Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

Paper 1 Reading **October/November 2022**

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.

Cambridge International is publishing the mark schemes for the October/November 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

© UCLES 2022

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

© UCLES 2022

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

Components using level descriptors:

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

Components using point-based marking:

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

From this it follows that we:

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

© UCLES 2022

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, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

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

Question	Answer	Marks
1(a)	**How large do scientists think a giant squid can be, according to the text?** • (as long as) 18 metres	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'elusive monsters' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • difficult to find / hidden / rarely seen / mysterious • (large) beast(s) / (huge) creature(s) / (enormous) animal(s) *Allow 'rare'.*	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'apparently clamped' (line 5)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • seemed to be / as far as he could see / supposedly / it looked (to be) / appeared (as if) • stuck / attached (firmly) / (had) seized (onto) / (had) grabbed (onto) / holding tightly	**2**
1(c)	**Re-read paragraphs 4 and 5 ('"I saw a tentacle'' ... steering impossible.').** **Give <u>two</u> reasons why the giant squid's actions in pulling the boat and blocking the rudder might have caused alarm.** • (tentacles) looked powerful / (tentacles) looked strong • might have toppled the boat over / might have pulled the boat off course • might have broken the rudder / boat could not be steered • stopped the boat moving / may have broken the boat *Do **not** credit 'tentacle was thick' on its own.*	**2**
1(d)(i)	**Re-read paragraphs 6, 7, 8 and 9 ('Giant squid often feature ... he says.').** **Identify <u>two</u> main ways in which Mr Kersauson's giant squid was different from the giant squid in Jules Verne's novel.** • not (as) aggressive / not (as) angry • did not keep a grip on the ship / released its grip • it was real / not fictional Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 6, 7, 8 and 9 ('Giant squid often feature ... he says.').** **Explain why Mr Kersauson was ill-prepared to deal with the giant squid.** • had never encountered a giant squid before / never expected to come across such a creature / caught by surprise • (froze with) terror (at the sight of it) / so scared couldn't move • it was very large / it was powerful / it was seven or eight metres long / much bigger than him / it was too big to be scared of him • no adequate means of defending himself / nothing suitable to remove the giant squid from the boat / no (suitable) weapon(s) / nothing to scare it off *Allow 'only had penknives'.* Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 10 ('Giant squid live deep ... a year ago.').** **<u>Using your own words</u>, explain why humans do not know much about giant squid.** Answers which are entirely in the words of the text should not be credited. • live at the bottom of the sea / live where humans can't (easily) go • have been very few sightings / few opportunities to observe them / rare for one to be seen / only (about) 250 sightings • (most) squid are found dead / can't study their behaviour • corpses were often damaged / can't study their anatomy Award 1 mark for each idea up to a maximum of 3.	**3**

Question	Answer	Marks
1(f)	**According to Text B, what are the arguments against swimming with dolphins <u>and</u> what are responsible tour operators doing to improve the situation?** **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: **Arguments against swimming with dolphins:** 1. traumatic / highly stressful / prevents them from resting, feeding and nurturing their young 2. on endangered list / could go extinct 3. they may get displaced / go to live in unsafe places 4. local economy may suffer if dolphins leave 5. the pursuit of dolphins is excessive / up to 30 boats enter one pod / fast moving vessels pursue them / tours run throughout the day 6. diseases can be passed between humans and dolphins 7. kept captive (to be readily available) 8. psychological effects of not swimming wild / separating them from their pods / negative social effects **What responsible tour operators are doing:** 9. limit the numbers (of boats and passengers) 10. allow the dolphins to take the initiative / let the dolphins decide if they want to be sociable / read their behaviour / wait for the dolphins to come to you 11. (instruct clients) not to touch the dolphins / only touch them if they come to you 12. watch the dolphins from land 13. show respect to dolphins	**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.

© UCLES 2022

Table B, Writing

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

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

© UCLES 2022

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)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

© UCLES 2022

Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **In the beginning, Ocean Hotel had been a base for studying marine life.** originally (line 6) ***For parts 2i to 2iv**, accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Eloise and Jenny often went scuba-diving in earlier years.** frequently (line 13) ***For parts 2i to 2iv**, accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iii)	**Eloise pulled a disrespectful expression at Ocean King's appearance.** rolled her eyes (dismissively) (line 23) ***For parts 2i to 2iv**, accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iv)	**Ocean King, costume removed, was now dressed in a dark blue scuba suit** (now) divested of his fishtail (and silver hair) (line 34) ***For parts 2i to 2iv**, accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **In its vicinity were coral reefs. My heart raced at this thought: I knew this would be our next trip away. As I pointed out to Eloise on the phone, she had chosen our last getaway – a sojourn in a sedate hotel where we'd reclined in comfortable chairs in the gardens, and she'd taken photographs of distant rolling hills.** **In its vicinity:** nearby / next to it / in the area	**1**
2(b)(ii)	**sedate:** calm / quiet / tranquil / peaceful	**1**
2(b)(iii)	**reclined:** sat back / leaned back / relaxed / rested	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the narrator Jenny's feelings during the day and evening.** **Use your own words in your explanation.** I passed the rest of my day diving happily, while Eloise sat on a sea wall, staring out across the ocean. In the evening, I took an energising freshwater shower, streamed marine conservation documentaries, played animated board games with a taciturn Eloise and feasted on both our pizzas, delivered with a regal bow by Ocean King. Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Jenny's feelings during the day. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Jenny's feelings during the day. Award 1 mark for an example with an attempt at an explanation which shows awareness of Jenny's feelings during the day. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following:** **'passed the rest of my day happily diving'**: contented; gives all the time she has to her diving; totally absorbed in the activity **'energising (freshwater shower)'**: invigorating, refreshing; pure and clean water; rejuvenation; wants to engage with all aspects of the experience; motivated **'streamed (marine conservation documentaries)':** watching, fascinated by the subject, inspired to find out more **'animated (board games)'**: throws all her energies into the games; lively; noisy; competitive; confident; contrast with Eloise **'feasted (on both our pizzas)'**: ate Eloise's pizza as well; banqueted; she is very hungry and enjoying the pizza, humour **'delivered with a regal bow by Ocean King'**: treated like royalty; wanting to present it as if excellent service, amused by the theatre of it	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 8 and 10.** • **Paragraph 8 begins 'Our induction to hotel rules ...' and is about Ocean King's appearance as he explains the rules of Ocean Hotel.** • • **Paragraph 10 begins 'Almost immediately ...' and is about Jenny's scuba diving experience in the lagoon next to Ocean Hotel.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for Question 2(d) (Table A, Reading) Notes on task This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses *might* use the following: • **Ocean King's appearance as he explains the rules of Ocean Hotel in paragraph 8, beginning 'Our induction to hotel rules …'** *Overview: eccentric and unconvincing appearance of Ocean King, comical and funny.* **novel:** unusual, remarkable, engrained in mind, never seen anything like it **bedraggled** (grey beard)**:** dishevelled; trying to look like he has just emerged from the sea; put the beard on hastily **hoary sea-worn tresses:** greyish white/ silvery hair; gone to some effort to look the part of a (powerful) mythical sea being or pirate (pair of) **youthful** (brown eyes)**:** animated, lively; can't quite conceal the fact that he is really a younger man **twinkled:** sparkled; Ocean King is enjoying the joke; fun (more distracting again was the) **fluorescent-green fishtail:** captures the attention; takes away from the intended impression; bright shiny, lurid; childish, artificial **waddled unconvincingly:** walked clumsily; like a sea animal on land; inelegant, not fooling anyone **heavily-grizzled eyebrows:** very grey; too grey to be real; suggestion of being large and thick, overdone **glued in a permanent frown:** screwed up in a constant scowl; trying to look serious but no natural movement; stuck on, fake	**15**

© UCLES 2022

Question	Answer	Marks
2(d)	• **Jenny's scuba diving experience in the lagoon next to Ocean hotel in paragraph 10, beginning 'Almost immediately …'** *Overview: romanticised, magical underwater world.* **shell-encrusted:** completely covered; decorated as if with gems, part of the natural world, blending in with surroundings **thrilled** (by the sights): excitement, fascination (striped clownfish) **darted** (among): moved rapidly from one place to another; zigzagging; agile; light; free to move as they please; playful; reflective of Jenny's excitement **swirling fingers** (of sea anemone)**:** twisting, long and thin shapes; performing dancing movements **silvery fish reeled:** shiny grey-white fish circled **huge glittering whorls:** very big sparkling spirals, as if precious metal **fan out in shockingly pink (fractal branches):** reaching out in many different directions; deep/dazzlingly pink amazingly bright, natural shapes, magical forest (grow in) **coruscated hummocks:** flashing, sparkling mounds, piles, ridges **delicate** (enough to be damaged by): need to be looked after, precious, valuable **their dainty structures flashed like firecrackers:** fragile, small, colourful, shapes dazzled like explosives at celebration Only credit comments on stylistic effect where these are explicitly linked to choices.	**15**

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

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

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

© UCLES 2022

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, W4 and W5 (10 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

© UCLES 2022

Question	Answer	Marks
3	**You are Eloise. After you arrive home from your stay at Ocean Hotel, you write an entry in your journal about your experience.** **In your journal entry you should:** • **explain how you felt when you first learnt about Jenny's plan to stay at Ocean Hotel and why you felt like this** • **describe Ocean hotel and your reactions to what happened there** • **describe your feelings now and your thoughts on how to approach Jenny about the next trip away.** **Write the words of the journal entry.** **Base your journal entry on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer, and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) Notes on task Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.	**25**

Question	Answer	Marks
3	**A1 Eloise's feelings about Jenny's plans to stay at Ocean Hotel and why she felt like this** • **Eloise's holiday preferences** (det. quiet hotel, garden, views, photography) [dev. enjoys quiet life / horrified at the thought of change / (dislikes) too much adventure] • **Jenny's preferences for holiday** (det. bored last time, found this place online) [dev. very different interests / fascinated by sea life / energetic] • **underwater hotel** (det. former marine research station) [dev. terrified of deep water / potentially claustrophobic / absurd idea] • **scuba diving** (det. out of practice, Jenny has spare equipment) [dev. worried / gave up scuba diving for a reason / no choice of activities for the daytime] • **Jenny's turn** (det. usually take it in turns to choose where to go) [dev. felt obliged to go along with Jenny's wishes] • **induction** (det. rules regarding cameras and face cream) [dev. likes to take photographs / no face cream is the last straw / frustrated] **A2 Description of Ocean Hotel and Eloise's reactions to what happened there** • **hotel outside appearance** (det. 10m dive below sea-level, just-about visible shimmering yellow entrance, submerged metal box, shell-encrusted doorstep) [dev. looked worse than she had expected] • **facilities of hotel inside** (det. freshwater shower, board games, watch documentaries) [dev. at least that passed the time / took her mind off where she was] • **hotel manager** (det. Ocean King, grey hair, beard, green fish tail, young man dressed up) [dev. juvenile / silly behaviour / not a good look / unprofessional / gimmicky / no other staff / adept diver] • **food** (det. pizza, hot bread rolls) [dev. no choice. / unhealthy / no appetite] • **different marine life** (det. clownfish, silvery fish, corals) [dev. pretty / had enough after a while / annoyed couldn't take photos] • **noisy overnight** (det. thin walls, earmuffs) [dev. difficult to sleep] **A3 Eloise's feelings now and her thoughts on how to approach Jenny about their next trip away** • **feelings now she is home / leaving** (det. hadn't enjoyed any of the trip, already buckled her fins) [dev. exhausted through lack of sleep / relieved to be home / hungry / sorry she didn't make more effort - it was only one night / keen to leave] • **feelings about Jenny looking back** (det. laughed about face cream, woke her up) [dev. inconsiderate / uncompromising / insensitive / selfish / realising unfair to Jenny last time] • **compromise / go on separate holidays** (det. have been taking turns) [dev. somewhere with a mixture of relaxing scenery and exhilarating activity] • **she will plan any future trip(s) herself** (det. Eloise's turn to choose) [dev. better food menu / more open air]	

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.

© UCLES 2022

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

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

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

© UCLES 2022