takhi horse?** **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 reading and up to 5 marks for writing.** Use the Marking Criteria for **Question 2(a)** (Table A, Reading and Table B, Writing). **INDICATIVE READING CONTENT** The relevant ideas are listed below in the order they first appear in the text. **1** not widespread use of procedure in endangered species to date **2** many failed attempts / only the second successful cloned foal **3** slow progress / has taken decades **4** expensive process **5** not currently viable **6** not every species is suitable / don't always have cell samples needed **7** conventional breeding programmes more successful / have reintroduced far more into the wild from captive breeding in zoos **8** tampering with nature **9** genetic errors produced by the process **10** many of the first cloned animals died young / health problems in clones **11** these clones won't be introduced into the wild / only the grandchildren will be released **12** cloning distracts from environmental action / not tackling habitat destruction / not stopping hunting	**15**

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Marking criteria for Question 2(a)

Table A, Reading

Use the following table to give a mark out of 10 for Reading. This question tests assessment objectives R1, R2 and R5.

Level	Marks	Description
5	**9–10**	• An effective response that demonstrates understanding of a wide range of relevant ideas and is consistently well-focused on the text and task. • Relevant ideas are skilfully selected to demonstrate an overview.
4	**7–8**	• A mostly effective response that demonstrates a competent understanding of a good range of relevant ideas and is consistently well-focused on the text and task. • Relevant ideas are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates understanding of a range of relevant ideas with occasional loss of focus on text or task. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates general understanding of relevant ideas and is sometimes focused on text and task. • Some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates limited understanding of relevant ideas and shows limited focus on text and task. • Little evidence of selection of ideas.
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. This question tests assessment objectives W1, W2 and W3.

Level	Marks	Description
3	**4–5**	• Expression is clear and fluent. • Organisation is effective. • Concise use of a range of appropriate vocabulary.
2	**2–3**	• Expression is generally clear. • Organisation is sometimes effective. • Areas of concision but some reliance on the words of the text.
1	**1**	• Expression lacks clarity. • Organisation is limited. • Includes lifted sections.
0	**0**	No creditable content.

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>2(b)</td><td>
Assess the writer’s attitude towards the cloning of endangered animals. Use <u>three</u> details from Text B to support your answer.

Use the Marking Criteria for Question 2(b) (Table C, Reading).

Responses might use the following:
• frustrated not being used more: ‘disappointingly’ rarely considered
• excited at the prospect: ‘amazing technology’
• admiration of those involved: ‘incredible effort’
• vitally important / defensive: ‘opponents bleat’
• accepts/acknowledges its limitations: ‘understandably expensive’; ‘Admittedly ... early clones ... did die young’ ‘if he remains healthy’
• romanticises it / sentimental: ‘his grandchildren will’

Table C, Reading
Use the following table to give a mark out of 5 for Reading. This question tests assessment objectives R2 and R3.

<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>3</td><td>4–5</td><td>Clear understanding of the writer’s attitude with relevant support from the text.</td></tr>
<tr><td>2</td><td>2–3</td><td>Some understanding of the writer’s attitude with some supporting detail.</td></tr>
<tr><td>1</td><td>1</td><td>Limited understanding of the writer’s attitude.</td></tr>
<tr><td>0</td><td>0</td><td>No creditable content.</td></tr>
</table>
</td><td>5</td></tr>
</table>

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Question 3

This question tests reading assessment objectives R1, R2 and R4 (20 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 3

Item	Assessment objectives tested	Marks for assessment objectives
3(a)(i)	R2	1
3(a)(ii)	R1	1
3(b)(i)	R2	1
3(b)(ii)	R2	1
3(b)(iii)	R2	1
3(c)	R1, R2 and R4	5
3(d)	R1, R2 and R4	10
Total		**20**

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Question	Answer	Marks
3(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words in bold:** **The two reporters did not ask what <u>made Annie want to</u> do the ride.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (what) motivated (Annie/her) (line 12)	**1**
3(a)(ii)	**Annie knew she was <u>lucky</u> that people were curious about her and her journey.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (Annie/she was) fortunate (line 24)	**1**
3(b)(i)	**Use your own words to explain what the writer means by each of the words in bold:** **'Annie <u>figured</u> Redding to LA would take another two months. She took Green's details, promising to call when, if, she arrived in LA. Only small local newspapers had <u>covered</u> her <u>exploits</u> to date; she knew national media would take over now.'** **<u>figured</u>**: worked out / calculated / estimated / reckoned	**1**
3(b)(ii)	**<u>covered</u>**: reported / recounted the details of / written in the newspaper(s) about / published the story of	**1**
3(b)(iii)	**<u>exploits</u>**: feats / deeds / actions / activities / escapade(s) / adventures	**1**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th></tr>
<tr><td>3(c)</td><td>
Use <u>one</u> example from the text below to explain how the writer uses language to suggest the reactions of the people in Redding to Annie's arrival.

Use your own words in your explanation.

'To her astonishment, jostling crowds lined the street. Had everyone really come out just to watch her ride by? She grinned and waved back, coming to a halt as yet more well-wishers swarmed and buzzed around her, demanding autographs.'

Use the Marking Criteria for Question 3(c) (Table D, Reading).

Responses might use the following:
• jostling crowds lined the street: groups of people, on each side of the route, vying for position, desperate to catch a glimpse, treating her like a celebrity
• swarmed and buzzed around her: hordes of peoples, circling annoyingly, like flying insects, drawn to her, excited, noise
• demanding autographs: asking for signed mementos; expecting them, more than is reasonable, fanatical

Table D, Reading
Use the following table to give a mark out of 5 for Reading. This question tests assessment objectives R1, R2 and R4.

<table>
<tr><th>Level</th><th>Marks</th><th>Description</th></tr>
<tr><td>3</td><td>4–5</td><td>Clear understanding of the writer's use of language.</td></tr>
<tr><td>2</td><td>2–3</td><td>Some understanding of the writer's use of language.</td></tr>
<tr><td>1</td><td>1</td><td>Limited understanding of the writer's use of language.</td></tr>
<tr><td>0</td><td>0</td><td>No creditable content.</td></tr>
</table>
</td><td>5</td></tr>
</table>

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Question	Answer	Marks
3(d)	**Choose <u>three</u> powerful words or phrases from the extract below to analyse how the writer uses language to describe the vet's visit.** **'At one town, Annie had been unexpectedly ambushed and interrogated by a vet – hired by an unscrupulous newspaper editor sniffing around for a juicy headline. Annie remained courteous, explaining she'd averaged under 24 km daily, carried feed and drew water from natural sources. Yes, she'd had to camp out occasionally, but Hero had invariably bedded down under cover every night. The vet, frowning, regarded the horse solemnly, picking up each hoof in turn and examining it minutely. The editor watched his performance.** **"No problems," the vet finally pronounced his verdict, and left.'** **Write about 200 to 250 words.** Use the Marking Criteria for **Question 3(d)** (Table E, Reading). **Notes on the 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 effective 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.	**10**

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Question	Answer	Marks
3(d)	Only credit comments on stylistic effect where these are explicitly linked to choices. Responses *might* focus on words or phrases from the following: • **unexpectedly ambushed and interrogated by a vet**: surprising and unforeseen encounter, forceful questioning from the vet suggests they are behaving as if investigating a crime • **(hired by an) unscrupulous newspaper editor**: the vet is there for the money and aware the editor will stop at nothing • **sniffing around for a juicy headline**: the vet knows that the editor is investigating and trying to find evidence against Annie; keen to find a story that will sell newspapers; like a wild animal or dog searching for a scent of something tasty to eat; hunting for scandal • **the vet, frowning, regarded the horse solemnly**: looking serious, already suggesting his displeasure and expectation that there will be grave issues with the horse's welfare • **picking up each hoof in turn and examining it minutely**: methodical search for evidence of a problem, focusing in on tiny details • (watched his) **performance**: aware he is being closely monitored by the editor, knows the editor is paying him to find something • **vet finally pronounced his verdict, and left**: as if in a court of law, reluctance to give his assessment; contrast between the drawn out 'finally pronounced' and the brevity of 'and left' suggests he is disappointed / knows the editor will be.	

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Marking Criteria for Question 3(d)

Table E, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 10 for Reading. This question tests assessment objectives R1, R2 and R4.

Level	Marks	Description
5	**9–10**	• Analysis adds meaning and associations to precisely selected words/phrases and demonstrates the writer's reasons for using them. • Explains images with some precision and imagination. • Clear understanding of the writer's use of language.
4	**7–8**	• Some analysis of carefully selected words and phrases offers secure explanations of meanings within the context of the text. • Begins to identify and explain images. • Some understanding of the writer's use of language.
3	**5–6**	• Chooses appropriate words and phrases. • Mostly explains meanings of words. • Attempts to suggest and explain effects are basic or general.
2	**3–4**	• Chooses words and phrases that communicate less effectively within the context of the text. • Explanations repeat the language of the original and/or are general, slight or only partially effective. • Correctly identifies linguistic devices.
1	**1–2**	• Choice of words is rarely relevant. • Comments offer limited evidence of understanding.
0	**0**	No creditable content.

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Question 4

This question tests reading assessment objectives R1, R2, R3 and R5 (10 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
R5 select and use information for specific purposes.

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

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure facts, ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use language appropriate to purpose and to engage the audience.

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Question	Answer	Marks
4	**You are Annie. Two months later, you are in LA. You are interviewed by Marty Green on his popular TV show. Marty asks the following three questions only:** • **Can you outline the daily challenges you faced on your journey?** • **How did you feel about the ways different people reacted to you?** • **What do you think you have achieved by completing your journey?** **Use your own words to write Annie's responses to each of the interviewer's questions.** **Write about 250 to 300 words.** **Up to 10 marks are available for reading and up to 10 marks for writing.** Use the Marking Criteria for **Question 4** (Table F, Reading and Table G, Writing). **Notes on the task** Candidates should select **ideas** from the text (see below) and **develop (dev.)** them relevantly, supporting what they write with **details (det.)** 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 using ideas from Text C and is in the candidate's own words. **Annotate A1** for references to the daily challenges Annie faced on her journey. **Annotate A2** for references to Annie's feelings about the way different people reacted to her. **Annotate A3** for references to what Annie achieved by completing the journey.	**20**

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Question	Answer	Marks
4	**A1: the daily challenges you faced on the journey** • **horse's welfare** (det. Hero) [dev. finding place to stable the horse each night was vital / responsibility for his well-being] • **distance needed to travel** (det. 5000 km total journey, 24 km per day, from Maine to LA) [dev. vast distance, unknown territory] • **navigation** (det. no map initially, asked for directions) [dev. got better at estimating pace / could not always rely on accuracy of advice] • **weather/temperature** (det. layers of warm clothing, variable) [dev. hard going sometimes / exhausting] • **funding/finance** (det. little money) [dev. underestimated the cost / naïve at the start / had to rely on donations] **A2: feelings about the ways different people reacted** • **reporters** (det. local, took lots of photos) [dev. shallow / tiresome / they were only interested as she was unusual / thought it unlikely she would succeed] • **editor** (det. unscrupulous, looking for a headline) [dev. exploitative / wanted to create scandal to sell more newspapers and profit] • **mayor** (det. Redding, modest town, offered a free stay in the fanciest hotel) [dev. business orientated / saw interest in Annie as a good opportunity to publicise the town] • **hosts** (det. families with a spare bed, provided stable(s), generous) [dev. grateful / genuinely good people / concerned / want to help] • **crowds** (det. lined streets in Redding, wanted autographs) [dev. excitement / fans / attracted by celebrity factor] • **vet** (det. hired by the editor, examined Hero) [dev. expected to find problems / did not think she was looking after her horse / officious] **A3: what Annie has achieved by completing the journey** • **variety / new perspective** (det. landscape at home was brown and boring) [dev. felt there was more to life / understanding her place in the universe] • **health** (det. recurrent cough, serious illness) [dev. improve(d) resilience and fitness] • **challenging stereotypes** (det. role model, 63 years old, female) [dev. confounding expectations / changing attitudes / proved she could do it] • **companionship** (det. Hero, supporters) [dev. increased confidence / improved sense of purpose] • **notoriety / fame** (det. meeting Marty, TV show, media reports) [dev. legacy / enjoying all the attention]	

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Marking Criteria for Question 4

Table F, Reading

Use the following table to give a mark out of 10 for Reading. This question tests assessment objectives R1, R2, R3 and R5.

Level	Marks	Description
5	**9–10**	• The response reveals a thorough evaluation and analysis of the text. • A wide range of ideas is applied. • Developed ideas are sustained and well related to the text. • 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	**7–8**	• 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	**5–6**	• The response shows that 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	**3–4**	• There is some evidence of general understanding of the main ideas, but the response lacks focus on the text or the task. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • Limited focus on the bullets. • The voice might be inappropriate.
1	**1–2**	• There is very limited evidence of engagement with the text. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	No creditable content.

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Table G, Writing

Use the following table to give a mark out of 10 for Writing. This question tests assessment objectives W1, W2, W3 and W4.

Level	Marks	Description
5	**9–10**	• Effective style. • Carefully structured for benefit of the reader. • Wide range of vocabulary, used with precision. • Effective use of language for audience and purpose.
4	**7–8**	• Sometimes effective style, mostly fluent and clear. • Ideas generally well sequenced. • Range of vocabulary, used with some precision. • Sometimes effective use of language for audience and purpose.
3	**5–6**	• Clear, plain style. • Relies on the sequence of the original text. • Range of vocabulary is adequate. • Some awareness of audience and purpose.
2	**3–4**	• Inconsistent style, expression sometimes awkward. • Response is not well sequenced. • Vocabulary is simple, limited in range or reliant on the original text. • Limited awareness of audience and purpose.
1	**1–2**	• Expression unclear. • Very brief and undeveloped. • Copies sections from the original text. • Little attempt to explain ideas.
0	**0**	No creditable content.

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