



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education (9–1)

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**FIRST LANGUAGE ENGLISH**

**0990/01**

Paper 1 Reading Passages (Core)

**For examination from 2019**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document consists of **11** printed pages and **1** blank page.

**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 1

This question tests Reading Objectives R1–R4 (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

**R4** demonstrate understanding of how writers achieve effects

### Overview of items for Question 1

Item	Reading assessment objectives tested	Marks for reading assessment objectives
1(a)	R1	2
1(b)	R1	2
1(c)	R1	1
1(d)	R2	1
1(e)	R1 and R2	2
1(f)	R1 and R2	2
1(g)	R1	1
1(h)(i)	R1, R2, R3 and R4	1
1(h)(ii)	R1, R2, R3 and R4	2
1(h)(iii)	R1, R2, R3 and R4	1
1(h)(iv)	R1, R2, R3 and R4	2
1(h)(v)	R1, R2, R3 and R4	1
1(h)(vi)	R1, R2, R3 and R4	2
<b>Total</b>		<b>20</b>

Question	Answer	Marks
1(a)	<p><b>Using your own words, explain who Kuttapan is and why he is part of the expedition (paragraph 1, ‘It’s early morning ...’).</b></p> <p>The keeper/driver/owner of the elephant/looks after the elephant (1)</p> <p>He is an expert on the tigers in the area – reference to tigers needs to be clearly implied for a mark to be awarded (1)</p> <p><i>Do not penalise selective lift of appropriate vocabulary taken from the passage but an extended lift that does not convey understanding = 0</i></p>	2
1(b)	<p><b>Using your own words, explain how the writer and his companions learn that a tiger was recently present in the area (lines 5–8 ‘Kuttapan gets ... the night.’).</b></p> <p><u>The shape of the body</u> (where it has been lying down) is <u>present</u> (in the dust) (1)</p> <p>It is only recent because <u>it has not been</u> (covered by dust or otherwise) <u>disturbed</u> (1)</p> <p><i>Accept reference to paw prints if it is clear that ‘imprint’ has been understood.</i></p>	2
1(c)	<p><b>Which six-word phrase in paragraph 2 tells you that the deer is warning of the danger of being hunted? (‘Suddenly we hear ...’)</b></p> <p>‘announcing the presence of a predator’ or ‘the alarm call of the deer’</p>	1
1(d)	<p><b>What does the phrase ‘knuckles begin to whiten as grips tighten on the roll bars ...’ (line 15) suggest about the feelings of the people in the jeep?</b></p> <p>It suggests they are feeling scared/worried or acceptable synonym. ‘Excited’ alone is insufficient</p>	1
1(e)	<p><b>Using your own words, describe the behaviour and attitude of the wolves in paragraph 4 (‘When the tiger ...’).</b></p> <p>They are showing fear/clearly disturbed by the sense of danger (1)</p> <p>Standing/sitting upright and unmoving/yelping at the tiger/making commotion (1)</p>	2
1(f)	<p><b>Re-read the following sentence: ‘We park the jeeps and watch a silent drama unfold.’ (lines 25–26). What does this sentence suggest about the behaviour of the writer and his companions at this point?</b></p> <p>(Literal explanation) They stop and watch (1)</p> <p>(Understanding of the image) As if in a theatre / cinema / in an audience / curious as to what happens next (1)</p>	2
1(g)	<p><b>Which of the tiger’s actions causes the wolf to run away (paragraph 6, ‘Out of the forest ...’)?</b></p> <p>The tiger’s muscles begin to twitch or the tiger turns his head</p>	1

Question	Answer	Marks
1(h)	<p><b>Give the meaning of the <u>underlined</u> words in the following <u>three</u> phrases as the writer uses them in the passage. Then explain how the phrases help you understand the appearance or behaviour of the animals.</b></p> <p>Use the Additional Guidance to give a mark of 2 for the explanation of each whole phrase.</p>	
1(h)(i)	<p><b>‘blocked by the <u>massive</u> grey bulk’ (lines 2–3)</b></p> <p><b>Meaning of <u>underlined</u> word as the writer uses it:</b></p> <p>very big/huge/enormous/gigantic/immense etc. (1)</p>	<b>1</b>
1(h)(ii)	<p><b>Explanation of the <u>whole phrase</u>:</b></p> <p>This helps us understand that the elephant is large enough to completely obstruct the road and makes its size/power impressive/their vehicle seems tiny in comparison. (2)</p>	<b>2</b>
1(h)(iii)	<p><b>‘The tiger continues his <u>casual</u> stroll’ (lines 15–16)</b></p> <p><b>Meaning of <u>underlined</u> word as the writer uses it:</b></p> <p>aimless/offhand/random/normal/unconcerned/everyday etc. (1)</p>	<b>1</b>
1(h)(iv)	<p><b>Explanation of the <u>whole phrase</u>:</b></p> <p>The tiger is portrayed as having no fears/cares – he is seen to be taking a gentle, innocent walk for pleasure/has higher status than the tourists. (2)</p>	<b>2</b>
1(h)(v)	<p><b>‘Rigid, alert, clearly in a state of <u>agitation</u>’ (line 22)</b></p> <p><b>Meaning of <u>underlined</u> word as the writer uses it:</b></p> <p>anxiety/distress/disquiet/alarm/etc. (1)</p>	<b>1</b>
1(h)(vi)	<p><b>Explanation of the <u>whole phrase</u>:</b></p> <p>This helps us understand that the wolf is disturbed by the tiger’s presence and builds tension/drama into the situation. (2)</p> <p>Award up to 1 mark for each meaning of the underlined word and up to 2 marks for each explanation of the whole phrase.</p>	<b>2</b>

**Additional Guidance**

<b>2 marks</b>	<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.</p> <p>N.B. 2 marks can be awarded to a response that contains an interpretation different from that anticipated if there is a convincing explanation given.</p>
<b>1 mark</b>	<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>
<b>0 marks</b>	<p>Responses gaining 0 marks will either show complete misunderstanding or offer no relevant comment.</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.

**Question 2**

This question tests reading assessment objectives R1–R3 (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

AND writing assessment objectives W1–W4 (5 marks):

**W1** articulate experience and express what is thought, felt and imagined

**W2** organise facts, ideas and opinions

**W3** use a range of appropriate vocabulary

**W4** use register appropriate to audience and context

Question	Answer	Marks				
2	<p><b>Imagine that you are Anil, the guide in <u>Passage A</u>. You have been asked to write an article for a local magazine to give an account of your working life.</b></p> <p><b><u>Write your magazine article.</u></b></p> <p><b>In your magazine article you should:</b></p> <ul style="list-style-type: none"> <li>• describe a typical day in your working life</li> <li>• give your impressions of the tourists and visitors to the Bandhavgarh National Park</li> <li>• explain what you find rewarding about working with animals in the park.</li> </ul> <p><b>Base your magazine article on what you have read in Passage A but do not copy from it. Be careful to use your own words. Address each of the three bullet points.</b></p> <p><b>Begin your magazine article: ‘Every day in Bandhavgarh National Park brings a new experience ...’</b></p> <p><b>Write about 200 to 300 words.</b></p> <p><b>Table A, READING: Using and understanding the material</b></p> <p>Use the following table to give a mark out of 10 for Reading.</p> <table border="1" data-bbox="308 1671 1326 2051"> <tbody> <tr> <td data-bbox="308 1671 437 1861"><b>Band 6 9–10</b></td> <td data-bbox="437 1671 1326 1861"> <ul style="list-style-type: none"> <li>• Uses and develops several ideas, both factual and inferential, from the passage.</li> <li>• Consistently reflects Anil’s feelings about his work and the visitors to the park, and gives developed and appropriate explanation of why he enjoys his work.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1861 437 2051"><b>Band 5 7–8</b></td> <td data-bbox="437 1861 1326 2051"> <ul style="list-style-type: none"> <li>• Refers to several details from the passage and makes some reference to Anil’s thoughts about his work and the visitors to the park.</li> <li>• Gives some credible, but undeveloped, reason(s) for why he enjoys his work.</li> </ul> </td> </tr> </tbody> </table>	<b>Band 6 9–10</b>	<ul style="list-style-type: none"> <li>• Uses and develops several ideas, both factual and inferential, from the passage.</li> <li>• Consistently reflects Anil’s feelings about his work and the visitors to the park, and gives developed and appropriate explanation of why he enjoys his work.</li> </ul>	<b>Band 5 7–8</b>	<ul style="list-style-type: none"> <li>• Refers to several details from the passage and makes some reference to Anil’s thoughts about his work and the visitors to the park.</li> <li>• Gives some credible, but undeveloped, reason(s) for why he enjoys his work.</li> </ul>	15
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2	<table border="1"> <tr> <td data-bbox="308 241 435 315"><b>Band 4</b> <b>5–6</b></td> <td data-bbox="435 241 1326 465"> <ul style="list-style-type: none"> <li>Repeats some details from the passage about Anil’s work in the park and the attitude of the visitors.</li> <li>Shows some incomplete or very limited understanding of what he enjoys about his work.</li> <li>Focuses on the question and on the passage, but uses material simply and partially.</li> </ul> </td> </tr> <tr> <td data-bbox="308 465 435 622"><b>Band 3</b> <b>3–4</b></td> <td data-bbox="435 465 1326 622"> <ul style="list-style-type: none"> <li>There is some relevance to the question with a tendency to retell the original rather than focus on the bullet points.</li> <li>Makes simple references to what Anil and the visitors do.</li> <li>There is likely to be much irrelevant or inappropriate content.</li> </ul> </td> </tr> <tr> <td data-bbox="308 622 435 741"><b>Band 2</b> <b>1–2</b></td> <td data-bbox="435 622 1326 741"> <ul style="list-style-type: none"> <li>There is an attempt to use the passage.</li> <li>May retell the passage or give occasional relevant facts.</li> <li>There may be misunderstanding or lack of clarity.</li> </ul> </td> </tr> <tr> <td data-bbox="308 741 435 860"><b>Band 1</b> <b>0</b></td> <td data-bbox="435 741 1326 860"> <ul style="list-style-type: none"> <li>There is little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.</li> </ul> </td> </tr> </table>	<b>Band 4</b> <b>5–6</b>	<ul style="list-style-type: none"> <li>Repeats some details from the passage about Anil’s work in the park and the attitude of the visitors.</li> <li>Shows some incomplete or very limited understanding of what he enjoys about his work.</li> <li>Focuses on the question and on the passage, but uses material simply and partially.</li> </ul>	<b>Band 3</b> <b>3–4</b>	<ul style="list-style-type: none"> <li>There is some relevance to the question with a tendency to retell the original rather than focus on the bullet points.</li> <li>Makes simple references to what Anil and the visitors do.</li> <li>There is likely to be much irrelevant or inappropriate content.</li> </ul>	<b>Band 2</b> <b>1–2</b>	<ul style="list-style-type: none"> <li>There is an attempt to use the passage.</li> <li>May retell the passage or give occasional relevant facts.</li> <li>There may be misunderstanding or lack of clarity.</li> </ul>	<b>Band 1</b> <b>0</b>	<ul style="list-style-type: none"> <li>There is little or no relevance to the question or to the passage, or the response copies unselectively or directly from the passage.</li> </ul>						
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	<p>Points about why Anil enjoys his job could well be implied in responses to Bullet Points 1 and 2 and should be rewarded appropriately. However, a response which does not include reference to the Bullet Point 3 will not achieve Band 1 for Reading.</p>														
	<p><b>Table B, WRITING: Structure and order, style of language:</b></p>														
	<p>Use the following table to give a mark out of 5 for Writing.</p>														
	<table border="1"> <tr> <td data-bbox="308 1220 435 1294"><b>Band 6</b> <b>5</b></td> <td data-bbox="435 1220 1326 1397"> <ul style="list-style-type: none"> <li>Sentences are fluent and there is a fairly wide range of vocabulary.</li> <li>Overall structure is good and sentences generally follow in sequence.</li> <li>An appropriate register is established.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1397 435 1554"><b>Band 5</b> <b>4</b></td> <td data-bbox="435 1397 1326 1554"> <ul style="list-style-type: none"> <li>Sentences are correct, though relatively simple.</li> <li>Vocabulary is adequate and correctly used.</li> <li>Structure is generally sound.</li> <li>Some of the register is appropriate.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1554 435 1742"><b>Band 4</b> <b>3</b></td> <td data-bbox="435 1554 1326 1742"> <ul style="list-style-type: none"> <li>Sentence structures and vocabulary are simple, but meaning is never in doubt.</li> <li>The order is reasonable.</li> <li>There may be an attempt at an appropriate register but it is inconsistent.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1742 435 1899"><b>Band 3</b> <b>2</b></td> <td data-bbox="435 1742 1326 1899"> <ul style="list-style-type: none"> <li>The response is very simply written and there are occasional examples of blurred meaning.</li> <li>The structure can usually be followed.</li> <li>The response may be over-dependent on lifted material.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1899 435 1989"><b>Band 2</b> <b>1</b></td> <td data-bbox="435 1899 1326 1989"> <ul style="list-style-type: none"> <li>The response is difficult to understand.</li> <li>The response may be almost entirely lifted from the original.</li> </ul> </td> </tr> <tr> <td data-bbox="308 1989 435 2069"><b>Band 1</b> <b>0</b></td> <td data-bbox="435 1989 1326 2069"> <ul style="list-style-type: none"> <li>The response cannot be understood.</li> </ul> </td> </tr> </table>	<b>Band 6</b> <b>5</b>	<ul style="list-style-type: none"> <li>Sentences are fluent and there is a fairly wide range of vocabulary.</li> <li>Overall structure is good and sentences generally follow in sequence.</li> <li>An appropriate register is established.</li> </ul>	<b>Band 5</b> <b>4</b>	<ul style="list-style-type: none"> <li>Sentences are correct, though relatively simple.</li> <li>Vocabulary is adequate and correctly used.</li> <li>Structure is generally sound.</li> <li>Some of the register is appropriate.</li> </ul>	<b>Band 4</b> <b>3</b>	<ul style="list-style-type: none"> <li>Sentence structures and vocabulary are simple, but meaning is never in doubt.</li> <li>The order is reasonable.</li> <li>There may be an attempt at an appropriate register but it is inconsistent.</li> </ul>	<b>Band 3</b> <b>2</b>	<ul style="list-style-type: none"> <li>The response is very simply written and there are occasional examples of blurred meaning.</li> <li>The structure can usually be followed.</li> <li>The response may be over-dependent on lifted material.</li> </ul>		<b>Band 2</b> <b>1</b>	<ul style="list-style-type: none"> <li>The response is difficult to understand.</li> <li>The response may be almost entirely lifted from the original.</li> </ul>	<b>Band 1</b> <b>0</b>	<ul style="list-style-type: none"> <li>The response cannot be understood.</li> </ul>	
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**Question 3**

The questions tests reading assessment objectives R1, R2 and R5 (10 marks)

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

**R5** select for specific purposes

and writing assessment objectives W1 to W3 (5 marks)

**W2** organise facts, ideas and opinions

**W3** use a range of appropriate vocabulary

**W5** accurate use of spelling, punctuation and grammar

**3** Read carefully **Passage B, *Tiger tourism***, in the Reading Booklet Insert and then answer **Question 3(a) and (b)**.

Answer the questions in the order set.

(a) **Notes**

What do you learn about the advantages of tiger tourism and the problems it may cause, according to **Passage B**?

Write your answer using short notes. Write one point per line.

You do not need to use your own words.

Up to 10 marks are available for the content of your answer.

Give 1 mark per point listed below, up to a maximum of 10.

[10]

**The advantages of tiger tourism:**

- 1 It brings a huge number of tourists to India/main focus of India's tourist marketing.
- 2 It makes people more aware of the tiger's dangerous situation/endangered status.
- 3 It encourages local villagers to guard against poaching/anti-poaching patrols.
- 4 Money is available to pay villagers back for loss of livestock.
- 5 It helps pay for building fences to protect livestock.
- 6 It has helped to reintroduce tigers.

**What problems it may cause:**

- 7 It leads to large crowds of people in the parks.
- 8 People ignore rules about getting too close.
- 9 Building roads/buildings in parks disturbs the tigers.
- 10 Some tour guides drive badly/too fast.
- 11 Tourists can be placed in dangerous/risky situations.

**(b) Summary**

Now use your notes to write a summary of what **Passage B** tells you about **the advantages of tiger tourism and the problems it may cause.**

You must use **continuous writing** (not note form) and **use your own words** as far as possible.

Your summary should not be more than 150 words.

**Up to 5 marks are available for the quality of your writing.**

**[5]**

**Table A, Writing (concision, focus, use of own words)**

Use the following table to give a mark out of 5 for Writing.

<b>Band 3 4–5</b>	<ul style="list-style-type: none"> <li>• A relevant response that is mostly expressed clearly and concisely.</li> <li>• There may be some lapses in organisation.</li> <li>• The response is mainly expressed in the candidate's own words (where appropriate), but there may be reliance on the words of the passage.</li> <li>• There may be errors in spelling, punctuation and grammar but they do not impede communication.</li> </ul>
<b>Band 2 2–3</b>	<ul style="list-style-type: none"> <li>• A relevant response that may lack some clarity and concision.</li> <li>• There may be frequent lapses in organisation.</li> <li>• The response is occasionally expressed in the candidate's own words (where appropriate), but may be over dependent on the words of the passage.</li> <li>• There may be errors in spelling, punctuation and grammar, which occasionally impede communication.</li> </ul>
<b>Band 1 1</b>	<ul style="list-style-type: none"> <li>• A relevant response that lacks clarity and concision.</li> <li>• The response may lack organisation.</li> <li>• The response may include lifted sections.</li> <li>• There may be excessively long explanations or the response may be very brief.</li> <li>• Frequent errors of spelling, punctuation and grammar, which may occasionally impede communication.</li> </ul>
<b>Band 0 0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>

**Notes on the Task**

- Only one point per numbered bullet in an answer can be credited.
- Additional incorrect information negates.
- Credit responses in **3(a)** which convey the essence of the point.
- Although lifting of words and phrases from the passage is acceptable, candidates should show evidence of understanding and selection by clearly focusing on the key details.
- Over lengthy lifting (e.g. a whole section containing a number of points) should not be credited.
- Where errors of grammar/spelling seriously effect the accuracy of an idea, the point should not be awarded.
- In **3(a)**, 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.
- In the Writing Mark Scheme descriptors for **3(b)**, the length of the candidate's response is no longer specifically referred to. However, it can still be borne in mind when considering the use of concision, or lack of, in the candidate's response. The purpose of the assessment is the

candidate's focus on the topic and the question, and this is partly related to length, although it's not necessarily the case that an unfocused response will be over-long. There is no requirement to count words.

- Candidates are assessed for Reading in **3(a)** and for Writing in **3(b)**. They cannot be given marks for Writing for their response to **3(a)**, nor can they be given marks for Reading for their response to **3(b)**.

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