



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](mailto:international@cie.org.uk)

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2008 question paper**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/21**

Paper 2 (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 May/June 2008 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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**Exercise 1 Whale wildlife safari**

- (a) (around) October (time)
- (b) herring/fish AND (white tailed sea) eagles  
BOTH FOR ONE MARK [1]
- (c) workshops/lectures [1]
- (d) Aurora Borealis/the Northern lights/lights in the sky [1]
- (e) (i) curiosity/whale-watching boat [1]  
(ii) whole families of whales [1]
- (f) they must be at least 10 (years old) AND accompanied by an adult [1]
- (g) you meet the whales in their own environment/you swim with them [1]

**[Total: 8]**

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**Exercise 2 A visit to the underworld**

- (a) scary AND (in total) dark(ness)  
BOTH NEEDED FOR ONE MARK
- (b) incredible forms and shapes [1]
- (c) (i) sharp stone (formations) [1]  
(ii) small river/knee-deep water [1]
- (d) (i) they gave them caving equipment [1]  
(ii) they guided them [1]
- (e) 1.25 kilometres [1]
- (f) (i) black soot from (oil) lamps [1]  
(ii) removed stones (from walls) [1]
- (g) beauty will be preserved/people's bad habits will disappear [1]
- (h) Tick and number points up to a maximum of 4:  
1 commercial buildings  
2 food stalls  
3 concrete walkways  
4 rubbish left behind  
5 quiet atmosphere disappeared [4]

**[Total: 14]**

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**Exercise 3 Holiday trip questionnaire**

Correct spelling is essential for the form-filling exercise

### Holiday Trip Questionnaire

**SECTION A PERSONAL DETAILS**

Family name: ..... Sciapoulos [1]  
 Parent(s): first name(s): ..... Dimitris Maria [1]  
 Children: first name(s): ..... Nina Age: ..... 19  
 ..... Costas Age: ..... 16  
 ..... Demis Age: ..... 16 [1]  
 ..... Age: .....  
 Family address: ..... 47 Koronis, Chalandrion, Athens (Greece). [1]  
 Email: ..... sciapo2@systema.gr Telephone: ..... 143769045 [1]

**SECTION B HOLIDAY DETAILS**

Destination: ..... Dubrovnik (Croatia) [1]  
 Preferred activities: (please circle as many as required)  
 Sports Sightseeing Discos [1]  
 Swimming Restaurants Shopping  
 Accommodation: (please tick your preference)  
 Hotel  Apartment  Camping [1]  
 Travel: (please tick your preference)  
 Car  Aeroplane  Train [1]  
 Preferred departure day: (please circle)  
 Sunday Wednesday Saturday [1]  
 Preferred departure time: (please circle)  
 Morning Afternoon Evening [1]  
 Other requirements: (please delete) **Note:** these must be booked in advance  
 Car Hire Yes/No Guide Services Yes/No [1]

**SECTION C**

In the space below, write **one** sentence of between 12 and 20 words giving details of any dietary requirements. 12/2  
 ..... e.g. My mother is allergic to milk products but the rest of my family can eat = 6  
 ..... all types of food. [= 19 words] + 2

**[Total: 8]**

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**Exercise 3 Holiday trip questionnaire****SECTIONS A & B**

Add the correct responses and then halve them to give a score out of 6. Then add this score to the marks awarded for the sentence.

**SECTION C**

Example sentence: My mother is allergic to milk products but the rest of my family can eat all types of food.

For the sentence, award up to 2 marks as follows:

**2 marks:** proper sentence construction; correct spelling and punctuation; gives the information asked for

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

**[Total: 8]**

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**Exercise 4 Jake Meyer mountaineer**

Tick and number the points below (up to a maximum of 8):

**Jake's achievements**

- 1 youngest Briton to stand on Everest's summit/to climb Everest
- 2 youngest man (in the world) to climb seven summits
- 3 speed record achieved/(one of) the fastest climber(s)

**Jake's training details**

- 4 relies on feeling good/his youth
- 5 keeps going/minimises (number of) stops
- 6 sets targets/goes a bit further each time
- 7 ignores pain (as it will go away)

**Dangers encountered on his latest challenge**

- 8 altitude
- 9 bears/snakes
- 10 road accidents

**[Total: 8]**

**Exercise 5 Summary: Dolphins**

Award a max of 6 marks for content and a max of 4 marks for language.

Count words and do not mark anything exceeding 120 words, as specified in the question. DO NOT award language marks if there is no content.

Content (up to 6 marks)

- 1 don't let swimmers get into the water on top of dolphins
- 2 don't place swimmers in the path of dolphins
- 3 make sure swimmers enter at the side of the dolphins
- 4 limit interactions
- 5 take care when there are mothers and calves present
- 6 education/educational campaigns

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Language (up to 4 marks)

- 0 Meaning obscure because of density of language problems and serious problems expression/nothing of relevance.
- 1 Expression weak/reliance on lifting from the passage.
- 2 Expression limited/reliance on copying out the notes, but some sense of order.
- 3 Expression good, with attempts to group and sequence ideas in own words.
- 4 Expression very good: clear, orderly grouping and sequencing, largely own words.

[Total: 10]



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**Exercise 6: Reunited with a family member****Exercise 7: New Technology**

- 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 should be put in mark band 2–3 for content or lower for not fulfilling the task.
- 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]

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## GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2 – EXTENDED)

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
8–9	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> 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.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4–5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>

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2–3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
0–1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• 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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>

**UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
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**MARK SCHEME for the May/June 2008 question paper**

**0510 ENGLISH AS A SECOND LANGUAGE**

**0510/22**

Paper 2 (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.

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**Exercise 1 Whale wildlife safari**

- (a) (around) October (time)
- (b) herring/fish AND (white tailed sea) eagles  
BOTH FOR ONE MARK [1]
- (c) workshops/lectures [1]
- (d) Aurora Borealis/the Northern lights/lights in the sky [1]
- (e) (i) curiosity/whale-watching boat [1]  
(ii) whole families of whales [1]
- (f) they must be at least 10 (years old) AND accompanied by an adult [1]
- (g) you meet the whales in their own environment/you swim with them [1]

**[Total: 8]**

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**Exercise 2 A visit to the underworld**

- (a) scary AND (in total) dark(ness)  
BOTH NEEDED FOR ONE MARK
- (b) incredible forms and shapes [1]
- (c) (i) sharp stone (formations) [1]  
(ii) small river/knee-deep water [1]
- (d) (i) they gave them caving equipment [1]  
(ii) they guided them [1]
- (e) 1.25 kilometres [1]
- (f) (i) black soot from (oil) lamps [1]  
(ii) removed stones (from walls) [1]
- (g) beauty will be preserved/people's bad habits will disappear [1]
- (h) Tick and number points up to a maximum of 4:  
1 commercial buildings  
2 food stalls  
3 concrete walkways  
4 rubbish left behind  
5 quiet atmosphere disappeared [4]

**[Total: 14]**

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**Exercise 3 Holiday trip questionnaire**

Correct spelling is essential for the form-filling exercise

### Holiday Trip Questionnaire

**SECTION A PERSONAL DETAILS**

Family name: ..... Sciapoulos [1]  
 Parent(s): first name(s): ..... Dimitris Maria [1]  
 Children: first name(s): ..... Nina Age: ..... 19  
 ..... Costas Age: ..... 16  
 ..... Demis Age: ..... 16 [1]  
 ..... Age: .....  
 Family address: ..... 47 Koronis, Chalandrion, Athens (Greece). [1]  
 Email: ..... sciapo2@systema.gr Telephone: ..... 143769045 [1]

**SECTION B HOLIDAY DETAILS**

Destination: ..... Dubrovnik (Croatia) [1]  
 Preferred activities: (please circle as many as required)  
 Sports Sightseeing Discos [1]  
 Swimming Restaurants Shopping  
 Accommodation: (please tick your preference)  
 Hotel  Apartment  Camping [1]  
 Travel: (please tick your preference)  
 Car  Aeroplane  Train [1]  
 Preferred departure day: (please circle)  
 Sunday Wednesday Saturday [1]  
 Preferred departure time: (please circle)  
 Morning Afternoon Evening [1]  
 Other requirements: (please delete) **Note:** these must be booked in advance  
 Car Hire Yes/No Guide Services Yes/No [1]

**SECTION C**

In the space below, write **one** sentence of between 12 and 20 words giving details of any dietary requirements. 12/2

..... e.g. My mother is allergic to milk products but the rest of my family can eat = 6

..... all types of food. [= 19 words] + 2

**[Total: 8]**

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**Exercise 3 Holiday trip questionnaire**

## SECTIONS A &amp; B

Add the correct responses and then halve them to give a score out of 6. Then add this score to the marks awarded for the sentence.

## SECTION C

Example sentence: My mother is allergic to milk products but the rest of my family can eat all types of food.

For the sentence, award up to 2 marks as follows:

**2 marks:** proper sentence construction; correct spelling and punctuation; gives the information asked for

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

**[Total: 8]**



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**Exercise 4 Jake Meyer mountaineer**

Tick and number the points below (up to a maximum of 8):

**Jake's achievements**

- 1 youngest Briton to stand on Everest's summit/to climb Everest
- 2 youngest man (in the world) to climb seven summits
- 3 speed record achieved/(one of) the fastest climber(s)

**Jake's training details**

- 4 relies on feeling good/his youth
- 5 keeps going/minimises (number of) stops
- 6 sets targets/goes a bit further each time
- 7 ignores pain (as it will go away)

**Dangers encountered on his latest challenge**

- 8 altitude
- 9 bears/snakes
- 10 road accidents

[Total: 8]

**Exercise 5 Summary: Dolphins**

Award a max of 6 marks for content and a max of 4 marks for language.

Count words and do not mark anything exceeding 120 words, as specified in the question. DO NOT award language marks if there is no content.

Content (up to 6 marks)

- 1 don't let swimmers get into the water on top of dolphins
- 2 don't place swimmers in the path of dolphins
- 3 make sure swimmers enter at the side of the dolphins
- 4 limit interactions
- 5 take care when there are mothers and calves present
- 6 education/educational campaigns

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Language (up to 4 marks)

- 0 Meaning obscure because of density of language problems and serious problems expression/nothing of relevance.
- 1 Expression weak/reliance on lifting from the passage.
- 2 Expression limited/reliance on copying out the notes, but some sense of order.
- 3 Expression good, with attempts to group and sequence ideas in own words.
- 4 Expression very good: clear, orderly grouping and sequencing, largely own words.

**[Total: 10]**

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**Exercise 6: Part-time work****Exercise 7: Helping in the community**

- 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 should be put in mark band 2–3 for content or lower for not fulfilling the task.
- 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]

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## GENERAL CRITERIA FOR MARKING EXERCISES 6 and 7 (PAPER 2 – EXTENDED)

Mark band	CONTENT: relevance and development of ideas	Mark band	LANGUAGE: style and accuracy
8–9	<p><b>Highly effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with consistently appropriate register and excellent sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> 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.</li> </ul>	8–9	<p><b>Fluent:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Almost first language competence. Ease of style. Confident and wide-ranging use of language, idiom and tenses.</li> <li>• <b>Accuracy:</b> No or very few errors. Well-constructed and linked paragraphs.</li> </ul>
6–7	<p><b>Effective:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> Fulfils the task, with appropriate register and good sense of purpose and audience.</li> <li>• <b>Development of ideas:</b> Ideas are well developed and at appropriate length. Engages reader's interest.</li> </ul>	6–7	<p><b>Precise:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> 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.</li> <li>• <b>Accuracy:</b> Generally accurate, apart from occasional frustrating minor errors. There are paragraphs showing some unity, although links may be absent or inappropriate.</li> </ul>
4–5	<p><b>Satisfactory:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Material is satisfactorily developed at appropriate length.</li> </ul>	4–5	<p><b>Safe:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Mainly simple structures and vocabulary, sometimes attempting more sophisticated language.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>

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2–3	<p><b>Partly relevant:</b></p> <ul style="list-style-type: none"> <li>• <b>Relevance:</b> 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.</li> <li>• <b>Development of ideas:</b> Supplies some detail and explanation, but the effect is incomplete. Some repetition.</li> </ul>	2–3	<p><b>Errors intrude:</b></p> <ul style="list-style-type: none"> <li>• <b>Style:</b> Simple structures and vocabulary.</li> <li>• <b>Accuracy:</b> 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.</li> </ul>
0–1	<p><b>Little relevance:</b></p> <ul style="list-style-type: none"> <li>• Limited engagement with task, but this is mostly hidden by density of error. <b>Award 1 mark.</b></li> <li>• No engagement with the task, or any engagement with task is completely hidden by density of error. <b>Award 0 marks.</b></li> </ul> <p>If essay is completely irrelevant, no mark can be given for language.</p>	0–1	<p><b>Hard to understand:</b></p> <ul style="list-style-type: none"> <li>• 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. <b>Award 1 mark.</b></li> <li>• Density of error completely obscures meaning. Whole sections impossible to recognise as pieces of English writing. Paragraphs absent or inconsistent. <b>Award 0 marks.</b></li> </ul>