



# Cambridge IGCSE™

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**FIRST LANGUAGE SETSWANA**

**0698/01**

Paper 1 Reading and Directed Writing

**For examination from 2025**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document has **14** pages. Any blank pages are indicated.

**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 descriptions 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 descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions 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 descriptions.

**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 descriptions in mind.

**Setswana specific marking guidance**

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgement about which level statement is the 'best fit'. In practice, work does not always match one level statement precisely so a judgement may need to be made between two or more level statements.

Once a 'best-fit' level statement has been identified, use the following guidance to decide on a specific mark:

If there are two marks in band (e.g. 11–12):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark.

If there are three marks in band (e.g. 8–10):

- Where the candidate's work **convincingly** meets the level statement, you should award the highest mark.
- Where the candidate's work **adequately** meets the level statement, you should award the mark in the middle of the range.
- Where the candidate's work **just** meets the level statement, you should award the lowest mark

**Section A**

Candidates will be assessed on the following assessment objectives:

**AO1 Reading**

**R1** demonstrate understanding of explicit meaning } [10 marks]  
**R2** demonstrate understanding of implicit meaning and attitude. }  
**R4** demonstrate understanding of how writers achieve effects and influence readers. [5 marks]

Question	Answer	Marks
1(a)	<p><b>Ramarumo o ikutlwa jang ka kakanyo ya fa morwaagwe a tlaa palelwa ke go ya sekolong? Naya lebaka la karabo ya gago.</b></p> <ul style="list-style-type: none"> <li>Maikutlo a boitumelo (kgotsa maikutlo a a tsamaelanang le a) (1)</li> <li>Ka gone morwaagwe o tla mo thusa ka tiro / kwa masimong. (1)</li> </ul>	2
1(b)	<p><b>Maano a ga Ramarumo a bokamoso ba ga Lerothodi a farologana jaang le a ga Lerothodi? Neela dintlha tse <u>pedi</u> tse di supang dipharologano tse.</b></p> <ul style="list-style-type: none"> <li>Lerothodi o batla go tswetsa dithuto tsa gagwe / e nne moithuti / (go dumela go nna morutabana wa sekolo potlana) (1)</li> <li>fela Ramarumo rraagwe / o batla Lerothodi / morwaagwe go dira tiro e e tshwanang le ya gagwe/a tseye legato la gagwe / a ithute tiro ya ga rraagwe / Ramarumo o batla morwaagwe a dire le ena (mo masimong, ka dipologolo kgotsa kwa mmarakeng) (1)</li> </ul>	2
1(c)	<p><b>Maitsholo a ga Ramarumo malebana le go ithuta ke afe? O neele ntlha <u>e le nngwe</u> go netefatsa karabo ya gago.</b></p> <ul style="list-style-type: none"> <li>Maikutlo a a kgalhanong / o kgalhanong (1)</li> </ul> <p><b>E nngwe le e nngwe go tswa go:</b></p> <p>O akanya gore:</p> <ul style="list-style-type: none"> <li>go ithuta ga se ga badiidi / batho ba ba tlhokang / go ithuta ke ga batho ba ba humileng (1)</li> <li>go ithuta ke go senya nako (1)</li> <li>go ithuta go feta sekolo potlana ga go tlhokege (1)</li> <li>temothuo/bolemirui le yona e bothokwa (1).</li> </ul>	2
1(d)	<p><b>Lerothodi o supa tlotlo jang mo go rraagwe? Neela ntlha <u>e le nngwe</u>.</b></p> <p><b>E nngwe le e nngwe go tswa go:</b></p> <ul style="list-style-type: none"> <li>O a mo reetsa / o amogela ditshwetso tsa gagwe / ga a ganetsane le ditshwetso tsa ga rraagwe / o bokgwabo. (1)</li> <li>O reetsa rraagwe ka setu / ga a mo arabe. (1)</li> <li>O kgalhegela bothale ba ga rraagwe / o ne a ithaya a re o bua tlhaloganyo. (1)</li> </ul>	1
1(e)	<p><b>Goreng Lerothodi a ne a fetoga mogaka?</b></p> <ul style="list-style-type: none"> <li>Ka gone a filwe sekolašipi / o tla tswetsa dithuto tsa gagwe (1)</li> </ul>	1

Question	Answer	Marks
1(f)	<p><b>Tlhalosa gore ke eng se Ramarumo a dumelang se le botlhokwa thata mo botshelong, mme o neele lebaka le le <u>lengwe</u> go tshegetsatsa karabo ya gago.</b></p> <ul style="list-style-type: none"> <li>O tla bona madi a go tlhokomela lelapa la gaabo / pholo ya lelapa. (1)</li> </ul> <p><b>le e nngwe le e nngwe go tswa go</b></p> <ul style="list-style-type: none"> <li>O ne a le kgatlhanong le go ithuta ga morwaagwe ka gonne o ne a batla gore a dire le ena a mo thuse go fepa lelapa / ka gonne o ne a sa kgone go duelela dithuto tsa gagwe. (1)</li> <li>O dumela gore morwaagwe a tswela ka dithuto tsa gagwe ka gonne o tla bona thuso ya madi a a tswang kwa pusong / ka gonne ga a tlhoke go duelela sepe / ka gonne morwaagwe o tla fepiwa botoka go na le fa a le kwa gae / a ka se nne le botshelo jo bo makgwakgwa jalo. (1)</li> </ul> <p>(Letlelela mabaka a mangwe a a utlwalang a a tlhagelelang ka mo temaneng.)</p>	2

Question	Answer	Marks
2(a)	<p><b>Mokwadi o rata go re bolelela eng ka ga Ramarumo le Lerothodi mo polelong e 'Jaanong, ka metsotswana e se mekae, gape a itshetlegile ka mabaka a a popota, rraagwe o ne a kgona go tlosa kakanyo e jaaka sepoko.' (mola 18)</b></p> <p><b>Dingwe le dingwe tse pedi go tswa go:</b></p> <ul style="list-style-type: none"> <li>Letlhakore la Ramarumo le le tlhotlheletsang / maatla a go tlhotlheletsa (1)</li> <li>letlhakore la bolaodi la ga Ramarumo (1)</li> <li>Go ikobela rraagwe ga ga Lerothodi (1)</li> <li>Boineelo ba ga Lerothodi (1)</li> </ul>	2
2(b)	<p><b>Polelo e 'Mosimane ... a ema pelo ka boitumelo fa a utlwa gore o filwe sekolašipi' (mola 46) ke sekao sa pheteletso. Goreng mokwadi a dirisitse sekapuo se fa?</b></p> <ul style="list-style-type: none"> <li>Go tlhotlheletsa go tsenelela ga boitumelo ba ga Lerothodi (ka nako e a neng a ikemiseditse go lebala ka ditoro tsa gagwe) (1)</li> </ul>	1
2(c)	<p><b>Mo temaneng ya A, mokwadi o tlhagisa jang boitimokanyi ba ga Ramarumo? Naya dintlha di le pedi.</b></p> <p><b>Dingwe le dingwe tse pedi go tswa go:</b></p> <p>Mokwadi o dirisa:</p> <ul style="list-style-type: none"> <li>kobiso / dipotsoikarabe (1)</li> <li>dipolelo tse di khutshwane (tse di supang gore Ramarumo o fetola mogopolo wa gagwe ka bonako) (1)</li> <li>tlotlofoko e e sa rotloetseng / sa ageng go tlhagisa dikgopolo tsa ga rre (1)</li> </ul> <p>(Amogela dikao tsa boitimokanyi go tswa mo temaneng.)</p>	2

**Section B**

Candidates will be assessed on the following assessment objectives:

**AO1 Reading [10 marks]**

**R3** analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

**R5** select and use information for specific purposes.

**AO2 Writing [5 marks]**

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

**W2** organise and structure ideas and opinions for deliberate effect

**W3** use a range of vocabulary and sentence structures appropriate to context

**W4** use register appropriate to context

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

Question	Answer	Marks
3	<p><b>Mogokgo wa sekolo sa lona o tsere tshwetso ya go thibela tiriso ya mafaratlhatlhaloago mo lefelong la sekolo.</b></p> <p><b>Jaaka moeteledipele mo phaposiborutelong ya lona, kwalela mogokgo imeile o tlhagise maikutlo a gago tebang le ntlha e.</b></p> <p><b>Mo imeileng ya gago o tshwanetse go:</b></p> <ul style="list-style-type: none"> <li>• <b>sekaseka mesola ya mafaratlhatlhaloago a wena le bamophato a a neetsweng mo go Temana B</b></li> <li>• <b>naya dikakanyo tsa gago mme di emele ka mabaka, o ikaegile ka temana, ditsela tse o ka di dirisang go mekamekana le kotsi ya mafaratlhatlhaloago.</b></li> </ul> <p><b>Dirisa fela tshedimosetso e e tswang mo <u>Temaneng B</u> go go thusa go naya karabo.</b></p> <p><b>Dirisa mafoko a gago. O tshwanetse go araba dintlha di le pedi tse di fa godimo mo potsong.</b></p> <p><b>Simolola imeile ya gago ka gore:</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b>Mogokgo yo o rategang,</b></p> <p><b>Morago ga go buisa tshwetso ya gago ya go thibela phitlhelelo ya mafaratlhatlhaloago mo kholetšheng, ke rata go ...</b></p> </div> <p><b>O kwale ka mafoko a a kana ka <u>250–350</u>.</b></p> <p><b>Maduo a a 15 a abelwa potso e ka tsela e e latelang:</b></p> <ul style="list-style-type: none"> <li>• <b>Maduo a a 10 ke a diteng.</b></li> <li>• <b>Maduo a a 5 ke a puo.</b></li> </ul> <p>Use Table A, Reading to give 10 marks for Reading. Use Table B, Writing to give 5 marks for Writing.</p> <p>Candidates should draw their content from Text B. The list below is indicative and is not exhaustive. Other relevant points from the texts may be included.</p> <p><b>Indicative content</b> Evaluation of the arguments requires candidates to draw inferences and make judgements. Evidence should be derived from the ideas and examples in the text, developing claims and assessing their implications with clear and persuasive arguments.</p> <p>Possible content points are listed below. The list is not exhaustive and other relevant points may be accepted.</p> <p>Marks are not based on the number of points given but how ideas are selected and developed from the text.</p>	25

Question	Answer	Marks
3	<p><b>Mesola ya mafaratlhaloago:</b></p> <ul style="list-style-type: none"> <li>• Go tthatlosa maemo a tirisano magareng ga morutabana le baithuti</li> <li>• Thusa ka tiro ya sekolo / thotloetso ya go ya sekolong / go nna le seabe mo dithutong</li> <li>• E ka dirisiwa go tthatlosa maemo a pholo ya boboko le mmele</li> <li>• Go thusa go golaganya batho / go godisa botsalano magareng ga batho</li> <li>• E letlelela thefosanyo ya dikakanyo le dikgatlhego tsa batho</li> <li>• Go tseweletsa kgolo ya thekenoloji / bokgoni ba seporofešenale / kitso</li> <li>• Sediriswa sa matlafatso</li> <li>• Sediriswa se se siametseng go tlhama ditshwantsho tsa kerafiki le ditshwantsho tsa thekenoloji</li> <li>• Go neelana ka metswedi e e ka dirisiwang go godisa tirisanommo go kemonokeng / tshotlheletso ya dingangisano</li> <li>• Go dumelela dikgatlhego tsa baithuti go tsenngwa mo go ruteng / melebo ya go ruta.</li> </ul> <p><b>Ditsela tse dingwe tsa go tshwaragana le dikotsi tsa mafaratlhaloago:</b></p> <ul style="list-style-type: none"> <li>• Bagolo ba tshwanetse go thusa bašwa go tlotlha mo mafaratlhalheng / go dirisa mafaratlhaloago</li> <li>• Bagolo ba tshwanetse go thusa bana go kgona go bona dikotsi</li> <li>• Go dirisa mafaratlhaloago ka maikaelelo a go ithuta / go ithuta ka mo phaposiborutelong</li> <li>• E e tshabosang e siame/e dirisiwa ka tshwanelo</li> <li>• O seke wa otlhaya mongwe le mongwe / wa thibela mafaratlhaloago gotlhelele</li> <li>• Otlhaya fela tirisobotlhaswa kgotsa mongwe le mongwe yo o dirang botlhaswa.</li> </ul>	



**Marking criteria for Section B****Table A, Reading**

Use the following table to give a mark out of 15 for Reading.

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>The candidate selects a wide range of facts, ideas and opinions from the text. (R3)</li> <li>The candidate develops, evaluates and analyses the chosen content in a way that clearly fulfils all elements of the task. (R5)</li> </ul>
<b>4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>The candidate selects relevant facts, ideas and opinions from the text. (R3)</li> <li>There is some development, analysis and evaluation and a clear focus on all elements of the task. (R5)</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>The candidate identifies enough relevant facts, ideas and opinions from the text to fulfil the task. (R3)</li> <li>Development, analysis and evaluation is limited. Parts of the response may not be focused on the task. Most of the task has been attempted though there may be some minor omissions. (R5)</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>The candidate identifies some relevant points from the text but they are not always relevant. (R3)</li> <li>The response shows very limited development of ideas. Significant aspects of the task may not have been approached. (R5)</li> </ul>
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>The candidate identifies very few relevant points from the text. (R3)</li> <li>The response lacks development of ideas and shows very limited evidence of focus on the task. No awareness of analysis or evaluation. (R5)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

**Table B, Writing**

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

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• The response is highly effective and convincing. (W1)</li> <li>• Well organised and carefully structured for the benefit of the reader. (W2)</li> <li>• Vocabulary consistently well chosen and precise. (W3)</li> <li>• Consistently appropriate register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar almost always accurate. (W5)</li> </ul>
<b>4</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• The response is effective and convincing. (W1)</li> <li>• Secure overall structure with some helpful organisation of ideas and information. (W2)</li> <li>• Vocabulary is mostly well chosen, with some precision. (W3)</li> <li>• Mostly appropriate register for audience and purpose. (W4)</li> <li>• Spelling, punctuation and grammar generally accurate. (W5)</li> </ul>
<b>3</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• The response can be understood, although it is not always convincing. (W1)</li> <li>• Ideas are generally well sequenced. (W2)</li> <li>• Vocabulary may be plain but is adequate. (W3)</li> <li>• Some awareness of an appropriate register for audience and purpose. (W4)</li> <li>• Frequent errors of spelling, punctuation and grammar, which are minor and do not prevent communication. (W5)</li> </ul>
<b>2</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• The response is sometimes unclear and/or generally unconvincing. (W1)</li> <li>• Sequence of ideas is sometimes confusing. (W2)</li> <li>• Vocabulary simple, not always appropriate. (W3)</li> <li>• Little awareness of appropriate register. (W4)</li> <li>• Frequent errors of spelling, punctuation and grammar hinder communication. (W5)</li> </ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• The response is difficult to understand and lacks coherence. (W1)</li> <li>• Little or no evidence of attempt to sequence ideas. (W2)</li> <li>• Vocabulary limited and/or inappropriate. (W3)</li> <li>• No awareness of appropriate register. (W4)</li> <li>• Persistent errors of spelling, punctuation and grammar prevent communication. (W5)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable response.</li> </ul>

**Section C**

Candidates will be assessed on the following assessment objectives:

**AO2 Writing [20 marks]**

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

**W2** organise and structure ideas and opinions for deliberate effect

**W3** use a range of vocabulary and sentence structures appropriate to context

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

Question	Answer	Marks
<b>EITHER</b>		
4	<b>Tlhalosa pula ya merwalela e e neleng beke e e fetileng mo motseng wa lona le gore e ne ya senya jang.</b>  Use Table C to give a mark out of 10 for style and accuracy, and Table D to give a mark out of 10 for content and structure.	<b>20</b>

Question	Answer	Marks
<b>OR</b>		
5	<b>'Motho ke ena yo o itirang se a batlang go nna sona.' Kwala tlhamo ka setlhogo se.</b>  Use Table C to give a mark out of 10 for style and accuracy, and Table D to give a mark out of 10 for content and structure.	<b>20</b>

**Marking criteria for Section C****Table C, Style and accuracy**

<b>Level</b>	<b>Mark</b>	<b>Descriptor</b>
<b>5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>Precise, well-chosen range of vocabulary appropriate to the style of writing. Uses sophisticated expressions. (W3)</li> <li>Uses a wide range of well-constructed sentences accurately, including complex sentences. (W3)</li> <li>Spelling, punctuation and grammar almost always accurate. (W5)</li> </ul>
<b>4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>Mostly well-chosen range of vocabulary appropriate to style of writing. Uses expressions which are varied and often effective. (W3)</li> <li>Uses a range of sentence structures accurately, including some complex ones. (W3)</li> <li>Spelling, punctuation and grammar mostly accurate, with some minor errors. (W5)</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>Adequate range of vocabulary appropriate to the style of writing which is sometimes well-chosen. (W3)</li> <li>Uses most sentence structures accurately, sometimes attempting complex ones with success. (W3)</li> <li>Spelling, punctuation and grammar generally accurate, but with some errors. (W5)</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>Simple range of vocabulary appropriate to the style of writing which may be repetitive. (W3)</li> <li>Uses simple sentence structures accurately which may be repetitive. Sometimes attempts more complex sentence structures with limited success and/or clarity. (W3)</li> <li>Frequent errors of spelling, punctuation and grammar, occasionally serious, but which do not impair communication. (W5)</li> </ul>
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>Limited range of, and/or imprecise vocabulary appropriate to the style of writing. (W3)</li> <li>Uses simple sentence structures, sometimes inaccurately. (W3)</li> <li>Persistent errors of spelling, punctuation and grammar impair communication. (W5)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>No creditable response.</li> </ul>

Table D, Content and structure

Level	Mark	General and specific marking criteria	
5	9–10	<b>General</b>	
		<ul style="list-style-type: none"> <li>Ideas and experiences are well expressed, with excellent use of language to convey what is thought, felt and imagined. (W1)</li> <li>Structure is clear, well balanced and carefully organised for deliberate effect. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The description is strongly conveyed and consistently developed; ideas, images and sensory details create a convincing and engaging overall picture with varieties of focus.</i>	<i>The plot is strongly conveyed and consistently developed with convincing and engaging features of fictional writing such as description, characterisation and effective climax.</i>
4	7–8	<b>General</b>	
		<ul style="list-style-type: none"> <li>Ideas and experiences are generally well expressed, with good use of language to convey what is thought, felt and imagined. (W1)</li> <li>Structure is mostly clear and well organised, with some choices made for deliberate effect. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The description is almost always clearly conveyed and developed; ideas, images and sensory details create a mostly convincing overall picture.</i>	<i>The plot is almost always clearly conveyed and developed with mostly convincing features of fiction writing such as characterisation, detail and climax.</i>
3	5–6	<b>General</b>	
		<ul style="list-style-type: none"> <li>Ideas and experiences are expressed, with some good use of language to convey what is thought, felt and imagined. (W1)</li> <li>Structure is reasonably clear, with some organisation and some choices made for deliberate effect. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The description is relevant with some development; ideas, images and sensory details create an, at times, convincing overall picture, even where the writing may sometimes be in a narrative style.</i>	<i>The plot is relevant and cohesive, with some development and some convincing features such as characterisation, detail and climax of the story.</i>

Level	Mark	General and specific marking criteria	
2	3–4	<b>General</b>	
		<ul style="list-style-type: none"> <li>• A few ideas and experiences are expressed, with some attempt to convey what is thought, felt and imagined. (W1)</li> <li>• Structure is occasionally clear, with some attempt at organisation to achieve effects. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The description has some simple details, with limited development and/or the response may be more typical of a narrative. There may be limited relevance.</i>	<i>The plot is simple, with limited development and limited use of the features of narrative writing, such as characterisation, detail and climax. There may be limited relevance.</i>
1	1–2	<b>General</b>	
		<ul style="list-style-type: none"> <li>• Few or no ideas or experiences are expressed, with little or no attempt to convey what is thought, felt or imagined. (W1)</li> <li>• There is limited structure with little or no organisation of ideas to achieve effects. (W2)</li> </ul>	
		<b>Specific – descriptive</b>	<b>Specific – narrative</b>
		<i>The description is unclear in relation to the task, lacks detail and conveys little to the reader.</i>	<i>The plot is hard to follow with little relevance to the task, and may consist of events which are presented with little clarity.</i>
0	0	No creditable response	