



Cambridge IGCSE™

DUTCH

0515/04

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of **22** printed pages.

PUBLISHED**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.

Question	Answer	Marks
SECTION 1		
<p>Question 1</p> <p>Candidates are required to list 8 items in Dutch. Read all the items the candidate has listed and award marks as follows:</p> <ul style="list-style-type: none">• Select the most correct items up to a maximum of 5• Award 1 mark for each correct item up to a maximum of 5 <p>Note: the pictures provided on the question paper are only suggestions. Accept any item the candidate could buy in a grocery shop.</p>		
<p><i>Generic mark scheme for Question 1</i></p> <ul style="list-style-type: none">• Answers should be marked for communication. Tolerate inaccuracies, provided the message is <u>clear</u>:<ul style="list-style-type: none">(a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?(b) Look-alike test: does what the candidate has written look like the correct answer?(c) Ignore any article		

Question	Answer		Marks
Session-specific instructions for Question 1: dingen die je wilt kopen			
<ul style="list-style-type: none"> The following are examples. Accept anything the candidate could buy in a shop. 			
ACCEPT			
appel(s)	fruit	sla	
aardbeien	groente	snoep	
aardappels	ham	suiker	
afwasmiddel	koekjes	tandenborstel	
banaan	kiwi	tandpasta	
boter	koffie	tomaat	
chips	peer	wasmiddel	
chocolade	perzik	water	
druiven	rijst	zeep	
eieren	shampoo	zout	
Total for Question 1: 5 marks			

Question	Answer	Marks
Question 2	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 2.1 • Language: award a mark out of 5, according to the instructions in 2.2. 	
	<p><u>2.1: award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 2)</i></p> <p>(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • If 1 of the tasks is missing, the maximum communication mark is 9. • If 2 of the tasks are missing, the maximum communication mark is 8 (and so on). <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use ‘rules’ in Question 1: look alike, sound alike, etc).</p> <p>(v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> • ze heeft zwarte haren en mooie ogen en een kleine mond = 1 mark (1 verb = a list of 3). • ze heeft zwarte haren (1), is slank (1), en ze is mooi (1) = 3 marks (3 verbs). <p>(vi) Only reward each piece of information once, e.g. ‘zij is leuk’ cannot score both as description and reason for liking (‘zij is leuk’ and ‘haar muziek is leuk’ can both be rewarded).</p> <p>(vii) Do not penalise factual errors.</p> <p style="text-align: right;">Total marks for Communication: 10</p>	

Question	Answer	Marks										
2	<p>Session-specific instructions for Communication marks (Question 2): De nieuwe school waar je op zit.</p> <ul style="list-style-type: none"> If subject is not a house, do not award tick 1, but do award ticks 2, 3 and 4. <table border="1" data-bbox="338 344 1877 1059"> <thead> <tr> <th data-bbox="338 344 501 408">Tick</th> <th data-bbox="501 344 1877 408">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 408 501 539">1</td> <td data-bbox="501 408 1877 539"> Beschrijf de school. Any description= 2 marks </td> </tr> <tr> <td data-bbox="338 539 501 735">2</td> <td data-bbox="501 539 1877 735"> Vertel welke lessen je hebt. REWARD: any form of description: e.g. any subjects/lessons = 2 marks As long as subjects are given, consider task as complete </td> </tr> <tr> <td data-bbox="338 735 501 866">3</td> <td data-bbox="501 735 1877 866"> Vertel waarom je de nieuwe school wel of niet leuk vindt. REWARD: a positive and/or negative reason(s) = 2 marks </td> </tr> <tr> <td data-bbox="338 866 501 1059">4</td> <td data-bbox="501 866 1877 1059"> Vertel wat je na jouw schoolexamens wilt gaan doen en waarom. ACCEPT: anything you would like to do after your school exams = 1 mark ACCEPT: any reason why you would like to do this after your school exams = 1 mark </td> </tr> </tbody> </table>	Tick	Accept	1	Beschrijf de school. Any description= 2 marks	2	Vertel welke lessen je hebt. REWARD: any form of description: e.g. any subjects/lessons = 2 marks As long as subjects are given, consider task as complete	3	Vertel waarom je de nieuwe school wel of niet leuk vindt. REWARD: a positive and/or negative reason(s) = 2 marks	4	Vertel wat je na jouw schoolexamens wilt gaan doen en waarom. ACCEPT: anything you would like to do after your school exams = 1 mark ACCEPT: any reason why you would like to do this after your school exams = 1 mark	
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1	Beschrijf de school. Any description= 2 marks											
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Question	Answer	Marks
<u>2.2: award a mark out of 5 for Language</u>		
<i>Generic mark scheme for Language (Question 2):</i>		
<ul style="list-style-type: none"> Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme): 		
Grade descriptors for Language (Question 2)		
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	
2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	
0	One or two disjointed words or short phrases may be recognisable.	
<p>Total marks for Language: 5</p> <p>Total for Question 2: 15 marks</p>		

Question	Answer	Marks						
SECTION 2								
<p>Question 3</p> <p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:</p> <ul style="list-style-type: none"> • Communication: award a mark out of 10, according to the instructions in 3.1 • Language: award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3. 								
<p><u>3.1 – award a mark out of 10 for Communication</u></p> <p><i>Generic mark scheme for Communication (Question 3):</i></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.</p> <table border="1" data-bbox="174 831 2063 1027"> <tbody> <tr> <td data-bbox="174 831 483 896">2 ticks</td> <td data-bbox="483 831 2063 896">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="174 896 483 962">1 tick</td> <td data-bbox="483 896 2063 962">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="174 962 483 1027">0 ticks</td> <td data-bbox="483 962 2063 1027">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p style="text-align: right;">Total marks for Communication: 10</p>			2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
0 ticks	Nothing of worth communicated.							

Question	Answer		Marks
<ul style="list-style-type: none"> Generic guidance on awarding ticks for Communication 			
Example 1: <i>Wat doe je gewoonlijk tijdens de vakantie?</i>			
Candidate's response	Ticks for Communication	Reason for mark	
<i>Ja, ik ben/ga met vakantie</i>	0	Nothing of worth communicated.	
<i>Ik werken op het kantoor van mijn vader</i>	1	Some meaning conveyed – use of <i>werken</i> makes message ambiguous.	
<i>Ik werk op het kantoor van mijn vader</i>	2	Message clearly communicated.	
Example 2: <i>Waar en met wie heb je gewinkeld?</i>			
Candidate's response	Ticks for Communication	Reason for mark	
<i>Met wie ik hebben gewinkeld</i>	0	Nothing of worth communicated.	
<i>Ik heb in de stad gewinkeld</i>	1	Some meaning is conveyed, but the message is incomplete.	
<i>Ik heb met een vriend in de stad gewinkeld</i>	2	Message clearly communicated.	
Session-specific instructions for Communication marks (Question 3):			
Place up to 2 'numbered' ticks as close as possible to each relevant communication point:			
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.		
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.		
0 ticks	Nothing of worth communicated.		

Question	Answer		Marks	
3(a)	Question 3(a): Je bent naar een familiefeest geweest. Schrijf een brief naar iemand van je familie die niet kon komen.			
	Tick	Accept		Mark
	1	Any description of the venue Insist on past tense. Allow anything sensible.		2
	2	Anything relevant to people the candidate saw at the party Insist on past tense. Allow anything sensible.		2
	3	Any two things the candidate and cousins did Insist on past tense. Allow anything sensible.		2
	4	Any opinion of the party + reason Insist on past tense. Allow any sensible statement of opinion and explanation.		2
5	Any explanation for why the candidate wants to organise the party next year, or not Allow future tense or present + infinitive. Allow any sensible opinion and explanation.	2		

Question	Answer		Marks	
3(b)	Question 3(b): Je hebt 5 kilometer gelopen voor een goed doel.			
	Tick	Accept		Mark
	1	Any description of where the run took place Insist on past tense. Allow anything sensible.		2
	2	Any chosen charity and reason for support Insist on past tense. Allow anything sensible.		2
	3	Any account of two things that happened during the run Insist on past tense. Allow anything sensible.		2
	4	Any amount of money raised and reason why candidate is happy with the amount, or not Insist on past tense. Allow any amount and any sensible explanation of opinion.		2
	5	Any explanation for why the candidate would like to run for charity again, or not Allow future tense or present + infinitive Allow any sensible opinion and explanation.		2

Question	Answer		Marks	
3(c)	<p>Question 3(c): Je bent met een vriendin naar een rommelmarkt geweest. Je kocht een doos vol met oud speelgoed. Toen je thuis de doos openmaakte, vond je tot jouw verbazing een... Vertel wat er daarna gebeurde.</p>			
	Tick	Accept		Mark
	1	<p>Any description of the box of toys and why the candidates was surprised on opening it Insist on past tense. Allow anything sensible.</p>		2
	2	<p>Any account of the impact of the purchase on the rest of the day's events Insist on past tense. Allow anything sensible.</p>		2 2
	3	<p>Any opinion on/response to the day's events Do not insist on past tense. Allow any sensible opinion/emotional response.</p>		2
4	<p>Any opinion on whether the candidate would buy such a box again, and why or why not Allow any expression of future intention (or non-intent), including present + infinitive Allow any sensible opinion and explanation.</p>	2		

Question	Answer	Marks																				
3.2 – award a mark out of 8 for Accurate use of verbs																						
<ul style="list-style-type: none"> • Generic mark scheme for Accurate use of verbs (Question 3): 																						
(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).																						
(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.																						
Conversion Table for Accurate use of verbs (Question 3)																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="645 520 1120 587">Number of ticks</th> <th data-bbox="1120 520 1590 587">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="645 587 1120 652">18+</td> <td data-bbox="1120 587 1590 652">8</td> </tr> <tr> <td data-bbox="645 652 1120 718">16,17</td> <td data-bbox="1120 652 1590 718">7</td> </tr> <tr> <td data-bbox="645 718 1120 783">14,15</td> <td data-bbox="1120 718 1590 783">6</td> </tr> <tr> <td data-bbox="645 783 1120 849">12,13</td> <td data-bbox="1120 783 1590 849">5</td> </tr> <tr> <td data-bbox="645 849 1120 914">10,11</td> <td data-bbox="1120 849 1590 914">4</td> </tr> <tr> <td data-bbox="645 914 1120 979">8,9</td> <td data-bbox="1120 914 1590 979">3</td> </tr> <tr> <td data-bbox="645 979 1120 1045">6,7</td> <td data-bbox="1120 979 1590 1045">2</td> </tr> <tr> <td data-bbox="645 1045 1120 1110">4,5</td> <td data-bbox="1120 1045 1590 1110">1</td> </tr> <tr> <td data-bbox="645 1110 1120 1177">0,1,2,3</td> <td data-bbox="1120 1110 1590 1177">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0
Number of ticks	Mark																					
18+	8																					
16,17	7																					
14,15	6																					
12,13	5																					
10,11	4																					
8,9	3																					
6,7	2																					
4,5	1																					
0,1,2,3	0																					
Total marks for Accurate use of verbs: 8																						

Question	Answer	Marks
<ul style="list-style-type: none"> How to award ticks for Accurate use of verbs (Question 3): <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> both subject and verb must be correct for the verb to score a tick verb must be in the appropriate tense to score a tick do not tick verbs contained in letter etiquette: appropriate beginnings and endings to letters are considered for reward under Other linguistic features. 		
Tick	No tick	Note
Ik ben (✓)		
Ik vind (✓)	Ik vindt (<i>no tick</i>)	
Hij heeft gezwommen (✓)	Hij is gezwommen (<i>no tick</i>)	insist on correct auxiliary verb
De leraren zijn aardig (✓)	De leraren is aardig (<i>no tick</i>)	insist on correct agreement
<p>With direct and indirect object pronouns</p>		
Tick	No tick	Note
Ik zie hem (✓)		
Ik speel het (✓)	Ik speel me (<i>no tick</i>)	'spelen' is not a reflexive verb
Ik was (✓) de auto's	Ik was me (<i>no tick</i>) de auto's	'wassen' should not be used reflexively in this statement

Question	Answer	Marks
Separable verbs		
Tick	No tick	Note
Hij wast af (✓)	Hij afwast (no tick)	
With er		
Tick	No tick	Note
Ik koop er twee (✓)		
Ik er koop twee (✓)		correct 'ik koop' scores despite incorrect position of 'er'
Reflexive/passive		
Tick	No tick	Note
Hij verbaast zich (✓)	Hij zich verbaast (<i>no tick</i>)	
We worden bediend (✓)		
Impersonal		
Tick	No tick	Note
Het is leuk (✓)		
Er is/er zijn (✓)		
Is er/zijn er (✓)		

Question	Answer	Marks
With negative		
Tick	No tick	Note
Ze spelen niet (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
Ze spelen nee (✓)		
Sequence of tenses		
Tick	No tick	Note
Als ik de keuze had / zou hebben (✓) zou ik ... willen / koos ik (✓)	Als ik de keuze heb (no tick) zou ik ... willen / koos ik (✓)	If sequence is incorrect, both verbs cannot be rewarded
Single auxiliary with multiple past participles		
Tick	No tick	Note
We hebben gezongen en gedanst (✓) (✓)		We hebben gezongen = tick 1 We hebben gedanst = tick 2
Correct verb within meaningless statement		
Tick	No tick	Note
De dag duurt lang (✓)	De dag duurt intelligent (<i>no tick</i>)	do not reward correct verb in a meaningless statement

Question	Answer	Marks
(b) Imperative		
Tick	No tick	Note
Kom! (✓)		
Niet aanraken! (✓)		
(c) Interrogative		
Tick	No tick	Note
Kom je? (✓) / Kom je. (✓)		question mark not required for mark to be awarded
Hoe gaat het(?) (✓)		question mark not required for mark to be awarded

Question	Answer	Marks
(d) Infinitive		
Tick	No tick	Note
Ik wil (✓) lopen (✓)		
Ik wilt (<i>no tick</i>) lopen (✓)		
Ik wil (✓) lopen (<i>no tick</i>)		
Hij besloot (✓) te lopen (✓)		
Hij besloot (✓) lopen (<i>no tick</i>)		
Zonder nadenken/na te denken (✓)	Zonder na denken (<i>no tick</i>)	
(e) Inversion		
Tick	No tick	Note
vertelde ik hem (✓)	verteld ik hem (<i>no tick</i>)	
(f) Reward only the first occurrence of a verb, e.g.		
<ul style="list-style-type: none"> • Ik hou van (✓) zwemmen. Ik hou ook van (<i>no tick</i>) tennis • Ik hou van (✓) zwemmen. Ik hou niet van (<i>no tick</i>) tennis • In het bos zijn er (✓) bergen en rivieren. Er zijn (<i>no tick</i>) ook 		
However,		
<ul style="list-style-type: none"> • Ik vind (✓) zwemmen leuk en mijn broer vindt (✓) tennis leuk – 2 different persons of the verb • Mijn broer vindt (✓) zwemmen leuk en mijn zus vindt (<i>no tick</i>) tennis leuk – both third person usage • Ze is (✓) boos, dat is (<i>no tick</i>) niet leuk – both third person usage 		

Question	Answer	Marks
3.3 – award a mark out of 12 for Other linguistic features		
Generic mark scheme for Other linguistic features (Question 3):		
(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (last page of mark scheme)):		
Grade descriptors for Other linguistic features (Question 3)		
11–12	<ul style="list-style-type: none"> • Uses a wide range of structures effectively; produces longer, fluent sentences with ease. • Highly accurate at this level, though not necessarily faultless. • Makes effective use of a wide range of vocabulary fully appropriate to the task 	
9–10	<ul style="list-style-type: none"> • Attempts a range of structures with a good degree of success. • More complex language usually error-free. • Uses a variety of relevant vocabulary at this level. 	
7–8	<ul style="list-style-type: none"> • In control of simple structures. Varied success with more complex structures. • Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted. • Has sufficient vocabulary to add some interest to the writing. 	
5–6	<ul style="list-style-type: none"> • Attempts more than basic structures. • On balance the work is more accurate than inaccurate. • Straightforward vocabulary relevant to the task. 	
3–4	<ul style="list-style-type: none"> • Reliant on basic structures. • Some examples of correct language. Meaning usually conveyed. • Basic vocabulary. 	
1–2	<ul style="list-style-type: none"> • A few phrases or short sentences are accurate enough to be comprehensible. • Very simple sentence structure. 	
0	<ul style="list-style-type: none"> • One or two disjointed words or short phrases may be recognisable. 	

Question	Answer	Marks
(ii)	<p>Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> • Adjectives, including possessives and demonstratives. Also comparatives and superlatives • Object pronouns (<i>hij vertelde mij</i>) and 'strong' pronouns (<i>bij ons</i> etc.) • Negatives • A variety of prepositions and adverbs • Expressions of quantity • Use of <i>er, wel</i> • Use of <i>tijdens, voor, vanaf, sinds</i>, etc. • Linking words (e.g. <i>maar, helaas, niettemin</i>) and conjunctions other than <i>en</i> • Subordinate clauses, including <i>want / omdat, die</i> and <i>dat</i> (relative pronouns), <i>dat wat</i>. Indirect or reported speech (<i>hij zei, dat, ik denk, dat</i>). Time clauses with <i>wanneer, tijdens</i> etc. and <i>als</i> (= if) • Appropriate use of <i>politesses</i> in the letter. <p style="text-align: right;">Total mark for Other linguistic features: 12</p> <p style="text-align: right;">Total for Question 3: 30 marks</p>	

Question	Answer	Marks
<p>Note on using mark schemes with Grade descriptors</p> <p>It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.</p> <p>You should adopt a ‘best fit’ approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate’s performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.</p> <p>For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.</p> <p>To select the most appropriate mark within each set of descriptors, use the following guidance:</p> <ul style="list-style-type: none">• If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.• If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band. <p>Note on irrelevant material</p> <p>In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.</p> <p>A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.</p>		