Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

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 and R2	2
1(c)	R1	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)	**Give <u>two</u> different types of technology being used by companies to help them to manage applications, according to the text.** • chatbots • automated applicant-tracking (systems)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'schedule interviews' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • arrange (a time) / organise (when) / set a (time/date) / to plan • questioning a candidate / talking with someone about a possible job / an (oral) test to see if you get the position / meeting with applicant(s)	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'early stages' (line 4).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • initial / first / starting (to happen) / (just) beginning / preliminary • points / phases / periods / levels / chapters / steps / developments	**2**
1(c)	**Reread paragraph 2 ('Though … expressions.').** **Give <u>two</u> mistakes that should be avoided by an applicant during an automated interview.** Award 1 mark for each idea, up to a maximum of 2. • dressing inappropriately / not dressing smartly enough / not dressing for an interview / dressing too casually • assuming they can re-record responses / not getting responses right first time • giving something away in their facial expression / inappropriate facial expression / forgetting that facial expressions are important • (not) using keywords	**2**

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Question	Answer	Marks
1(d)(i)	**Reread paragraphs 3 and 4 ('In pre-recorded … right person.').** **Identify <u>two</u> advantages for the applicant of the use of technology in the job application process.** Award 1 mark for each idea, up to a maximum of 2. • predictability (of AI questioning) / can prepare for (initial) interview questions / asks common interview questions • applying is less random / less speculative • less physical (exertion) / do not have to physically apply / do not have to trudge from business to business / you can apply online • can apply for (lots) more jobs	**2**
1(d)(ii)	**Reread paragraphs 3 and 4 ('In pre-recorded … right person.').** **Explain the challenges the internet has created for companies looking to hire people for jobs.** Award 1 mark for each idea, up to a maximum of 3. • no longer able to judge someone face to face / cannot rely on instinct • too many applicants to deal with / (too) many applicants (for the same job) • more difficult to identify the right person / easier to miss the right person / right person might not stand out	**3**
1(e)	**Reread paragraph 5 ('Perhaps … application.').** **<u>Using your own words</u>, explain the qualities that applicants need to demonstrate to be successful when applying in a competitive job market.** 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. • **personable** / (have) human touch / amiable (allow example of: reaching out / meeting personally / speaking to hiring manager personally) • **strategic / focused** (allow example of: only submitting a few applications) • **awareness of digital presentation** / **aware of image** (allow examples of: making sure social media is appropriate / not using different fonts and colours) • **energetic** / have energy / (have) good work-life balance	**3**

Question	Answer	Marks
1(f)	**According to Text B, what are the signs that you may need to find a new job?** **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 boredom 2 burnout / negatively affecting your health 3 checking websites daily for job opportunities 4 no longer love what you do 5 often fantasising about resigning / constantly thinking about quitting 6 low morale in the company as a whole / everyone you work with is miserable 7 stuck in the same job for years 8 over-qualified for the job / not challenged by the job 9 job has become impractical / your life has changed / job is restricting other aspects of your life 10 no training / no opportunities for growth / no promotion 11 not earning enough to live on / not able to exist on current salary 12 company values do not align with your own / feeling inauthentic at work / cannot be yourself 13 lack of appreciation for work / lack of acknowledgement	**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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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)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	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:** **Jojo nearly crashed into the lorry.** Accept cloze responses that repeat all/some of the question stem with the correct answer. • (I/he) almost collided (my/his bicycle with) [line 1]	1
2(a)(ii)	**Jojo hoped that when he visited The Peacock for his interview that day the people he might be working with if he got the job would like him.** Accept cloze responses that repeat all/some of the question stem with the correct answer. • (my/his) potential new colleagues (at the interview) [line 23]	1
2(a)(iii)	**Jojo was slightly jealous of how well Ben got on with guests.** Accept cloze responses that repeat all/some of the question stem with the correct answer. • (I/he) envied a little [line 24]	1
2(a)(iv)	**The table covering Jojo provided for Ben and the guests to use at lunchtime was immaculately clean.** Accept cloze responses that repeat all/some of the question stem with the correct answer. • (a) pristine (tablecloth) [line 20]	1
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **I waited anxiously for it to finish its delivery of frozen foodstuffs. Being behind schedule today wasn't an option. Brown boxes destined for some awful fast-food restaurant were finally off-loaded and I resumed my commute.** **anxiously** • worried(ly)/nervous(ly)/apprehensive(ly)/uneasily	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **schedule** • time things are meant to happen/the planned time/the timetable/the programme	1

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **resumed** • carried on with/went back to/continue(d)/recommence(d)/restart(ed)/ begin again	**1**
2(c)	**Use one example from the text below to explain how the writer suggests Jojo's feelings about conditions in his workplace.** **Use your own words in your explanation.** **By dawn, I'd arrived, parked against a disused outbuilding and begun the hazardous operation of re-starting the ancient, moody generator. Still coughing from the smoke, I entered the kitchen, loudly listing the merits of solar power and onsite staff accommodation, then turned my attention to the wooden worktable peppered with curling skins of yellowing paint, fallen from the ceiling.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Jojo's feelings about conditions in his workplace. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Jojo's feelings about conditions in his workplace. Award 1 mark for an example with an attempt at an explanation which shows awareness of Jojo's feelings about conditions in his workplace. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **hazardous operation of re-starting the ancient, moody generator (Still coughing from the smoke):** dangerous, complicated task; old, unreliable equipment; unreasonable to expect this every day • **loudly listing the merits**: talking about the positives at a high volume; designed to be heard; presenting the arguments for onsite accommodation and solar power as he has had enough of the commute and the generator • **(turned my attention to the wooden worktable) peppered with curling skins of yellowing paint fallen from the ceiling**: as if someone has seasoned the whole thing with flakes of paint; unattractive, unhygienic; the bits are everywhere; has come to expect this each morning; part of the routine to clean up; jaded, old	**3**

Question	Answer	Marks
2(d)	**Reread paragraphs 9 and 11.** • **Paragraph 9 begins 'The ancestral font …' and is about The Peacock restaurant.** • **Paragraph 11 begins 'Propelled …' and is about Party Planet.** **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 each 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 9** Overview: elaborate, formal dining place, past its former glory • (the) **ancestral font (of the glass-protected menu)**: intricate old fashioned lettering style; displayed as if valuable • **presented delicacies**: offered up sophisticated food; as if introducing or performing • **all reassuringly expensive, if outdated**: eating there costs a lot of money – part of the reputation as an excellent restaurant; though seems old fashioned, needs some innovation • **Every letter curled elegantly, imitating the showy tail-feathers of the fancy fowl itself**: text is intricate and swirly; meant to represent a peacock's feathers, very self-conscious and concerned to impress • **Eventually, an elderly chef, Artur, escorted me**: kept waiting for a while; aged chef isn't hurrying; treating him formally/as if he couldn't be trusted to go through on his own • (past) **waterfalling faded-velvet curtains**: opulent décor, looks to have been there for a long while; was once impressive though now jaded**;** cascading • **immense gold picture-frames (displaying darkened portraits of important-looking people)**: ostentatious; oversized and old-fashioned – not clear who the people are; colours over time have dimmed • **(boasting of my) innovative flair and passion**: talent for reinventing / designing dishes; hopes that Artur will recognise his potential to renew the restaurant's menu; overconfident • **replied coldly**: not welcoming, keeping his distance; disdainful Only credit comments on stylistic effect where these are explicitly linked to choices.	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 11** Overview: contrast with the main restaurant; newly-established, unconvincing and disappointing • **Propelled**: pushed into; rocket powered; no choice • **at the rear of the premises**: hidden away at the back of the restaurant; not made obvious • **(I) found** (myself in a room): without agency; not going as expected; did not choose to be there • **plastic UFOs and cardboard space-rockets**: unconvincing models; flimsy, cheap materials; reminiscent of toys • **(fashioned into) undersized chairs and surprisingly low tables**: shaped into small seats; furniture is unusually small; not yet realised designed for children • **Cartoons of friendly alien lifeforms adorned the walls**: caricatures of smiling space life; decorated the room; ridiculous, childish; tacky • **'Isn't it amazing?' Paul beamed**: inane and obtuse; seems genuinely impressed and ridiculously happy • **little authenticating details**: small aspects of the design meant to make it seem like you are really in space**;** far from realistic in fact • **pressed some buttons and strings of small lights**: lights are meant to be stars but can see the wires • **bank of microwaves and brown boxes**: numerous appliances; contrast with Jojo's earlier dream kitchen – this one is mundane, dull and lacking creativity; reminder of foodstuffs in brown boxes that were delivered; this is the 'awful fast-food restaurant' • **concealed behind a floor-to-ceiling screenprint of Mars**: hidden away; large picture of the planet is unrealistic; has to be so big as there are lots of microwaves	

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 Ben. When Jojo returns that evening, you have an honest conversation about the events of the day and your plans for the business. You persuade Jojo to continue working with you as your new business partner.** **In your journal entry you should:** • **explain what Jojo felt about his interview experience that afternoon and why he did not accept the job** • **explain the changes you will make to your own behaviour and to the buildings to improve Jojo's work life** • **explain the plans you have to develop the business and the different qualities and skills you and Jojo have to make it a success.** **Write your journal entry for the day.** **Base your journal on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **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 what Jojo felt about his interview experience that afternoon and why he did not accept the job. **Annotate A2** for references to the changes you will make to your own behaviour and to the buildings to improve Jojo's work life. **Annotate A3** for references to the plans you have to develop the business and the different qualities and skills you and Jojo have to make it a success.	**25**

Question	Answer	Marks
3	**A1: what Jojo felt about his interview experience that afternoon and why he did not accept the job** • **Peacock restaurant** (det. not working there) [dev. old-fashioned / not as good as he expected / no opportunity to show his creativity / had not realised where it was / misleading advertisement] • **Artur** (det. elderly chef, cold, hoped to impress colleagues at the interview) [dev. left waiting on the doorstep / escorted as if did not want him to touch anything / looked down on Jojo / unfriendly] • **Party Planet** (det. cartoons, cardboard rockets, plastic UFOs) [dev. childish / only for children / tacky / unrealistic] • **Paul** (det. manager, 'authenticating details', my favourite) [dev. appears to actually like the place / thinks it is a success] • **no cooking involved** (det. microwaves, ready prepared) [dev. insulting to his skill level / not really a head chef] • **uniform** (det. astronaut theme, not white, inflatable helmet) [dev. ridiculous / unprofessional image / unhygienic] • **frozen food** (det. Roaring Rocket and Chips, Chocolate Crater Cake) [dev. gimmicky / appealing to children / delivered by the lorry earlier] **A2: the changes you will make to your own behaviour and to the buildings to improve Jojo's work life** • **replace / fix generator** (det. unreliable, dangerous, smokes) [dev. use solar power / unhealthy] • **repair / redecorate house** (det. paint coming off the ceiling) [dev. easier to keep work surfaces clean] • **staff accommodation on site** (det. disused outbuilding) [dev. no longer have to get up so early to travel to work] • **equipment / tools / fittings** (det. modern, iron, wooden worktable, stainless steel surface) [dev. replace with more modern kitchen (equipment) / new kitchen] • **name / title** (det. Head Chef / Chef Josef Jocelin, Mr Barrage) [dev. will use the title he prefers / will not worry what Jojo calls him / will agree between them which to use / respect] • **consider Jojo's feelings** (det. went to school together, remove the job responsibilities list, both been here years) [dev. do not take Jojo's contribution for granted / disappointed he didn't tell me about the interview / annoyed] • **money from investors** (det. city) [dev. clients were impressed with the picnic / fund the changes / extra staff]	

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Question	Answer	Marks
3	**A3: the plans you have to develop the business and the different qualities and skills you and Jojo have to make it a success** • **discipline / organisation** (det. Jojo is used to getting up early, irons clothes) [dev. patience / present a more professional image] • **warm welcome** (det. Ben's easy manner, picks up guests) [dev. relaxing / on holiday] • **great food** (det. innovative take on traditional fare, green vegetable fritters with wild garlic pickle, picnics) [dev. modern menu / not frozen snacks / freshly cooked] • **authenticity** (det. both live in and know the area, helped father run it) [dev. genuine cultural experience / contrast with others (Peacock and Party Planet) / family eat together] • **rural location** (det. old stone farmhouse, out of town) [dev. expert knowledge to share with visitors / offer hiking]	

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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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