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FIRST LANGUAGE ENGLISH **0500/12**

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 and R2	2
1(b)(ii)	R1	2
1(c)	R2	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1, R2 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5	10
	W2 and W3	5
Total		**30**

Question	Answer	Marks
1(a)	**What were the first food trucks called, according to the text?** • chuckwagons	1
1(b)(i)	**Using your own words, explain what the text means by:** **'sample delicacies' (line 2)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • try (out) / taste / have a bit of / test • something (s) nice to eat / something(s) rare to eat / something(s) usually expensive to eat / luxury food / especially good food / edible treat	2
1(b)(ii)	**Using your own words, explain what the text means by:** **'conventional options' (line 3).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • ordinary / traditional / usual / normal / standard / commonplace / typical • choices / possibilities / (potential) ways	2
1(c)	**Reread paragraph 2 ('Unlike modern … journalists.').** **Give two differences between modern food trucks and chuckwagons.** Award 1 mark for each idea, up to maximum of 2. • modern are exclusively food and drink outlets whereas chuckwagons sold a wider range of products other than food and drink / carried medical supplies • cookie on chuckwagons offered services beyond the chef role • food produce sold fresh today whereas chuckwaggons sold preserved food	2
1(d)(i)	**Reread paragraph 3 ('The modern … parked.').** **Identify two reasons why food trucks are becoming more popular with customers.** Award 1 mark for each idea, up to a maximum of 2. • nostalgia • street food more fashionable • innovation / use of technology • can find location easily via website	2

Question	Answer	Marks
1(d)(ii)	**Reread paragraph 3 ('The modern … parked.').** **Explain why many business people prefer operating mobile food trucks to running restaurants in permanent locations.** Award 1 mark for each idea, up to a maximum of 3. • Can serve food in a variety of locations (festival **and** markets etc) • cheaper than setting up a restaurant / not such a heavy investment • can focus on a perfecting a few unique menu items (to make a name for yourself) • opportunity to test the market	3
1(e)	**Reread paragraph 4 ('Successful food … ready!').** **<u>Using your own words</u>, explain why it might be challenging to establish a unique food truck business nowadays.** 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. • most food options already covered • lots of unusual vehicles already out there / difficult to find an unusual vehicle / idea / need to include gimmicks / innovations (such as photo booth) • can be expensive to convert vehicles	3

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Question	Answer	Marks
1(f)	**According to Text B, how <u>and</u> why are old buses being used?** **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** old buses are still roadworthy / can still be driven **2** environmental awareness / help protect the planet / recycling **3** they are mobile / can go wherever they are needed. **4** artistic / creative uses – accept two or more examples (libraries / theatres / museums) **5** education **6** helping in the community / helping homeless people (allow example: musical events for elderly people) **7** (rent for) a party **8** encouraging and involving volunteers / working together **9** accommodation – to live in (allow example of tiny house) or holiday home **10** advertising (for new product) **11** pop-up shop / mobile shop / drive shop straight to customer **12** office and café / replacement office environment	**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)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R2	1
2(a)(iv)	R2	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:** **Any interested person watching might notice that this large bus was different from the buses they sometimes saw in their country.** Accept cloze responses that repeat all / some of the question stem with the correct answer. (a) curious spectator (would see~~)~~ (line 2)	1
2(a)(ii)	**The bus company was still really helpful after the bus had been sold.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (the bus company) remained very supportive (line 19)	1
2(a)(iii)	**The disastrous end to their journey was when the bus ended up in a river.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (that) fateful last day (line 40)	1
2(a)(iv)	**The writer and their fellow travellers showed incredible immaturity to think that they could make such a journey without mishap.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (we) displayed breath-taking naivety (line 43)	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **It's difficult to envisage how cut off from our previous lives we were back then. Mobile phones and emails weren't yet invented. There was no internet linking different countries and cultures. To phone home was expensive and public phones weren't easy to find. I was away two years and managed to phone home twice.** • **envisage:** visualise / picture / imagine	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **linking:** connecting / bringing together / joining	1

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **expensive:** costly / needed a lot of money / pricey	**1**
2(c)	**Use one example from the text below to explain how the writer suggests the attitude of the owner of the orange juice.** **Use your own words in your explanation.** **This is the story of that big, red double-decker bus. This isn't a children's story, and if you try reading it to children, they'll soon lose interest in the increasingly petty details of our daily life. In one early letter to my parents, I wrote: 'We had yet another meeting yesterday to sort out grievances.' This latest inquest had been into who'd drunk someone's orange juice from the fridge. The devastated owner knew some had been 'stolen' because he'd marked the level of the liquid in the bottle.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the attitude of the owner of the orange juice. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the attitude of the owner of the orange juice. Award 1 mark for an example with an attempt at an explanation which shows awareness of the attitude of the owner of the orange juice. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **(increasingly) petty details of our daily life:** inconsequential, making a fuss over nothing and getting worse (orange juice incident is even more petty than previous ones) • **yet another meeting yesterday to sort out grievances:** seems to happen regularly; absurd formality of a 'meeting; treated as if some terrible wrong, taking it far too seriously, holding a grudge • **This latest inquest into who'd drunk someone's orange juice:** formal meeting to investigate as if a serious crime has been committed; pompous, overblown, keeps happening; suggesting people are being intolerant / over-sensitive • **The devastated owner knew some had been 'stolen':** owner's dramatic and overblown reaction as if destroyed by the loss; exaggeration of the effect; overstating and ridiculous; should be prepared to share in this context; technically was since taken without permission, using the term in this way is unreasonable and ridiculous • **he'd marked the level of the liquid in the bottle:** a calculated move designed to trap the 'thief'; petty; obsession over small things and antagonistic; suggests the tension has been rising	**3**

Question	Answer	Marks
2(d)	**Reread paragraphs 5 and 6.** • **Paragraph 5 begins 'Our world …' and describes the inside of the bus.** • **Paragraph 6 begins 'That bus …' and describes where, when and how the bus travelled.** **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 5** Overview: the bus has been transformed into a functional but compressed living space which draws attention due to being old and unusual. • **our world was inside** (that double decker bus)**:** everything / all their possession are onboard; they are confined inside the limits of the bus socially too • **an overloaded display case of rattling glass and metal on wheels**: the bus is noisy and crowded; on show wherever they go; packed in; unsafe, incongruous • **People stared in; we gazed out:** like exhibits in a shop or museum; two way – intrusive interest from people outside, considered them odd; amazed /vacant expression on the passengers' faces • **completely gutted:** everything taken out; all signs of previous life removed • (its normal entrance doors) **sealed up:** sense of being trapped; claustrophobic; difficult to get out • **gained access squeezing through:** getting inside wasn't easy; no normal doors left; tricky process to get inside; impractical • **magicking snug bunk beds:** amazing creativity / power; extremely skilled craftsperson ;(a little too) small, though cosy place to sleep • **ingenious storage seats**: clever design to make the best use of space • **almost adequate kitchen area/table:** not quite fit for purpose; a bit too small, but best possible • **disappearing to reveal various emergency supplies, spares and snacks nestled secretly beneath:** extension of magical powers – seats when lifted off have items they might need stored beneath; nature of supplies and spares unclear though 'snacks' also there suggests these too may not be that vital • **sliver of space (escaped):** every single piece of space; no matter how thin; has been utilised	

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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 6** Overview: the challenges of driving this converted double-decker across vast and varied terrains. • **traversed deserts and climbed mountains:** crossed barren areas of land and climbed steep inclines; intrepid**;** adventurous • **rumbling across continents:** travelling great distances, deep noise of the engine suggesting sturdy, solid • (only lack of money for diesel) **threatened to halt its determined march:** just finance challenges could have stopped it; stalwart, brave, military endurance • **overcome any lumps, bumps and obstacles that lay ahead:** finds a way to deal with everything, however big or small the problems are • **heavy awkward vehicle:** not a lightweight/fast, elegant form of transport; a bit embarrassing • **less manoeuvrable than a whale in quicksand:** hard to get hold of and reposition, almost impossible, unlikely incongruous image suggests shouldn't be there (out of its natural environment) and likely to sink/end in disaster • **fateful last day when it sank on a raft crossing a river – don't ask:** final ignominious end; ridiculous to have been on the raft in the first place; embarrassing to think back	

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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 Vic. Shortly after the whole trip ends, you write a letter to a friend telling them about your experience.** **In your letter you should:** • **describe the preparations for the trip <u>and</u> how you came to be involved** • **outline the different challenges faced once the journey began <u>and</u> how these were resolved** • **explain what you think everyone learned through the experience <u>and</u> looking back what you all should have done differently and why.** **<u>Write the words of the letter.</u>** **Base your letter on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** 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 the preparations for the trip and how you came to be involved. **Annotate A2** for references to the different challenges faced once the journey began and how these were resolved. **Annotate A3** for references to what you think everyone learned through the experience and looking back what you all should have done differently and why.	**25**

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Question	Answer	Marks
3	**A1: describe the preparations for the journey and how you came to be involved** • **bought second-hand bus** (det. 1955, green double decker, Roger purchased bus) [dev. old before they began] • **Roger's advert** (det. all different professions, friend of Roger) [dev. needed skilled carpenter to equip bus for living] • **painted bus red** (det. typical image of English bus) [dev. colour meant it attracted attention] • **changing the interior** (det. gutting it and fitting beds, storage seats etc) [dev. a lot of work / a tough job / did a good job / made it homely] • (procurement of) **supplies** (det. emergency, spares, snacks) [dev. may not all have been essential / tried to take everything they would need] **A2: outline the different challenges faced once the journey began and how they were resolved** • **limited space** (det. snug bunk beds, removable seats, kitchen area/table) [dev. designed convertible objects / made the most of the space they did have / lack of privacy] • **bus breaking down** (det. mechanical crisis, bus company sent out spares) [dev. ran out of spares/didn't have the right spares with them / had to learn to fit spares] • **manoeuvring the bus** (det. taller than average double-decker, damaged overhead bridges, cables and lines) [dev. learned to avoid bridges etc when they could; / coped with different terrains (differently)] • **squabbles over supplies** (det. 'stolen' orange juice) [dev. lots of argument] • **communication back home** (det. expensive to phone home; wrote letters home) [dev. could only phone home when they found a public phone box / limited options for contact / felt distant from home] • **finance** (det. growing expenses / planned adverts didn't happen; got jobs fruit picking) [dev. lack of money for fuel threatened to stop the journey; everyone had to be prepared to do manual work] **A3: what you think everyone learned through the experience and looking back what you should have done differently and why** • **different people and landscapes** (det. desert, mountains) [dev. broadening understanding of the world / planned route better to avoid obstacles / had an adventure] • **community/working together** (det. meetings) [dev: needed to be more generous about sharing / learned to work as a team] • **better forward planning** (det. group of people selected by advert; relied on luck) [dev. would select group more thoughtfully; save funds before going; choose a more suitable vehicle] • **know limitations / not be so naïve** (det. bus didn't survive / sank in a river) [dev. took unnecessary risks; weren't prepared for emergencies at all / ended up stranded] • **resilience** (det. crossed continents, only six of them lasted two years) [dev. a lot of them gave up before the trip had finished due to the challenges / sense of achievement]	

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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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