



FIRST LANGUAGE ENGLISH

0500/11

Paper 1 Reading Passages (Core)

October/November 2019

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **12** printed pages.

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.

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 passage.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

Question	Answer	Marks																											
1	<p>This question tests Reading Objectives R1–R4 (20 marks):</p> <p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions R4 demonstrate understanding of how writers achieve effects</p> <p>Overview of items for Question 1</p> <table border="1" data-bbox="304 551 1315 1205"> <thead> <tr> <th data-bbox="304 551 520 647">Item overview</th> <th data-bbox="520 551 900 647">Reading assessment objectives tested</th> <th data-bbox="900 551 1315 647">Marks for reading assessment objectives</th> </tr> </thead> <tbody> <tr> <td data-bbox="304 647 520 712">1(a)</td> <td data-bbox="520 647 900 712">R1</td> <td data-bbox="900 647 1315 712">2</td> </tr> <tr> <td data-bbox="304 712 520 777">1(b)</td> <td data-bbox="520 712 900 777">R1</td> <td data-bbox="900 712 1315 777">2</td> </tr> <tr> <td data-bbox="304 777 520 842">1(c)</td> <td data-bbox="520 777 900 842">R2</td> <td data-bbox="900 777 1315 842">1</td> </tr> <tr> <td data-bbox="304 842 520 907">1(d)</td> <td data-bbox="520 842 900 907">R1 & R2</td> <td data-bbox="900 842 1315 907">3</td> </tr> <tr> <td data-bbox="304 907 520 972">1(e)</td> <td data-bbox="520 907 900 972">R1</td> <td data-bbox="900 907 1315 972">1</td> </tr> <tr> <td data-bbox="304 972 520 1037">1(f)i (f)ii</td> <td data-bbox="520 972 900 1037">R1 & R2</td> <td data-bbox="900 972 1315 1037">1 + 1</td> </tr> <tr> <td data-bbox="304 1037 520 1135">1(g)i, iii, v 1(g)ii, iv, vi</td> <td data-bbox="520 1037 900 1135">R1 & R2 R3 & R4</td> <td data-bbox="900 1037 1315 1135">3 6</td> </tr> <tr> <td data-bbox="304 1135 520 1200">TOTAL</td> <td data-bbox="520 1135 900 1200"></td> <td data-bbox="900 1135 1315 1200">20</td> </tr> </tbody> </table>	Item overview	Reading assessment objectives tested	Marks for reading assessment objectives	1(a)	R1	2	1(b)	R1	2	1(c)	R2	1	1(d)	R1 & R2	3	1(e)	R1	1	1(f)i (f)ii	R1 & R2	1 + 1	1(g)i, iii, v 1(g)ii, iv, vi	R1 & R2 R3 & R4	3 6	TOTAL		20	
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1(g)i, iii, v 1(g)ii, iv, vi	R1 & R2 R3 & R4	3 6																											
TOTAL		20																											
1(a)	<p>Using your own words, explain what pressures the writer was under when he visited New York City (paragraph 1, ‘Of my wanderings ...’).</p> <p>problem of doing jobs in the rain/many jobs he had to do them all in that day/he was leaving New York that night/pressure of time</p>	2																											
1(b)	<p>Using your own words, explain the effects that the rain had on the writer (paragraph 1, ‘Of my wanderings ...’).</p> <p>he (frequently) <u>had to find shelter/go inside</u> it rained so hard that his <u>raincoat</u> was becoming: wet on <u>the inside</u>/he got <u>very wet/drenched/soaked</u>. <i>NB: don’t accept ‘clothes’ or ‘shoes’ getting wet</i> he left a puddle on the floor/dripped all over the floor of every building/all the places he entered</p>	2																											
1(c)	<p>Using your own words, explain what the writer means by ‘dismissing my attempts at evasion’ (lines 10–11).</p> <p>ignoring/discounting my efforts to avoid the question/not allowing him to avoid the question he (the writer) tried/attempted to avoid answering the question</p>	1																											

Question	Answer	Marks
1(d)	<p>Using your own words, explain how the manager of the bookshop <u>at first</u> behaved towards the writer and how the writer reacted to this behaviour (paragraph 3, ‘Similarly, in a ...’).</p> <p>the Manager treated the writer with suspicion/thought he was dishonest he refused to give the writer any assistance/help him look up books/was rude/unkind the writer lost his temper/told him he was a stranger and didn’t expect this kind of treatment/said it wouldn’t happen in England</p>	3
1(e)	<p>Give one example of the way that the manager’s behaviour changed towards the writer (paragraph 3, ‘Similarly, in a ...’).</p> <p>examples accepted: he gave addresses (of those who could help)/came out in the rain/directed him to a restaurant he went out of his way to help/became <u>very</u> helpful</p> <p><i>Accept a relevant selective quote but not a lifted chunk.</i></p>	1
1(f)(i)	<p>Using your own words, explain:</p> <p>What the writer did with his wet clothes when he returned to the hotel (paragraph 4, ‘I was so wet ...’)?</p> <p>he left his (wet) clothes (shoes, socks, trousers) behind/he did not pack them/threw them on kitchen floor</p> <p><i>NB: do not credit ‘he took his clothes off’.</i></p>	1
1(f)(ii)	<p>Why he decided on this course of action (paragraph 4, ‘I was so wet ...’).</p> <p>there wasn’t time to dry them out/they were <u>too</u> wet to pack/they would have made all the rest of his possessions wet if he had packed them</p>	1
1(g)(i)	<p>Give the meaning of the <u>underlined</u> words in the following <u>three</u> phrases as the writer uses them. Then explain how the phrases help to suggest the narrator’s thoughts about his experiences with the weather conditions and the people he met in New York.</p> <p>‘It rained with a <u>patient</u> fury.’ (lines 2–3)</p> <p>composed/unemotional/implacable/calm/continual/sustained</p>	1
1(g)(ii)	<p>Award a mark each up to a maximum of two for any reference to:</p> <p>‘patient fury’ is an oxymoron/ rain is relentless and non–stop/heavy/strong has (controlled) anger</p> <p>Note: accept any reference to anger.</p>	2

Question	Answer	Marks
1(g)(iii)	<p>'The money-changer cross-questioned me like a <u>prosecution counsel</u>' (line 9)</p> <p>lawyer/barrister/solicitor (seeking to prove a defendant guilty).</p> <p>Note: accept a reference to being in a law court here.</p>	1
1(g)(iv)	<p>Award a mark each up to a maximum of two for any reference to:</p> <p>the money-changer's attitude is that the writer is dishonest or guilty/a criminal he is questioning him <u>forensically/in detail</u>/he is trying to catch him out (accept 'interrogating' on its own) he feels it is unnecessarily intrusive</p>	2
1(g)(v)	<p>'I said farewell to them as they lay in a <u>sodden</u> heap in the middle of the floor' (lines 29-30)</p> <p>soaked/soggy/water-logged/saturated</p> <p>Note: 'wet' must have an intensifier.</p>	1
1(g)(vi)	<p>Award a mark each up to a maximum of two for any reference to:</p> <p>the writer knows he will never see them again/they are past their useful life/ they are so full of water/they are unlikely ever to dry out/they are unrecognisable <u>he feels sad or regretful to leave them</u></p>	2
1(g)	<p>Guidance Notes: <i>Award 1 mark for a partial explanation of each phrase.</i></p> <p>There will be a secure understanding of the phrase and of the writer's purpose for choosing the language used in it. There will be an appreciation of how the suggestions and associations of the vocabulary/imagery used contribute to the writer's purpose and a convincing attempt to explain how this effect is achieved. Note: 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.</p>	2
	<p>Responses gaining 1 mark will show understanding of the phrase as a whole and show some awareness of the writer's purpose for choosing the language used in it. However, this is likely to be only partially explained and an awareness of how this is achieved is likely to be implied rather than specifically explained.</p>	1
	<p>Responses gaining 0 marks will either show complete misunderstanding or offer no relevant comment.</p>	0

Question	Answer	Marks
1(g)	<p><i>Paraphrase of chosen phrase = 0 for explanation. Explanation must also be predominantly in candidate's own words.</i></p> <p><i>Examiners should observe the following principles when assessing candidates' responses to this question:</i></p> <p>Parts (ii)/(iv)/(vi) require a comment on the effectiveness of the writer's use of language for a particular purpose in the <i>whole phrase</i> quoted and not just the italicised word(s).</p> <p>Credit should be given to responses that attempt to explain how the writer's choice of words/images etc. produces the intended response in the reader's mind.</p> <p>When marking these responses, we are looking for evidence that candidates have some appreciation of the appropriate associations and suggestions in the writer's choice of words. There are, therefore, no specific right or wrong answers to this task.</p> <p>We should award marks on the quality of linguistic analysis shown by the candidate in order to support her/his interpretation of the writer's purpose.</p> <p>It is not necessary for candidates to show knowledge of the names of different figures of speech (simile, metaphor etc.) to produce a successful answer – what we are looking for is an <i>understanding of how</i> the writer uses these literary devices. (See 0 marks descriptor below. Remember that 2 is the maximum mark for any one explanation and that candidates are likely to comment on each phrase in one or two lines only. This fact should be borne in mind when applying the descriptors in the table above.</p> <p>Note: A response to 1(g)(ii)/(iv)/(vi) which does no more than repeat the definition in 1(g)(i)/(iii)/(v), respectively, = 0</p>	

Question	Answer	Marks
2	<p>This question tests reading assessment objectives R1–R3 (10 marks):</p> <p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R3 analyse, evaluate and develop facts, ideas and opinions</p> <p>AND writing assessment objectives W1–W4 (5 marks):</p> <p>W1 articulate experience and express what is thought, felt and imagined W2 sequence facts, ideas and opinions W3 use a range of appropriate vocabulary W4 use register appropriate to audience and context</p>	
2	<p>Imagine that you are the narrator in <u>Passage A</u>. Soon after this experience you write your journal about your time in New York City. Write your journal.</p> <p>In your journal you should:</p> <ul style="list-style-type: none"> describe your first impressions of New York City explain your thoughts and feelings about the people that you met there say what advice you would give to other people from your country who are considering visiting New York City. <p>Begin your journal: ‘New York City has been busy to say the least ...’.</p> <p>NB: The most successful responses are likely to develop on the writer’s feelings about the rain and his thoughts about the ambivalence of the attitude of the people with whom he came into contact. There will be an attempt to develop these opinions to provide helpful and perceptive advice as to how to deal with these matters for prospective visitors. Band 6 and 5 responses will usually cover all 3 bullets in detail. Look for and credit an attempt to write in an appropriate register.</p>	15

Question	Answer		Marks																		
2	<p>Table A, READING: Using and understanding the material</p> <p>Use the following table to give a mark out of 10 for Reading.</p> <table border="1" data-bbox="290 383 1315 1413"> <tbody> <tr> <td data-bbox="290 383 424 584">Band 6</td> <td data-bbox="424 383 520 584">9–10</td> <td data-bbox="520 383 1315 584">Uses and develops several ideas, both factual and inferential, from the passage. Consistently provides a developed, appropriate account of the writer's views of the city and its inhabitants. Provides helpful, perceptive advice to future visitors based on this experience.</td> </tr> <tr> <td data-bbox="290 584 424 748">Band 5</td> <td data-bbox="424 584 520 748">7–8</td> <td data-bbox="520 584 1315 748">Refers to several details from the passage and makes some convincing comments about the writer's views of the city and its inhabitants. Shows some sensible attempt to provide helpful advice for future visitors.</td> </tr> <tr> <td data-bbox="290 748 424 949">Band 4</td> <td data-bbox="424 748 520 949">5–6</td> <td data-bbox="520 748 1315 949">Repeats some details from the passage about the city and its inhabitants. Makes limited but straightforward attempts to provide advice for future visitors. Focuses on the question and on the passage, but uses material simply and partially.</td> </tr> <tr> <td data-bbox="290 949 424 1151">Band 3</td> <td data-bbox="424 949 520 1151">3–4</td> <td data-bbox="520 949 1315 1151">There is some relevance to the question with a tendency to retell the original rather than to focus on the bullet points. Makes simple references to the writer's feelings about the city and its inhabitants. There is likely to be much irrelevant or inappropriate content.</td> </tr> <tr> <td data-bbox="290 1151 424 1279">Band 2</td> <td data-bbox="424 1151 520 1279">1–2</td> <td data-bbox="520 1151 1315 1279">There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity.</td> </tr> <tr> <td data-bbox="290 1279 424 1413">Band 1</td> <td data-bbox="424 1279 520 1413">0</td> <td data-bbox="520 1279 1315 1413">There is little or no relevance to the question or to the passage or the response copies unselectively or directly from the passage.</td> </tr> </tbody> </table>		Band 6	9–10	Uses and develops several ideas, both factual and inferential, from the passage. Consistently provides a developed, appropriate account of the writer's views of the city and its inhabitants. Provides helpful, perceptive advice to future visitors based on this experience.	Band 5	7–8	Refers to several details from the passage and makes some convincing comments about the writer's views of the city and its inhabitants. Shows some sensible attempt to provide helpful advice for future visitors.	Band 4	5–6	Repeats some details from the passage about the city and its inhabitants. Makes limited but straightforward attempts to provide advice for future visitors. Focuses on the question and on the passage, but uses material simply and partially.	Band 3	3–4	There is some relevance to the question with a tendency to retell the original rather than to focus on the bullet points. Makes simple references to the writer's feelings about the city and its inhabitants. There is likely to be much irrelevant or inappropriate content.	Band 2	1–2	There is an attempt to use the passage. May retell the passage or give occasional relevant facts. There may be examples of misunderstanding or lack of clarity.	Band 1	0	There is little or no relevance to the question or to the passage or the response copies unselectively or directly from the passage.	10
Band 6	9–10	Uses and develops several ideas, both factual and inferential, from the passage. Consistently provides a developed, appropriate account of the writer's views of the city and its inhabitants. Provides helpful, perceptive advice to future visitors based on this experience.																			
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Question	Answer		Marks																		
2	<p>Table B, WRITING: Structure and order, style of language:</p> <p>Use the following table to give a mark out of 5 for Writing.</p> <table border="1" data-bbox="290 376 1315 1167"> <tbody> <tr> <td data-bbox="290 376 426 539" style="text-align: center;">Band 6</td> <td data-bbox="426 376 520 539" style="text-align: center;">5</td> <td data-bbox="520 376 1315 539">Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.</td> </tr> <tr> <td data-bbox="290 539 426 674" style="text-align: center;">Band 5</td> <td data-bbox="426 539 520 674" style="text-align: center;">4</td> <td data-bbox="520 539 1315 674">Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.</td> </tr> <tr> <td data-bbox="290 674 426 837" style="text-align: center;">Band 4</td> <td data-bbox="426 674 520 837" style="text-align: center;">3</td> <td data-bbox="520 674 1315 837">Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.</td> </tr> <tr> <td data-bbox="290 837 426 1003" style="text-align: center;">Band 3</td> <td data-bbox="426 837 520 1003" style="text-align: center;">2</td> <td data-bbox="520 837 1315 1003">The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over-dependent on lifted material.</td> </tr> <tr> <td data-bbox="290 1003 426 1104" style="text-align: center;">Band 2</td> <td data-bbox="426 1003 520 1104" style="text-align: center;">1</td> <td data-bbox="520 1003 1315 1104">The response is difficult to understand. The response may be almost entirely lifted from the original.</td> </tr> <tr> <td data-bbox="290 1104 426 1167" style="text-align: center;">Band 1</td> <td data-bbox="426 1104 520 1167" style="text-align: center;">0</td> <td data-bbox="520 1104 1315 1167">The response cannot be understood.</td> </tr> </tbody> </table>		Band 6	5	Sentences are fluent and there is a fairly wide range of vocabulary. Overall structure is good and sentences generally follow in sequence. An appropriate register is established.	Band 5	4	Sentences are correct, though relatively simple. Vocabulary is adequate and correctly used. Structure is generally sound. Some of the register is appropriate.	Band 4	3	Sentence structures and vocabulary are simple, but meaning is never in doubt. The order is reasonable. There may be an attempt at an appropriate register but it is inconsistent.	Band 3	2	The response is very simply written and there are occasional examples of blurred meaning. The structure can usually be followed. The response may be over-dependent on lifted material.	Band 2	1	The response is difficult to understand. The response may be almost entirely lifted from the original.	Band 1	0	The response cannot be understood.	5
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Band 1	0	The response cannot be understood.																			

3	<p>The questions tests reading assessment objectives R1, R2 and R5 (10 marks)</p> <p>R1 demonstrate understanding of explicit meanings R2 demonstrate understanding of implicit meanings and attitudes R5 select for specific purposes</p> <p>AND writing assessment objectives W2–W5 (5 marks)</p> <p>W2 organise facts, ideas and opinions W3 use a range of appropriate vocabulary W5 accurate use of spelling, punctuation and grammar</p>	
3(a)	<p>Read carefully Passage B, <i>The Millau Viaduct</i>, in the Reading Booklet Insert and then answer Question 3(a) and (b).</p> <p>Answer the questions in the order set.</p> <p>What are the main features <u>and</u> history of the Millau Viaduct, according to Passage B?</p> <p>Use short notes. Write <u>one</u> point per line</p> <p>You do <u>not</u> need to use your own words</p>	15

3(a)	<p><u>Notes on Task 3(a)</u></p> <p><u>Give 1 mark per point listed, up to a maximum of 10.</u></p> <p>In 3(a), if a candidate lists more than one point per line, they cannot receive marks for both points if both are correct.</p> <p>If a candidate lists more than one point per line and one of these points is incorrect, they can receive the mark for the other/correct point.</p> <p>Whole sentences lifted from the passage which contain a number of points should not be credited, as they are not showing selection of points, and are not conveying the essence of the point.</p> <p>Additional points added on to the bottom of the list (in addition to the 10) should not be credited unless earlier points have been removed/crossed out. If a point has been crossed out and not replaced with another (and it can still be read and is correct) it should be credited.</p> <p>Features:</p> <ol style="list-style-type: none"> 1. consecutive cable stayed spans/7 cable-stayed ‘sails’ 2. viaduct is <u>tallest</u> bridge (structure) in <u>Europe</u> 3. <u>lofty/high/335 metre mast</u> 4. a <u>roadway</u> 277 metres above the Tarn River 5. the <u>roadway</u> curves (slightly) 6. has tall, slender support columns/columns gradually split into two before closing up again 7. <u>bridge</u> is beautiful/breath taking/spectacular/awe-inspiring (not view) 8. roadway has a <u>tall wind barrier</u>/which provides stylish aerodynamic shape <p>History</p> <ol style="list-style-type: none"> 9. was the highest <u>cable-stayed bridge</u> in the <u>world</u> 10. construction began in October of 2001 11. completed in a little over 3 years/opened in 2004 12. located near the small town of <u>Millau</u>/in the <u>southern end of France</u> 13. last <u>major</u> connection on the A75 motorway 14. <u>13th</u> among all high bridges of the <u>world</u> 	10
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Question	Answer	Marks								
3(b)	<p>Now use your notes to write a summary of what <u>Passage B</u> tells you about the main features and history of the Millau Viaduct.</p> <p>You must use <u>continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.</p> <p>Your summary should not be more than 150 words.</p> <p><u>Up to 5 marks are available for the quality of your writing.</u></p> <p>Table A, Writing (concision, focus, use of own words)</p> <p>Use the table below to give a mark out of 5.</p> <table border="1" data-bbox="290 719 1315 1711"> <tbody> <tr> <td data-bbox="290 719 467 1025"> Band 3 4–5 </td> <td data-bbox="467 719 1315 1025"> A relevant response that is mostly expressed clearly and concisely. 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 passage. There may be errors in spelling, punctuation and grammar but they do not impede communication. </td> </tr> <tr> <td data-bbox="290 1025 467 1332"> Band 2 2–3 </td> <td data-bbox="467 1025 1315 1332"> A relevant response that may lack some clarity and concision. There may be frequent lapses in organisation. The response is occasionally expressed in the candidate's own words (where appropriate), but may be over dependent on the words of the passage. There may be errors in spelling, punctuation and grammar, which occasionally impede communication. </td> </tr> <tr> <td data-bbox="290 1332 467 1610"> Band 1 1 </td> <td data-bbox="467 1332 1315 1610"> A relevant response that lacks clarity and concision. The response may lack organisation. The response may include lifted sections. There may be excessively long explanations or the response may be very brief. Frequent errors of spelling, punctuation and grammar, which may occasionally impede communication. </td> </tr> <tr> <td data-bbox="290 1610 467 1711"> Band 0 0 </td> <td data-bbox="467 1610 1315 1711"> No creditable content. </td> </tr> </tbody> </table>	Band 3 4–5	A relevant response that is mostly expressed clearly and concisely. 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 passage. There may be errors in spelling, punctuation and grammar but they do not impede communication.	Band 2 2–3	A relevant response that may lack some clarity and concision. There may be frequent lapses in organisation. The response is occasionally expressed in the candidate's own words (where appropriate), but may be over dependent on the words of the passage. There may be errors in spelling, punctuation and grammar, which occasionally impede communication.	Band 1 1	A relevant response that lacks clarity and concision. The response may lack organisation. The response may include lifted sections. There may be excessively long explanations or the response may be very brief. Frequent errors of spelling, punctuation and grammar, which may occasionally impede communication.	Band 0 0	No creditable content.	5
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