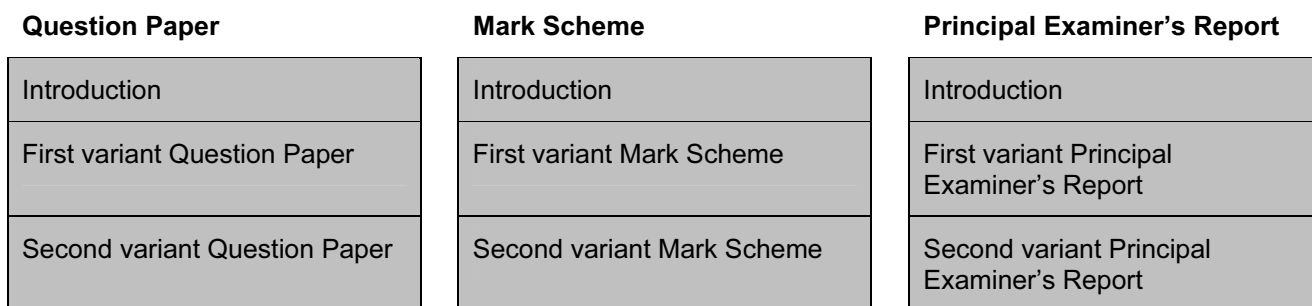UNIVERSITY *of* CAMBRIDGE
International Examinations

As part of CIE's continual commitment to maintaining best practice in assessment, CIE has begun to use different variants of some question papers for our most popular assessments with extremely large and widespread candidature, The question papers are closely related and the relationships between them have been thoroughly established using our assessment expertise. All versions of the paper give assessment of equal standard.

The content assessed by the examination papers and the type of questions are unchanged.

This change means that for this component there are now two variant Question Papers, Mark Schemes and Principal Examiner's Reports where previously there was only one. For any individual country, it is intended that only one variant is used. This document contains both variants which will give all Centres access to even more past examination material than is usually the case.

The diagram shows the relationship between the Question Papers, Mark Schemes and Principal Examiner's Reports.

Question Paper	**Mark Scheme**	**Principal Examiner's Report**
Introduction	Introduction	Introduction
First variant Question Paper	First variant Mark Scheme	First variant Principal Examiner's Report
Second variant Question Paper	Second variant Mark Scheme	Second variant Principal Examiner's Report

Who can I contact for further information on these changes?
Please direct any questions about this to CIE's Customer Services team at: international@cie.org.uk

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2008 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/21   Paper 21 (Reading and Writing – Extended),
maximum raw mark 84

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.

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.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the October/November 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	**0510**	**21**

Exercise 1: Indonesia – The Thousand Islands

(a) 25 minutes [1]

(b) to ensure preservation [1]

(c) sea turtle [1]

(d) April & May [1]

(e) (boys) playing tambourines/traditional music [1]

(f) the eggs hatch [1]

(g) 16.00 (hours)/4:00pm [1]

(h) to spend a night on one of the islands [1]

[Total: 8]

Exercise 2: Bee-Keeping

(a) fewer in the country (than in towns)/more (bee-keepers) in towns [1]

(b) parasitic mite killed (off) millions (of bees) [1]

(c) the time of year/what the bees have been feeding on [1]

(d) people queuing to join courses/courses often oversubscribed [1]

(e) 6,000 [1]

(f) rebellion against their lifestyle/gives them variety/want to do more physical OR manual
activities/chance to get outside/not a strenuous activity [1]
ANY TWO [1]

(g) might get stung/expensive to buy beehives/might frighten neighbours [1]
ANY TWO [1]

(h) 10 kilos compared to 20 kilos/half as much/town twice as much as in country [1]

(i) TICK AND NUMBER POINTS (UP TO A MAXIMUM OF 4):
✓1 town plants offer more exciting nectar
✓2 country fields often treated with pesticides/pesticides not used in towns
✓3 different flavours (of honey)/more variety of flavour
✓4 bees keep active longer
✓5 more honey produced [4]

[Total: 14]

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	21

Exercise 3: Form-filling
Note: correct spelling is essential for the form-filling exercise.

Learn and Earn Application Form

SECTION A – Personal details

Name: ....Elisabeth Gomez.. [1]

Home address: ....125 Red Mule Lane, Sapezal, (Brazil)..................................... [1]

Other contact details (please provide two): ....www.likemindslisa.org.br............... [1]

..........0978 442654.......................... [1]

SECTION B – Current course of study

Place of study: ......Mato Ponto College... [1]

Address of school/college: ....Sapezal, Brazil SW 45... [1]

Course of study: ......Animal Science and Behaviour.. [1]

Length of course: (please circle)   1 year   (2-3 years)   4-5 years   [1]

SECTION C – Learn and Earn scheme

Preferred dates (please number preferences 1 to 3. 1 = most desired, 3 = least desired)

July 28 to Aug 8 [3]   Aug 18 to Aug 29 [2]   Sept 1 to Sept 12 [1]   [1]

Experience with large animals: ......I feed / look after horses / calves..................

.... [1]

What do you expect to gain from the scheme? (give **two** details)

- ....Give me more experience with large animals / experience for final year....... [1]

- ....Help me decide if I want to work with large animals (or not).................... [1]

- ....Meet with other young people who have the same interest   (ANY TWO)

SECTION D   12/2

In the space below, write **one** sentence of between 12 and 20 words giving **two** examples   = 6
of your ability to work as a member of a group or team.

        SAMPLE SENTENCE

I use an interactive website to discuss subjects with others and I work on
the ranch with my family.   [2]

[Total: 8]

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The sentence should be in the first (not third) person.

Sample sentence: I use an interactive website to discuss subjects with others and I work on the ranch with my family.

For the sentence, award up to 2 marks as follows:
2 marks: proper sentence construction; correct spelling and punctuation; gives all the information asked for.

1 mark: proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring the meaning); gives part of the information asked for.

0 marks: more than 3 errors of punctuation and/or spelling; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure; fewer than 12 words and/or more than 20 words.

Exercise 4: Life in 2058

Tick and number the points (up to a maximum of 8, and according to the marks per section):

Medical benefits   (MAX 3 MARKS FOR THIS SECTION)
✓1 limitless supply of body parts
✓2 farms to produce human organs/organs 'available to order'/no need to transplant organs
✓3 re-grow lost limbs/regenerate failing organs
✓4 whole body replacement
✓5 humans live longer

Discoveries in space   (MAX 3 MARKS FOR THIS SECTION)
✓6 neighbours (OR life) in other galaxies (OR in space)
✓7 how Earth was formed
✓8 whether the 'big bang' was one of many

Consequences of animal studies   (MAX 2 MARKS FOR THIS SECTION)
✓9   oceans saved from <u>exploitation</u>
✓10 humans give up eating meat/become vegetarian
✓11 (device) to experience the thoughts/feelings of animals

[Total: 8]

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	**0510**	**21**

Exercise 5: Summary – Reaching for the top

Mark up to 6 for content and up to 4 for language.
Count words and do not mark anything exceeding 120 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit. Do not award language marks if there is no content.

A maximum of 3 marks can be awarded for language if candidates do not address both parts of the question and/or exceed the word limit.

Content (up to 6 marks)
Tick and number each point (up to a maximum of 6):

Problems mountaineers face whilst climbing Mount Everest
✓1   cling to mountain above steep drop (of several thousand metres)
✓2   low temperatures/extreme cold
✓3   frostbite
✓4   bad weather/unpredictable weather
✓5   constantly out of breath
✓6   weight loss (20 kilos)

Reasons for attempting to climb Mount Everest
✓7   to set foot on the roof of the world/to stand where great climbers have stood
✓8   incredible views/to see the curvature of the Earth
✓9   the challenges
✓10 (sheer) exhilaration
✓11 friendship (amongst mountaineers)
✓12 passion for climbing/adventure

Language (up to 4 marks)
0 meaning obscure because of density of language errors; serious problems with expression; nothing of relevance.

1 expression weak; reliance on lifting without discrimination.

2 expression limited; some reliance on lifting from the original; some sense of order.

3 expression good; attempts to group and sequence ideas in own words.

4 expression very good; clear, orderly grouping and sequencing; largely in own words.

[Total: 10]

Page 6	Mark Scheme	Syllabus	Paper
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Exercises 6 and 7:   **Ex 6 New School**   **Ex 7 Mobile Phones**

- Award the answer a mark for **content (C)** and a mark for **language (L).** Write C and the mark + L and the mark = ringed total.

- Award the answer a mark for **content (C)** [out of 9] and a mark for **language (L)** [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].

- **Content** covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).

- Language covers style (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and use of paragraphs).

- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.

- When deciding on a mark for **content,** look at both *relevance* and *development of ideas.* First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in **at least** the 4–5 mark band.

- When deciding on a mark for **language,** look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in **at least** the 4–5 mark band.

- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.

- If the essay is considerably **less than the stated word length**, it is unlikely that the candidate will achieve a high content mark.

- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for content and language, even if it is enjoyable to read and fluent.

- If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for Language are available.

[Total Exercise 6: 18]

[Total Exercise 7: 18]

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	21

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (EXTENDED TIER)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9	**Highly effective:** • *Relevance:* Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • *Development of ideas:* Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	8–9	**Fluent:** • *Style:* Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • *Accuracy:* No or very few errors. Well-constructed and linked paragraphs.
6–7	**Effective:** • *Relevance:* Fulfils the task, with appropriate register and good sense of purpose and audience. • *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	6–7	**Precise:** • *Style:* Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • *Accuracy:* Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	**Satisfactory:** • *Relevance:* Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • *Development of ideas:* Material is satisfactorily developed at appropriate length.	4-5	**Safe:** • *Style:* Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • *Accuracy:* Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

Page 8	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	21

2–3	Partly relevant:	2–3	Errors intrude:
	• *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience. • *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition.		• *Style:* Simple structures and vocabulary. • *Accuracy:* Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent.
0–1	Little relevance:	0–1	Hard to understand:
	• Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark. • No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language.		• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark. • Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks.

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

International General Certificate of Secondary Education

MARK SCHEME for the October/November 2008 question paper

0510 ENGLISH AS A SECOND LANGUAGE

0510/22   Paper 22 (Reading and Writing – Extended), maximum raw mark 84

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.

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.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

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International Examinations

Page 2	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	**0510**	**22**

Exercise 1: Indonesia – The Thousand Islands

   (a) 25 minutes [1]

   (b) to ensure preservation [1]

   (c) sea turtle [1]

   (d) April & May [1]

   (e) (boys) playing tambourines/traditional music [1]

   (f) the eggs hatch [1]

   (g) 16.00 (hours)/4:00pm [1]

   (h) to spend a night on one of the islands [1]

                                                                           [Total: 8]

Exercise 2: Bee-Keeping

   (a) fewer in the country (than in towns)/more (bee-keepers) in towns [1]

   (b) parasitic mite killed (off) millions (of bees) [1]

   (c) the time of year/what the bees have been feeding on [1]

   (d) people queuing to join courses/courses often oversubscribed [1]

   (e) 6,000 [1]

   (f) rebellion against their lifestyle/gives them variety/want to do more physical OR manual
      activities/chance to get outside/not a strenuous activity [1]
      ANY TWO [1]

   (g) might get stung/expensive to buy beehives/might frighten neighbours [1]
      ANY TWO [1]

   (h) 10 kilos compared to 20 kilos/half as much/town twice as much as in country [1]

   (i) TICK AND NUMBER POINTS (UP TO A MAXIMUM OF 4):
      ✓1 town plants offer more exciting nectar
      ✓2 country fields often treated with pesticides/pesticides not used in towns
      ✓3 different flavours (of honey)/more variety of flavour
      ✓4 bees keep active longer
      ✓5 more honey produced [4]

                                                                         [Total: 14]

Page 3	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	22

Exercise 3: Form-filling
Note: correct spelling is essential for the form-filling exercise.

Learn and Earn Application Form

SECTION A – Personal details

Name: Elisabeth Gomez [1]

Home address: 125 Red Mule Lane, Sapezal, (Brazil) [1]

Other contact details (please provide **two**): www.likemindslisa.org.br [1]

0978 442654 [1]

SECTION B – Current course of study

Place of study: Mato Ponto College [1]

Address of school/college: Sapezal, Brazil SW 45 [1]

Course of study: Animal Science and Behaviour [1]

Length of course: (please circle)   1 year   (2-3 years)   4-5 years [1]

SECTION C – Learn and Earn scheme

Preferred dates (please number preferences 1 to 3. 1 = most desired, 3 = least desired)

July 28 to Aug 8 [3]   Aug 18 to Aug 29 [2]   Sept 1 to Sept 12 [1] [1]

Experience with large animals: I feed / look after horses / calves [1]

What do you expect to gain from the scheme? (give **two** details)

- Give me more experience with large animals / experience for final year [1]
- Help me decide if I want to work with large animals (or not) [1]
- Meet with other young people who have the same interest   (ANY TWO)

SECTION D   12/2 = 6

In the space below, write **one** sentence of between 12 and 20 words giving **two** examples of your ability to work as a member of a group or team.

SAMPLE SENTENCE

I use an interactive website to discuss subjects with others and I work on the ranch with my family. [2]

[Total: 8]

Page 4	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	22

The sentence should be in the first (not third) person.

Sample sentence: I use an interactive website to discuss subjects with others and I work on the ranch with my family.

For the sentence, award up to 2 marks as follows:
2 marks: proper sentence construction; correct spelling and punctuation; gives all the information asked for.

1 mark: proper sentence construction; 1–3 errors of punctuation and/or spelling (without obscuring the meaning); gives part of the information asked for.

0 marks: more than 3 errors of punctuation and/or spelling; and/or does not give the information asked for; and/or not a proper sentence; and/or meaning obscure; fewer than 12 words and/or more than 20 words.

Exercise 4: Life in 2058

Tick and number the points (up to a maximum of 8, and according to the marks per section):

Medical benefits   (MAX 3 MARKS FOR THIS SECTION)
✓1 limitless supply of body parts
✓2 farms to produce human organs/organs 'available to order'/no need to transplant organs
✓3 re-grow lost limbs/regenerate failing organs
✓4 whole body replacement
✓5 humans live longer

Discoveries in space   (MAX 3 MARKS FOR THIS SECTION)
✓6 neighbours (OR life) in other galaxies (OR in space)
✓7 how Earth was formed
✓8 whether the 'big bang' was one of many

Consequences of animal studies   (MAX 2 MARKS FOR THIS SECTION)
✓9   oceans saved from exploitation
✓10 humans give up eating meat/become vegetarian
✓11 (device) to experience the thoughts/feelings of animals

[Total: 8]

Page 5	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	**0510**	**22**

Exercise 5: Summary – Reaching for the top

Mark up to 6 for content and up to 4 for language.
Count words and do not mark anything exceeding 120 words, as specified in the question. Candidates will not be assessed on anything they have written after this limit. Do not award language marks if there is no content.

A maximum of 3 marks can be awarded for language if candidates do not address both parts of the question and/or exceed the word limit.

Content (up to 6 marks)
Tick and number each point (up to a maximum of 6):

Problems mountaineers face whilst climbing Mount Everest
✓1   cling to mountain above steep drop (of several thousand metres)
✓2   low temperatures/extreme cold
✓3   frostbite
✓4   bad weather/unpredictable weather
✓5   constantly out of breath
✓6   weight loss (20 kilos)

Reasons for attempting to climb Mount Everest
✓7   to set foot on the roof of the world/to stand where great climbers have stood
✓8   incredible views/to see the curvature of the Earth
✓9   the challenges
✓10 (sheer) exhilaration
✓11 friendship (amongst mountaineers)
✓12 passion for climbing/adventure

Language (up to 4 marks)
0   meaning obscure because of density of language errors; serious problems with expression; nothing of relevance.

1   expression weak; reliance on lifting without discrimination.

2   expression limited; some reliance on lifting from the original; some sense of order.

3   expression good; attempts to group and sequence ideas in own words.

4   expression very good; clear, orderly grouping and sequencing; largely in own words.

[Total: 10]

Page 6	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	22

Exercises 6 and 7:   **Ex 6 School Exchange Visit**   **Ex 7 Dangerous Sports/Activities**

- Award the answer a mark for **content (C)** and a mark for **language (L).** Write C and the mark + L and the mark = ringed total.

- Award the answer a mark for **content (C)** [out of 9] and a mark for **language (L)** [out of 9] in accordance with the General Criteria table that follows. Write C and the mark + L and the mark = ringed total [out of 18].

- **Content** covers *relevance* (i.e. whether the piece fulfils the task and the awareness of purpose/audience/register) and the *development of ideas* (i.e. the detail/explanation provided and how enjoyable it is to read).

- Language covers style (i.e. complexity of vocabulary and sentence structure) and accuracy (of grammar, spelling, punctuation and use of paragraphs).

- When deciding on a mark for content or language, first of all decide which mark band is most appropriate. There will not necessarily be an exact fit. You then have to decide between 2 marks within that mark band. Use the lower mark if it only just makes it into the band and the upper mark if it fulfils all the requirements of the band but doesn't quite make it into the band above.

- When deciding on a mark for **content,** look at both *relevance* and *development of ideas.* First ask yourself whether the writing fulfils the task, in terms of points to be covered and the length. If it does, it will be in **at least** the 4–5 mark band.

- When deciding on a mark for **language,** look at both the *style* and the *accuracy* of the language. A useful starting point would be first to determine whether errors intrude. If they do not, it will be in **at least** the 4–5 mark band.

- The **use of paragraphs** should **not** be the primary basis of deciding which mark band the work is in. Look first at the language used and once you have decided on the appropriate mark band, you can use the paragraphing as a factor in helping you to decide whether the work warrants the upper or lower mark in the mark band.

- If the essay is considerably **less than the stated word length**, it is unlikely that the candidate will achieve a high content mark.

- If the essay is **totally irrelevant** and has nothing to do with the question asked, it should be given 0 marks for content and language, even if it is enjoyable to read and fluent.

- If the essay is **partly relevant** and therefore in mark band 2–3, the full range of marks for Language is available.

[Total Exercise 6: 18]

[Total Exercise 7: 18]

Page 7	Mark Scheme	Syllabus	Paper
	IGCSE – October/November 2008	0510	22

GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (EXTENDED TIER)

Mark band	CONTENT: relevance and development of ideas (AO: W1, W2, W6)	Mark band	LANGUAGE: style and accuracy (AO: W1, W3, W4, W5)
8–9	**Highly effective:** • *Relevance:* Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience. • *Development of ideas:* Shows independence of thought. Ideas are well developed, at appropriate length and persuasive. Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.	8–9	**Fluent:** • *Style:* Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses. • *Accuracy:* No or very few errors. Well-constructed and linked paragraphs.
6–7	**Effective:** • *Relevance:* Fulfils the task, with appropriate register and good sense of purpose and audience. • *Development of ideas:* Ideas are well developed and at appropriate length. Engages reader's interest.	6–7	**Precise:** • *Style:* Sentences show variety of structure and length. Some style and turn of phrase. Uses some idioms and is precise in use of vocabulary. However, there may be some awkwardness in style making reading less enjoyable. • *Accuracy:* Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.
4–5	**Satisfactory:** • *Relevance:* Fulfils the task, with reasonable attempt at appropriate register, and some sense of purpose and audience. A satisfactory attempt has been made to address the topic, but there may be digressions. • *Development of ideas:* Material is satisfactorily developed at appropriate length.	4-5	**Safe:** • *Style:* Mainly simple structures and vocabulary, sometimes attempting more sophisticated language. • *Accuracy:* Meaning is clear, and work is of a safe, literate standard. Simple structures are generally sound, apart from infrequent spelling errors, which do not interfere with communication. Grammatical errors occur when more sophistication is attempted. Paragraphs are used but without coherence or unity.

Page 8	Mark Scheme	Syllabus	Paper
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| 2–3 | **Partly relevant:**

• *Relevance:* Partly relevant and some engagement with the task. Does not quite fulfil the task, although there are some positive qualities. Inappropriate register, showing insufficient awareness of purpose and/or audience.

• *Development of ideas:* Supplies some detail and explanation, but the effect is incomplete. Some repetition. | 2–3 | **Errors intrude:**

• *Style:* Simple structures and vocabulary.

• *Accuracy:* Meaning is sometimes in doubt. Frequent, distracting errors hamper precision and slow down reading. However, these do not seriously impair communication. Paragraphs absent or inconsistent. |
| 0–1 | **Little relevance:**

• Limited engagement with task, but this is mostly hidden by density of error. Award 1 mark.

• No engagement with the task, or any engagement with task is completely hidden by density of error. Award 0 marks. If essay is completely irrelevant, no mark can be given for language. | 0–1 | **Hard to understand:**

• Multiple types of error in grammar/spelling/word usage/punctuation throughout, which mostly make it difficult to understand. Occasionally, sense can be deciphered. Paragraphs absent or inconsistent. Award 1 mark.

• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. Award 0 marks. |