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FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 2025**

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.

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

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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 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 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 incorrectly.)

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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

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Annotations

Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
^	partially effective	Y	Y	Y	Y	Y
	credited point, detail or choice from text	Y (point awarded)		Y (point awarded)	Y (relevant choice)	Y (supporting detail from the text)
DEV	development					Y
A1	relevant idea		Y			Y (related to first bullet)
A2	relevant idea					Y (related to second bullet)
A3	relevant idea					Y (related to third bullet)
EXP	explanation/ meaning				Y	
	effect		Y (effective own words)		Y	Y (effective use of own words)
LM	overview or organisation		Y (effective organisation / overview)		Y (overview)	
LM	lifted material		Y			Y
Highlighter	copied from text	Y (where own words were required)	Y	Y (where own words were required / excess in 2a) [& choice in 2c]	Y	Y
REP	repetition		Y		Y	Y
Text box	summative comment		Y Reading Writing [& MS numbers]		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages	Y	Y	Y	Y	Y

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Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

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 and W3 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context.

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, R2 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2 and W3	10 5
Total		**30**

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Question	Answer	Marks
1(a)	**What <u>two</u> things give people the idea to search for treasure, according to paragraph 1?** Award **1** mark for both. • (modern-day) movies • (classic) adventure novel(s) (with fairytale ending(s))	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'… to recover later.' (lines 6–7)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • get back / find again / come back (to/for) / dig up again / retrieve / collect • at some point (in the future) / in the future / subsequently / afterwards / another time / after some time	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'… concealed around the globe.' (line 7).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • hidden / secreted • throughout the world / in different places on earth / far and wide / all over the planet	**2**
1(c)	**Reread paragraph 3 ('So, how … of the treasure.').** **Give <u>two</u> different ways treasure hunters should get the information they need to start their search.** Award 1 mark for each idea, up to maximum of 2. • reading (old books and maps) / from books / from old maps • seek out locals / from locals / talking with local residents [reference to paying for information negates (misinterpretation)]	**2**

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Question	Answer	Marks
1(d)(i)	**Reread paragraphs 4 and 5 ('Treasure hunters … work again.'').** **Identify <u>two</u> reasons why people who have been inspired to hunt for treasure might not set out straight away.** Award 1 mark for each idea, up to a maximum of 2. • takes time to compile information / do not have (all) the information they need / do not have (all) the knowledge needed / need to gather all the information • do not have the money / takes time to get fund(ing) / need to save up money / requires funds • do not have a solid lead	**2**
1(d)(ii)	**Reread paragraphs 4 and 5 ('Treasure hunters … work again.'').** **Explain why some people might not be persuaded to take up treasure hunting by Alex Rohn's claims.** Award 1 mark for each idea, up to a maximum of 3. • time it could take / have to persist / imprecise timescale (sooner or later) • just find a few coins / finds are of little value • query Alex's credibility / as Alex has not been successful enough to give up work / book title unconvincing / Alex is still a delivery driver so can't have all the secrets to offer / age suggests Alex may have spent years doing it already without success	**3**
1(e)	**Reread paragraph 6 ('If your heart's … equipment.').** **<u>Using your own words</u>, explain why now may not be a good time to take up the hobby of treasure hunting.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are entirely in the words of the text should not be credited. • logistics are off-putting / hard to access • may not be anything left / treasure hunters may have found everything already / too many people have already looked / the only treasure left is difficult to find • need expensive equipment / have to use high tech equipment	**3**

Question	Answer	Marks
1(f)	**According to Text B, what concerns, worries and objections might there be about the hobby of metal detecting?** **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 negative image of the hobby / (seen as) boring / waste of time 2 (worry about) breaking law(s) / not allowed / illegal 3 some detectorists are irresponsible / not all are responsible 4 safety concerns for detectorists / dangerous to do it 5 damage to historic sites / damage cultural heritage sites 6 complicated rules / rules vary (locally) / (enthusiasts think) rules too strict / too many rules 7 more people taking up the hobby (so potentially more damage) / fad / fashion / just influenced by tv / being promoted as harmless 8 removing objects from context / losing valuable information 9 restrictions not strong enough (archaeologists think) / restrictions should be stronger 10 competitive by nature so unlikely to follow rules / potential to make lots of money so more likely to bend the rules 11 creates trip hazards for others in public spaces 12 damages plants which need protecting	**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.
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.
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.
0	**0**	• No creditable content.

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Note 1: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

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)	R2	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R1	1
2(b)(iii)	R1	1
2(c)	R1, 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:** **The boys and their mother have to pass through and around the delicate hills of sand to get access to the beach.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (and) weave (between the) [line 7]	1
2(a)(ii)	**The goods carried by the ship that sank were never found, but the people on board were saved.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (Its) crew (was/were) rescued (but) [line10]	1
2(a)(iii)	**It is not unusual for the narrator to discover everyday items that have been thrown away without thought on the beach.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • carelessly discarded [line 21]	1
2(a)(iv)	**Previously, vehicles were allowed on the beach.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (were) permitted (on) [line 29]	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **On this dazzling afternoon, cycling along the sea's edge is exhilarating and our laughter sends seagulls scattering skywards. The new path we're following ends abruptly and we're stranded on the wrong side of a channel of water.** **dazzling** • bright / brilliant / blazing / extremely sunny / (sun) shining / sparkling / radiant / stunningly beautiful / scintillating	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined.** **exhilarating** • thrilling / exciting / energising	1

Question	Answer	Marks
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **abruptly** • suddenly / unexpectedly / without warning / immediately	**1**
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests her feelings as she attempts to cross the channel of water on her bicycle.** **<u>Use your own words in your explanation.</u>** **I show the boys that, like life, if you approach it full on, you can most times power through on sheer determination. But today the channel's deeper than it looks. I've misjudged it massively. My bike comes to a graceless halt midway, balances briefly, then falls flat on its side, depositing me spectacularly in fifty centimetres of water.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests her feelings as she attempts to cross the channel of water on her bicycle. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests her feelings as she attempts to cross the channel of water on her bicycle. Award 1 mark for an example with an attempt at an explanation which shows awareness of the writer's feelings. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **like life, if you approach it full on, you can most times power through on sheer determination:** should not hesitate but throw yourself into things; grit and hard work brings results; utter resolve; fuelled by her intent and inner strength; need to commit to succeed in life / in this task; talking about crossing the channel but seeing parallels to life – life has been hard; optimism / self-belief • **misjudged it massively:** made an error; hugely underestimated; did not calculate correctly, got it completely wrong, serious, surprise, sudden realisation may have been overconfident • **comes to a graceless halt midway, balances briefly, then falls flat on its side:** stops in the centre of the channel; inelegant stop; pause before toppling over; realises she looks silly; self-deprecating; sees the humour in the moment • **depositing me spectacularly in fifty centimetres of water:** landing her in the water; no control over the action; as if being put in her place/abandoned there; making a show of her; slightly embarrassed; dramatic, hilarious, harmless fun	**3**

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Question	Answer	Marks
2(d)	**Reread paragraphs 3 and 7.** • **Paragraph 3 begins 'From this distance …' and is about the wreck.** • **Paragraph 7 begins 'Treasure hunting …' and is about the egg cases of fish.** **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 the 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 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)	Only credit comments on stylistic effect where these are explicitly linked to choices. Responses *might* use the following: **Paragraph 3** Overview: the scene is playful and adventurous but underscored by a sense of the power of nature. • **it looks unreal, like some elaborate prop:** as if this is a make-believe ship; an object prepared for a play or film; detailed representation; deliberately crafted; as if pretending to be something it isn't • **sweeping stage of sand:** large expanse; impressively wide beach; grand theatrical scenery, telling a story • **race towards its magic:** sprinting**;** run forwards, excited, drawn by its power; eager to be part of it • **getting closer, I experience the same thrill:** excitement builds up more slowly for her; vicariously enjoying the experience / shares same childlike reaction • **these sands shift, playing an endless game of hide-and-seek:** sands conceal and reveal different objects; as if teasing them and enjoying it • **buried and invisible:** objects when they are under the sand cannot be seen; as if the sand/nature has the power to make them disappear • **rotting and exposed:** the ship is degraded and unprotected; will inevitably disintegrate; decaying, like it was once alive, gruesome. • **curved wooden spurs like the ribcage of some enormous extinct beast:** the shape of the boat's frame is rounded; exposed bones; ancient; like the skeleton of a large sea creature / dinosaur that no longer exists; • **picked clean of its flesh by the sea:** nothing left of the external fittings of the ship; sea has eaten it alive; predatory power of oceans/nature • **clamber on board like marauding cartoon pirates:** excited, quick ungainly movement to climb on the boat; amusing image as if acting out stories/films they have seen • **astonishing sight:** incredible to see; incongruous, unexpected; awe-inspiring	

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Question	Answer	Marks
2(d)	Only credit comments on stylistic effect where these are explicitly linked to choices. Responses *might* use the following: **Paragraph 7** Overview: sense of renewal and childlike fascination with the balance of the natural world. • **treasure hunting:** as if searching for something valuable in monetary terms; sense of anticipation; precious time as a family • **today is spectacular:** this day is even better than any other day; astonishment, incredible discovery/event • **mermaids' purses:** as if belonging to these fantastical creatures of the sea; magical; beautiful but mysterious; carrying something of value • **desiccated, blackened and hardened:** dried out and devoid of life once on land; unpleasant, deathly image • **freshly cast, and quite different: soft in texture, olive brown and translucent:** newly made; inviting the children to touch it; contrast of still moist, smooth and almost see through; can just see the secret inside • **(chances are it's empty,) its occupant already swum free:** unlikely to still be something living in it; creature may already have escaped • **(but it's just possible, especially after) impressive storms:** particularly strong weather events; sees disturbance of the sea by the forces of nature as something to admire/an opportunity rather than dangerous • **pleasantly puzzled:** childish curiosity, uncertain but enjoying the mystery; satisfied to see his intrigue • **I pick it up carefully, holding it to the light for observation**: gently lifts it from the sand so they can look at it; trying not to harm it; scientific interest • **tiny baby skate, a fragile promise for the future, almost ready to hatch:** the purse holds a small, delicate creature**;** vulnerable baby fish will grow up to keep the species alive, comparison to Charlie; need/hope to protect the environment	

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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Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

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 and W4 (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.

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Question	Answer	Marks
3	**You are Charlie. Years later you work for an organisation which protects natural environments. As part of your work, you give a speech to persuade young people to protect your local area.** **In your speech you:** • **describe how you spent your afternoons on the beach as a young boy and what you enjoyed best about those activities looking back** • **explain what you learned from your mother about the beach, its history and its people** • **suggest how and why you were inspired to protect natural environments and what you think young people can do to help this beach.** **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 the 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 how Charlie spent his afternoons on the beach as a young boy and what he enjoyed best about those activities looking back **Annotate A2** for references to what Charlie learned from mother about the beach, its history and its people **Annotate A3** for references to how and why Charlie was inspired to protect natural environments and what he thinks young people can do to help this beach.	**25**

Question	Answer	Marks
3	**A1: how Charlie spent his afternoons on the beach as a young boy and what he enjoyed best about those activities looking back** • **cycling** (det. along the seashore, scaring seagulls) [dev. sense of freedom / physically active / sense of wellbeing] • **playing with brother** (det. Khai, pirates) [dev. imaginary world of adventure / mimicking films / acting out] • **finding** man-made objects on the beach (det. shipwreck / cars) [dev. incredible to think that the sea could be that powerful] • **treasure hunting for natural objects** (det. mermaid's purse with baby skate inside) [dev. happy surprise of finding a fresh one / incredible creatures / need to handle with care] • **mother getting stuck** (det. channel of water; stops midway, bike falls in 50 cm water) [dev. hilarious / she was showing off a bit / comic timing / drenched] **A2: what Charlie learned from his mother about the beach, its history and its people** • **ship's fate** (det. 1895, stuck on a sandbank, crew saved, cargo lost) [dev. hidden dangers / beach is not as safe as it seems / buried for over a century] • **physical culture** beneath our feet (det. ancestors' artefacts buried on beach) [dev. we should be aware of what has gone before us / understand our own mortality / respect our history] • **rules around cars** on the beach (det. have changed, now charge entry for vehicles) [dev. was not safe to allow them on the sand / they caused damage / polluted the beach] • **tides, weather** (det. storms, westerly winds, changeable, whole trees/concrete posts blown over) [dev. easy to get caught out / do not underestimate power of nature] • **fragile** (det. dunes, have to weave between them) [dev. easily spoilt / needed to avoid damaging the dunes by not riding over them / (appreciate) beauty of nature] **A3: how and why Charlie was inspired to protect natural environments and what he thinks young people can do to help this beach** • **mother's enthusiasm** rubbed off on him (det. approaches life full on) [dev. never give up] • **(opportunity to) educate** people (det. some people don't understand why conservation matters) [dev. raise awareness of need to protect the beach] • (wants to**) protect it for future** generations [dev. career choice / lobby for change / realises how lucky he was experiencing nature as a child / idyllic childhood] • **not drop / pick up litter** (det. fines for littering, litter bins for glass) [dev. respect environment / respect rules / irresponsible to drop litter / can endanger wildlife] • **use cycle(s) (paths)** (det. can't cycle over the dunes) [dev. established paths are safer / do(es) not damage flora or fauna / more environmentally friendly]	

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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.
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.
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.
2	**3–4**	• 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.
1	**1–2**	• 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.
0	**0**	• The response cannot be understood.

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