Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT) **0500/11**

Paper 1 Reading **October/November 2023**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

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[Turn over

Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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

Components using level descriptors:

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

Components using point-based marking:

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

From this it follows that we:

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

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ANNOTATION

SYMBOL	MEANING	Q1a – 1e	Q1f	Q2a – c	Q2d	Q3
^	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 (good own words)		Y	Y (effective use of own words)
O	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)	Y	Y
REP	repetition		Y		Y	Y
💬	summative comment		Y Reading Writing		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages		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, 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.

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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)	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, W3 and W5	10 5
Total		**30**

Question	Answer	Marks
1(a)	**How have humans always felt about being able to fly, according to paragraph 1?** • fascinated (by)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'ancient cultures' (line 2).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • (very) old / bygone / past / early / from a long time ago / historical • civilisations / peoples / communities / ways of living / populations / traditions / heritage / customs Credit alternatives explaining the whole phrase.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'range freely' (line 2).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • move / travel / fly • wherever they want / without restraint / unrestricted / no limit to Credit alternatives explaining the whole phrase.	**2**
1(c)	**Reread paragraph 2 ('In Greek mythology … minor injuries.').** **Give <u>two</u> reasons why some humans created wings for themselves.** • to escape (imprisonment) • to find out how birds fly Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(i)	**Reread paragraphs 3 and 4 ('Artist and inventor … trying this out.').** **Identify the <u>two</u> ways in which da Vinci's flying machines were designed to work.** • flapping wings (to lift off the ground and move forwards) • operated by a (prone) person using their arms and legs / using muscle power Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 3 and 4 ('Artist and inventor … trying this out,').** **Explain why da Vinci's designs were unlikely to be a success in practice.** • humans do not have the muscle power (compared to birds) / humans could not keep up this kind of physical activity for very long / limited by human physiology • no engine / difficult to launch the machine • risky / dangerous / (most) people may not want to fly the machines for fear of an injury Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 5 ('In the twenty-first century … speed and convenience.').** **Why might humans not want to fly on an aeroplane in the twenty-first century?** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • may not wish to sit for long periods / do not want to be seated for many hours / find it uncomfortable on long-haul flights • not interesting way to travel / may wish to watch the route • environmental concerns • (high) cost / (too) expensive Answers which are entirely in the words of the text should not be credited.	**3**

Question	Answer	Marks
1(f)	**According to Text B, how should passengers on an aeroplane act to ensure the safety and comfort of everyone on the plane?** **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** show respect / behave politely (to flight attendants) / do not take advantage (of attendants) **2** stow their own overhead luggage **3** have heavy luggage put into the cargo storage **4** use the call bell responsibly / do not use call bell for drinks or blankets **5** take opportunities to stretch legs / exercise / do not sit for too long **6** use earphones (to listen to music) / make sure others cannot hear your music **7** heed the seatbelt sign / fasten your seatbelt / do not pretend seatbelt is fastened when it is not **8** leave the plane promptly / make sure they are ready to leave as soon as the plane lands **9** book seats in advance / request seat changes at check-in **10** do not put pressure on other passengers / do not throw tantrums **11** keep seating area clean / do not throw food on the floor **12** do not bring strong smelling food on the plane	**15**

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

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

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

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Table B, Writing

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

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

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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)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	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:** **Edgar took big, confident steps while escorting Jeswin to the place they would be working together that day.** • (Edgar / He) strode (line 1) Accept cloze responses that repeat all / some of the question stem with the correct answer.	1
2(a)(ii)	**Jeswin realised at once that the members of the family approaching could be in need of help.** • (Jeswin / He) immediately understood (that) (line 19) Accept cloze responses that repeat all / some of the question stem with the correct answer.	1
2(a)(iii)	**Jeswin felt happy that his job was mostly going well.** • (Jeswin / He) was pleased (with himself) (lines 32 - 33) Accept cloze responses that repeat all / some of the question stem with the correct answer.	1
2(a)(iv)	**Jeswin believed that the older man was not guilty of trying to steal from the other man.** • (he was) innocent (line 43) 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:** **Jeswin wriggled to detach himself from Edgar's large hand. He had been attached (in a more figurative sense) today to Edgar to learn his job: making sure that the passengers had the documents they needed to fly, showing them where to take their luggage and giving helpful and friendly advice.** • **detach:** separate / get (himself) away / remove himself from / free / loosen himself from / escape from	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **documents:** (official) paperwork / papers / passports / tickets / visas	1

Question	Answer	Marks
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **helpful:** useful / valuable / beneficial / practical / assisting / supportive / constructive / relevant	**1**
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests Edgar's thoughts and feelings at that time.** **<u>Use your own words in your explanation.</u>** **'I've got a report to write for the boss tonight!' huffed Edgar. 'Apparently she doesn't know what our job involves. Hah!'** **He marched towards the group. 'Good morning. Your documents, please, so I can make sure they are in order before you drop your luggage off.' Edgar flipped through identity documents with the dexterity of a master player shuffling a deck of cards, before surveying the three suitcases. 'Take it you packed those suitcases yourselves and they haven't been out of sight since you got here? Go to the roped area over there. Shouldn't be too long to wait.'** • Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Edgar's thoughts and feelings at that time. • Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Edgar's thoughts and feelings at that time. • Award 1 mark for an example with an attempt at an explanation which shows awareness of Edgar's thoughts and feelings at that time. The explanation may be partial. • The explanation **must** be predominantly in the candidate's own words. **Responses *might* use the following:** • ('I've got a report to write for the boss tonight!') **huffed Edgar:** his tone is annoyed; feels that the report is an unreasonable imposition; use of exclamation mark emphasises exasperation • **'Apparently she doesn't know what our job involves. Hah!':** sarcastic tone at the expense of his Boss / an expression of exasperation about his working conditions / self-pity / contempt / use of exclamation mark emphasises tone • **marched** towards the group: suggests his confidence and/or annoyance / officious / purposeful action / could be showing off to Jeswin. • **flipped through identity documents with the dexterity of a master player shuffling a deck of cards:** quickly checks the documents / proficient / done it lots before / knows what he's doing /desire to get the job over and done with / efficient / showing his skills • **surveying the three suitcases:** scanning with efficiency of a machine / expert / in control	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 4.** • **Paragraph 2 begins 'You're going to be ...' and is about Jeswin's and Edgar's experiences at the beginning of this day.** • **Paragraph 4 begins 'Edgar's expression began ...' and is about the arrival of the first passengers of the day.** **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 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: **Paragraph 2 begins 'You're going to be...' and is about Jeswin's and Edgar's experiences at the beginning of this day.** *Overview: contrast between Edgar's familiarity with and resentment about his job and their workplace and Jeswin's feelings of being quite overwhelmed by the newness and unexpectedness of it.* • **announced:** spoke dramatically for effect or emphasis; patronising, smug satisfaction • **ironic grimace contorting his round face:** unpleasant expression; forced smile; sarcastic/mocking attitude; feels superior to Jeswin in the situation he is in; suggests that he knows it is going to get manic very shortly • **twisted Jeswin's little shoulder through a dizzying one hundred and eighty degrees:** spins Jeswin by the shoulders in the shape of a semi-circle; huge concourse; controlling; Jeswin feels like a puppet; disorientating; flamboyant movement – showing off • **eerily silent:** very quiet in a way that is unsettling; strangely quiet; usually bustling / will get busy; the calm before the storm; building anticipation • **comprised many empty roped-off labyrinths:** many queue areas for the passengers to work their way round; like a maze; puzzling; easy to get confused; long waits expected • **passengers would negotiate:** have to find their way; hard work, difficult skill • **surrendered into the safe hands:** given up to the secure control of the staff; trust / relief at getting rid of it; responsibility given over; military language to suggest the airport is unfamiliar and a slightly hostile environment • **deposited:** put / set down; the cargo hold is a place of safekeeping like a vault or a bank; luggage is valuable to the customers *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 4 begins 'Edgar's expression began ...' and is about the arrival of the first passengers of the day.** *Overview: passengers viewed entirely from Edgar's perspective as an inconvenience and annoyance* • **(began to) radiate mild exasperation:** send out waves of annoyance; impatient; intolerant; little empathy; unable to hide feelings; building tension • **small knot:** little group; unimportant; keeping close together for security; develops the idea that Edgar views them as unsophisticated idiots • **wandering uncertainly:** walking in a way that suggests they do not know where to go/what to do; insecure; nervous; suggests that Edgar views them as clueless and needing direction at all times • (Their luggage trolley was) **performing a shaky dance:** trolley wobbling around, has mind of its own; impending disaster, trouble coming; reflects the customers' inadequacies from Edgar's perspective • (a small child) **hung:** held on; uncertain grip on trolley; shambolic, risky • **trying to deter three disobedient suitcases from unscheduled disembarkation:** attempting to prevent unruly suitcases from falling off the trolley; unpredictable; hopeless; inexperience/uncertainty in an airport; even their luggage is defying systems; mischievous; rebellious *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

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, W4 and W5 (10 marks):

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

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Question	Answer	Marks
3	**You are Edgar. That night you write the report that your boss has asked for about the work the 'Meet and Greet' team do. In your report you should:** • **explain what the role of meeting and greeting passengers involves at present** • **evaluate potential problems for both 'Meet and Greet' staff and passengers** • **suggest how the experiences of both passengers and 'Meet and Greet' staff could be improved.** **Write the words of the report.** **Base your speech on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **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 the role of meeting and greeting passengers involves at present **Annotate A2** for references to potential problems for passengers and staff **Annotate A3** for references to how the experiences of both passengers and 'Meet and Greet' staff could be improved.	**25**

Question	Answer	Marks
3	**A1:** what the role of meeting and greeting passengers involves at present • **waiting in departure concourse** (det. arrive when empty, near check-in desks) [dev. arrive before passengers / customer care starts from the first moment the passengers arrive / key role often overlooked] • **welcoming passengers** (det. courteous, friendly) [dev. ensuring passengers enjoy their flight experience / representing the company / upholding company's positive reputation] • **documents** (det. make sure correct, identity documents) [dev. can be done quite quickly if you are experienced / helps to avoid errors later] • **luggage** (det. check it was packed by passengers / not been out of sight / show passengers where to take it, report unattended luggage) [dev. potentially serious if others have tampered with it / potential safety concern] • **giving information** (det, helpful / constructive) [dev. answering people's questions / putting people's minds at rest] **A2:** potential problems for both 'Meet and Greet' staff and passengers • **security** (det. dealing with incidents; suspected 'thief') [dev. some situations can get tricky / need to intervene where there are disputes / misunderstanding] • **passenger queues** (det. many roped off lines before the check-in desk, wait in the concourse) [dev. long wait / tiresome] • **confusing environment / procedures for passengers** (det. wander uncertainly around) [dev. have to ask for help / dissatisfied customers] • **trolleys** (det. unsteady, luggage keeps falling off) [dev. adds to passenger discomfort / potentially dangerous to children] • **staff working conditions** (det. too much to focus on, fifteen minutes for lunch, has to write report after work) [dev. might try to hurry the job / not doing the job thoroughly leads to low morale / difficult to maintain standards / overwhelming] • **supervision of new staff** (det. Jeswin is not as fast) [dev. difficult to offer help/monitor/ support in challenging situations; not all new staff adapt to dealing with difficult situations as well as Jeswin did]	

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Question	Answer	Marks
3	**A3:** how the experiences of both passengers and 'Meet and Greet' staff could be improved • **passengers with particular needs** (det. elderly man, unsteady on feet, passengers for whom standing is uncomfortable) [dev. make seating available / open up a fast-track check-in for elderly disabled passengers /staff to identify passengers who might need help on arrival] • **passengers with families** (det. small children) [dev. dedicated area / allocate staff to support them] • **better equipment** (det. trolleys do not wheel well) [dev. buy new trolleys / repair trolleys / security cameras / scanners for documents] • **appoint more staff / allocate specific roles** (det. on check in desk, just two on duty in Meet and Greet team) [dev. improve customer experience / relieve stress for staff / allow longer breaks] • **staff training / development** (det. new / long serving employees) [dev. more focused training before requiring them to work / improve employee performance / not everyone will cope as well as Jeswin] • **simplify routes through the airport** (det. currently a labyrinth) [dev. clearer signage / remove some of the ropes] • **provide (a range of) information beforehand** (det. different destinations) [dev. help prepare passengers in advance / other ways to give information such as videos, apps and leaflets]	

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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. • 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.

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