Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **March 2021**

MARK SCHEME

Maximum Mark: 80

Published

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, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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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.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance, and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.).
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2, W3 and W5 (5 marks):

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.

Overview of items for Question 1

Item	**Assessment objectives tested**	**Marks for assessment objectives**
1(a)	R5	1
1(b)(i)	R1	2
1(b)(ii)	R1	2
1(c)	R1 and R2	2
1(d)(i)	R1, R2 and R5	2
1(d)(ii)	R1 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		**30**

Question	Answer	Marks
1(a)	**Give the example used by the instructor to teach the value of a good opening to an article, according to the text.** Award 1 mark for: • 'Don't worry,' said the stallholder. 'The snake round your daughter's neck is not venomous.'	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'immense value' (line 3).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit both marks for alternatives explaining the whole phrase such as 'essential'. • great(ly) / huge(ly) / enormous(ly) / extreme(ly) / massive(ly) / very • importance / worth / power / significance / benefit	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'diverse destinations' (line 5).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit both marks for alternatives explaining the whole phrase. • different / various / contrasting / range • spots / places / locations / cultural contexts	**2**
1(c)	**Re-read paragraph 3 ('Having quit … that conference.').** **Give <u>two</u> ways in which attending the conference changed the writer.** • improved their writing / learned about writing • affected role as an editor / learned about editing [examples allowed] / made them a better editor	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('Writers of … never visit.').** **Identify <u>two</u> mistakes made by writers of unsuccessful articles.** • don't get to the point / think they need extra padding at the beginning / include unnecessary material at the start / waffle at the start • they don't start with the most interesting portion of the trip / they begin with a boring part of the trip	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5 ('Writers of … never visit.').** **Explain why people like to read good travel writing, according to the text.** Award 1 mark for each idea, up to a maximum of 3. • to understand other people and places / celebrates differences in manners and customs around the world • to plan own trip • to avoid costly mistakes / to avoid serious errors • to experience places they may never get to (in real life) / to imagine what it is like to be somewhere else / vicarious enjoyment of author's experiences	**3**
1(e)	**Re-read paragraphs 6 and 7 ('I should point out … every August.').** **<u>Using your own words</u>, explain why people might not accept the writer's advice about being a travel writer.** **Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are <u>entirely</u> in the words of the text should not be credited.** • **query own credentials / own decisions:** not a professional writer / should only write (and edit) as a hobby / own writing not that good / gave up trying to make a career in writing / is a software designer • **hard to earn money as a travel writer:** difficult to make a living as a travel writer • **query value of the conference:** conference is not free / conference puts people off / conference sounds like it is full of people moaning • **query value of travel:** (do not have) money needed to travel / do not have the desire to travel • **potential bias:** vested interest / friend is running the conference	**3**

Question	Answer	Marks
1(f)	**According to Text B, what are the disadvantages of being a travel writer?** **You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should not be more than 120 words.** **<u>Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing). **INDICATIVE READING CONTENT** Candidates may refer to any of the points below: **1** people hate travel writers / people misunderstand what the job involves / not considered a real job **2** don't get opportunity to look around where you want to / over full itinerary / packed schedule **3** can't be relaxed / not present in the moment / always thinking about work **4** have to balance publication requirements with expectations of host **5** PR professionals move around so can affect your career later **6** difficult to get noticed by publications / takes a long time to get noticed by publications **7** not paid on time / late payment(s) **8** your story gets changed / editor changes your story **9** miss out on social life / do not get invited to family occasions / family life carries on without you **10** no routine / no set hours **11** problems with property left unattended / paying rent for unused accommodation **12** affects life decisions / restricts choices in relation to having pets or children **13** exhaustion / multiple long-haul flights in a short space of time **14** travel delays / uncomfortable nights in airports (due to delay)	**15**

Marking criteria for Question 1(f)
Table A, Reading

Use the following table to give a mark out of 10 for Reading

Level	Marks	Description
5	**9–10**	• A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	**7–8**	• An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	**0**	• No creditable content.

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Table B, Writing

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

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	**0**	• No creditable content.

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Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R2	1
2(a)(iv)	R2	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Charlie and the others in his group would be completing a walk at a great height.** (the four-day) high-altitude trek (line 2) / trekking at altitude (line 27)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Walkers had to collect a specific amount of funding for their trip before they could be allowed to take part.** (I had to) raise the required sponsorship money (lines 2-3)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Charlie also asked people he did not know well to sponsor him.** casual acquaintances (line 12)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The organisers told trekkers that they needed to be very fit.** (in) seriously good shape (line 26)	**1**

Question	Answer	Marks
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Trek-training began in earnest. My carefully planned route passed fortuitously close to a favourite café in case of emergency. I'd anticipated I'd need a few jabs for Peru, but the cheery list of disorders I needed vaccinating against was reeled off by my doctor with more than a little glee.** (in) **earnest:** for real, seriously, really began, started properly	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **Trek-training began in earnest. My carefully planned route passed fortuitously close to a favourite café in case of emergency. I'd anticipated I'd need a few jabs for Peru, but the cheery list of disorders I needed vaccinating against was reeled off by my doctor with more than a little glee.** **fortuitously:** fortunately, luckily, (as if) by luck, conveniently, (as if) by accident, deliberately	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **Trek-training began in earnest. My carefully planned route passed fortuitously close to a favourite café in case of emergency. I'd anticipated I'd need a few jabs for Peru, but the cheery list of disorders I needed vaccinating against was reeled off by my doctor with more than a little glee.** **anticipated:** realised beforehand, expected, thought, imagined, assumed, predicted, foresaw, knew	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests his attitude to preparing for the trip.** **<u>Use your own words in your explanation.</u>** **Trek-training began in earnest. My carefully planned route passed fortuitously close to a favourite café in case of emergency. I'd anticipated I'd need a few jabs for Peru, but the cheery list of disorders I needed vaccinating against was reeled off by my doctor with more than a little glee.** **Award 3 marks** for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his attitude to preparing for the trip. **Award 2 marks** for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests his attitude to preparing for the trip. **Award 1 mark** for an example with an attempt at an explanation which shows awareness of the writer's attitude to preparing for the trip. The explanation may be partial. The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following**: • **carefully planned route passed (**fortuitously**) close to a favourite café**: suggests meticulous thought has gone into working out where his training run will take him as if to maximise training benefits, though hints that Charlie might have other priorities; he may not really be taking the need to build up fitness as seriously as he claims since he is concentrating on breaks / treats • **in case of emergency**: prepared for any outcome or eventuality, he is concerned he may really need to stop, suggesting little confidence he can make it, taking the possibility of injury etc. seriously, pessimistic about chances of success; OR no real threat or hazard likely on the training route, he's really considering dropping into the café as he is passing by if he fancies a snack or treat and is planning to do so on the weakest of excuses • (I'd anticipated I'd need) **a few jabs**: assumed he might need a small number of vaccines, so is aware of potential danger from disease, but making light of it / has underestimated; contrast with what was needed suggests that he had not looked into the detail, he had not done his research • **cheery list of disorders … reeled off ... with more than a little glee:** possible illnesses sound quite worrying, and seem to be building up quickly, trying to sound unconcerned though less confident now as is taken aback by the long list, had clearly not expected this; thinks the doctor is enjoying his discomfort and is now worried / disconcerted	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 18 and 19.** • **Paragraph 18 begins 'What? No Jed? …' and is about Charlie's reaction to the news about Jed.** • **Paragraph 19 begins 'We set off …' and is about Charlie's memories of the trip.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for **Question 2(d)** (Table A, Reading) **Notes on task** This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases (listed in the mark scheme on pages 16 and 17) that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	**Responses *might* use the following:** • **Charlie's reaction to the news about Jed in paragraph 18, beginning 'What? No Jed? …'.** *Overview: exaggerated despair, mock heroic; gentle criticism of his own reaction* • **What? No Jed?:** shocked, overly- dramatic reaction to the news; own deep disappointment at the time is mocked • **devastated:** crushing disappointment, distraught as if some dreadful disaster; over-stated • **befriending the legend:** setting out to make friends with someone famous, reflected glory of associating with someone of mythical status, dreams of greatness • **sharing an epic journey:** being able to say he was part of it, cliché betrays sense it was far from epic as carefully organised and relatively safe trip • **new pal:** as if best friends, over-romanticised view of friendship • **gaining candid insights:** learning from Jed, mock journalese, not likely • **hallowed life:** worthy of respect, adoration, worships him as if religious / cultural icon • **extracting precious writerly secrets:** unearthing buried treasure • (three) **cruel sentences:** a few brief words have dashed his hopes / caused him pain • **brooding with dark thoughts of betrayal:** vengeful, spurned, sense of personal injury despite never having met • (I had only) **the decade-and-a-half flight (to pull myself together):** potentially boring, but clearly not that long, over-reacting and takes him far less time to recover • **'the trip of a lifetime …':** contrasts earlier despair with the actual experience coming up, ridicules own reaction to hearing the news, pivots from one extreme to the next suggests prone to over-dramatise for effect	**15**

Question	Answer	Marks
2(d)	• **Charlie's memories of the trip in paragraph 19, beginning 'We set off …'.** *Overview: romanticised and clichéd account, attempting to evoke sensory experience of the trip; deliberately over-written to be suggestive / critical of travel journalism* • **white rush** (of mountain rivers): fast water, foamy, power, energy • **creaking (across rope bridges):** moving slowly and carefully due to harsh squeaking sound movement creates, evocative of object under strain • **slogging up unfeasible muddy inclines:** working hard and with little chance of success to scale seemingly impossible slippery slopes • **forcing our way through dense jungle tangles:** pushing through thick vegetation, easy to get caught / stopped, determination and physical exertion • **scenery became bleaker:** lacking vegetation now, exposed to the elements, desolate • **chirruping insects and rustling leaves:** musical, light sounds of smaller creatures and features, nonthreatening • **gasps of breath and laboured footsteps on gravel and rock provided the soundtrack:** signs of physical exertion, film background music • **marvelled at a diamond-encrusted night sky:** romanticised view, jewelled sky studded with stars; reward for earlier exertions • **framed by towering mountains:** as if piece of art or theatre; imposing challenge of climb, puts them in perspective • **cloaked in rainforest-green velvet:** lush greenery of rainforest covers the mountains; heroic enigmatic figure; luxurious and smooth material *Only credit comments on stylistic effect where these are explicitly linked to choices.*	**15**

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

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

Level	Marks	Description
5	**13–15**	• Wide-ranging discussion of judiciously selected language with some high quality comments that add meaning and associations to words/phrases in both parts of the text, and demonstrate the writer's reasons for using them. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
4	**10–12**	• Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure and effects are identified in both parts of the text. • Images are recognised as such and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
3	**7–9**	• A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.
2	**4–6**	• The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic devices but not explain why they are used. • Explanations may be few, general, slight or only partially effective. • They may repeat the language of the original or do not refer to specific words.
1	**1–3**	• The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	**0**	• The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

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Question 3

This question tests reading assessment objectives R1, R2 and R3 (15 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse, evaluate and develop facts, ideas and opinions, using appropriate support from the text

and writing assessment objectives W1, W2, W3, W4 and W5 (10 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.

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Question	Answer	Marks
3	**You are one of the people who trekked with Charlie to Machu Picchu. You have been invited by the charity to speak to a group of people who are thinking of taking a similar trip.** **In your speech you should:** • **outline what the trip involves and the preparation required beforehand** • **explain the different reasons people might have for choosing to go on a trip like this** • **persuade your audience why trips like this are important to the charity.** **Write the words of the speech.** **Base your speech on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to what the trip involves and the preparation required beforehand. **Annotate A2** for references to the different reasons people might have for choosing to go on a trip like this. **Annotate A3** for references to why trips like this are important to the charity.	**25**

Question	Answer	Marks
3	**A1: what the trip involves and the preparation required beforehand** • **find sponsors / raise set amount** (det. only allowed to sponsor yourself for 25 per cent) [dev. difficult to persuade people / encourages commitment] • **buy equipment / clothing** (det. specialist trekking gear) [dev. expensive, lots required] • **health considerations** (det. vaccines, snakes, malaria tablets, online health advice) [dev. potentially fatal diseases] • **physical exertion / training for altitude / fitness** (det. training plan) [dev. need to take it seriously / unforgiving terrain / months of preparation required] • **travel to the departure point / flights** (det. Madrid to Cusco via Lima) [dev. need to factor in time and cost to travel to meeting point; prepare for boredom] **A2:** the different reasons people might have for choosing to go on a trip like this • **adventure** (det. read about it in a magazine) [dev. fashionable idea; may not be what you expect before you go] • **scenery** (det. dense jungle, towering mountains, white-water rivers) [dev. awe-inspiring; extra-ordinarily beautiful, unspoilt] • **camaraderie** (det. life-long friendships formed) [dev. still in touch now with friends from the trip who might never have met otherwise; never alone during the challenge / helping others] • **career** (det. meet influential people) [dev. use the opportunity to write about the trip / bragging rights] • **cultural / travel experience** (det. ancient ruined city of Machu Picchu) [dev. contrast with visitors' usual surroundings and/or lives, see places you might never have visited otherwise] **A3:** why trips like this are important to the charity • **raising new money for charity** (det. sponsorship needed to continue their work) [dev. can't just rely on donors they already have, ongoing costs] • **raising awareness** (det. attracted by the trip and find out about the charity's cause) [dev. more effective than simply collecting as creates a talking point, rooted example of cause] • **likely to become involved with charity long term** (det. go on to support after trip) [dev. future-proofing] • **inspire others to do the same** (det. 'event' / 'trip of a lifetime') [dev. captures the imagination; snowballing effect of seeing others involved and apparently passionate about the charity's cause / personal endorsement(s)] • **celebrities can attract interest** (det. Jed Davies – attraction of 'legends') [dev. Charlie now a travel writer – publicity]	**25**

Marking Criteria for Question 3
Table A, Reading

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

Level	Marks	Description
5	**13–15**	• The response reveals a **thorough** evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	**10–12**	• The response demonstrates a **competent** reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	**7–9**	• The text has been read **reasonably** well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	**4–6**	• There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	**1–3**	• The response is either **very general**, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	• There is very little or no relevance to the question or to the text.

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Table B, Writing: Structure and order, style of language

Use the following table to give a mark out of 10 for Writing.

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • Spelling, punctuation and grammar almost always accurate.
4	**7–8**	• Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced. • Spelling, punctuation and grammar generally accurate.
3	**5–6**	• Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure. • Minor, but more frequent, errors of spelling, punctuation and grammar
2	**4–3**	• There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1	**2–1**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	**0**	• The response cannot be understood.

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