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

Paper 1 Reading **October/November 2024**

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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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 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	Q1(a) – 1(e)	Q1(f)	Q2(a) – (c)	Q2(d)	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 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 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)	**Which bee is the biggest in a colony, according to paragraph 1?** Award **1** mark for: • **queen** (bee)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'special diet' (line 3).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • distinctive / different / particular / specific / just for her / tailored (to her needs) / unique • food / nourishment / nutrition / meal(s) / alimentation Credit alternatives explaining the whole phrase.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'sole purpose' (line 5)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • solitary / only / single / unique / their one • reason for existence / job / role / function / use / task / objective / aim / intenti on / motivation / goal Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 3 ('Bees have different – deep inside them.').** **Give <u>two</u> characteristics that make the early bumblebee and the garden bumblebee different.** Award 1 mark for each idea, up to a maximum of 2. • size / early bumble bee is small(er) / garden bumblebee is large(r) • length of tongues / garden bumblebee has a long(er) tongue / early bumblebee has a short(er) tongue • agility / the early bumblebee is (more) agile	**2**
1(d)(i)	**Re-read paragraph 4 and 5 ('Plants can … subject of study.').** **Identify <u>two</u> ways in which bee pollination is needed for plants.** Award 1 mark for each idea, up to a maximum of 2. • Growth • Reproduction • (enable plant to produce) food	**2**

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Question	Answer	Marks
1(d)(ii)	**Re-read paragraph 4 and 5 ('Plants can … subject of study.').** **Explain how humans have benefited from the existence of bees** • range of food / different foods / fruits, coffee and vanilla / appealing foods • cotton (clothing) / natural clothing materials / natural fabrics • education / science / the arts / studying them	**3**
1(e)	**Re-read paragraph 5 ('But bees … costing us all.').** **Why might some humans disregard the threats to bees?** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • not aware of how human decisions impact on bees / do not know that bees are threatened • food production is prioritised / want food to be readily available / want safe food / farmers need to produce food / need to use pesticides • need to build (more) houses / need to expand towns / need for urbanisation • selfish / thoughtless / only thinking about themselves / focused on human desires / consider only human needs • do not realise threats to bees (will) affect humans too Answers which are entirely in the words of the text should **not** be credited.	**3**

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Question	Answer	Marks
1(f)	**According to Text B, what should people consider and do before taking up beekeeping?** **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 the reasons why they want to keep bees 2 whether they want the hard work / if they are ready for the responsibility of looking after bees 3 whether they are allowed to keep bees in their area / any local restrictions on beekeeping 4 (seeking) help from bee keeping organisation(s) / expert advice / researching (online) 5 appropriate clothing / protective clothing / full beekeeping suit and gloves 6 you might be stung 7 what their neighbours might think / neighbours may object 8 appropriate location for the hives (allow example: flat / sheltered / in the sunlight by day / accessible) 9 weight of the hive / practicality of the hive 10 bees cannot be left alone for long 11 someone suitable to look after the bees when they are away 12 cost implications / that beekeeping can be expensive / only buying what you need	15

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

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

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

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Table B, Writing

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

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations, or the response may be very brief. • The response may include lifted sections.
0	**0**	• No creditable content.

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

Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R2	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 <u>words underlined</u>:** **Abdul does not feel the same <u>confidence about the future</u> as Damian.** • (Damian's / his) **optimism** (line 4) 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 <u>words underlined</u>:** **Abdul shared his <u>very thorough</u> research with Damian.** • (his) **painstaking** (line 23) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:** **Damian wished to <u>make his range of smoothies more varied</u>.** • (to) **diversify** (his range of smoothies) (line 29) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:** **Damian and Abdul <u>look very thoughtfully</u> at all the bees in the acacia tree.** • (the two men / they) **contemplate** (the bees) (line 47) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(b)(i)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **A few months earlier Damian and Abdul had been <u>relaxing</u> in Damian's field, near his beehives. It had been the first <u>mild</u> morning for many months and the two men were <u>sipping</u> Damian's home-made acacia honey and berry smoothies.** • **<u>relaxing</u>:** unwinding, sitting comfortably, taking time out, chilling, resting, lounging	**1**
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **<u>mild</u>:** not too hot / not too cold, cool(er) / warm(er), pleasant (weather), agreeable, temperate, calm, nice	**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>:** • **<u>sipping</u>:** (taking) small mouthfuls, drinking (a little bit at a time)	**1**
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests the thoughts and feelings of Damian about running his own business.** **<u>Use your own words in your explanation.</u>** **'I agree with that little bee,' announced Damian, smacking his lips in pleasure at the taste of honey and berries. 'We should venture out of our own hives and taste the sweet nectar of life. Get ahead of the crowd. Nice big shop in the middle of town.'** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Damian's thoughts and feelings. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Damian's thoughts and feelings. Award 1 mark for an example with an attempt at an explanation which shows awareness of Damian's thoughts and feelings. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. **Responses *might* use the following:** • **'I agree with that little bee,' announced Damian:** relates to the small bee as brave; affectionate; dramatic, theatrical, (deliberately) eccentric • **smacking his lips in pleasure:** opens and closes his mouth noisily; reflects his enjoyment of the smoothie but also how Damian relishes the idea of an exciting business future; self-congratulatory • **venture out of our own hives and taste the sweet nectar of life:** leave their comfort zone; excited about the future; wants to take chances, be independent; casual risk-taker; romanticised, idealised view; nectar is the food of Gods / Queen so sees them reaching great heights and wallowing in the fruits of their hard work • **Get ahead of the crowd:** wants to be a leader; feels competitive; wants recognition; resists being ordinary, suggests arrogance / overly ambitious; like a race • **Nice big shop in the middle of town:** imagines success without thinking carefully; huge size of shop, central location; ambitious; big dreams; life of grandeur and significance; shop and location indicative of material success he wishes for; superficial desire to be at the centre.	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 5 and 11.** • **Paragraph 5 begins 'The delicate tracery …' and is about Damian's view of the hive and acacia tree as a worker bee comes out to look for nectar.** • **Paragraph 11 begins 'A worker bee …' and is about a bee arriving in the kitchen as Damian thinks about his range of smoothies.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for **Question 2**(d) (Table A, Reading) **Notes on the task** This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	**Paragraph 5 begins 'The delicate tracery …' and is about Damian's view of the hive and acacia tree as a worker bee comes out to look for nectar.** *Overview **might** include: the complex activities of the bees as the acacia tree starts to come into bloom and nature works in harmony* • **delicate tracery:** fine, intricate, fragile decorative patterns; artistic design • **(cast a) dancing dappled shade:** area covered in spots of soft light and dark colour; sunlight making patterns through the leaves of the tree; reciprocal relationship between bees, tree and sunlight • **venture uncertainly:** set off on a journey without confidence; a bit fearful; on an important mission/quest • **drew dizzy spirals in the air:** made circular shapes as it moved in the air; unsteadying; spinning; confusing to watch; bee trying to get its bearings; going nowhere • **orientated:** using clues from its surroundings to find its direction; worked out where it was going • **sensing (the nectar in the) newly budding flowers:** detecting (the nectar in the) young blooms/blossoms; machine-like; programmed; instinctive response; suggestion of promise • **humming in reverential attendance:** low pitched continuous noise in admiration and respect as they wait on the queen; subservience; treat her like real royalty • **burst into flower:** erupt into blossom; suddenness; arrive when not expected; imminent; spectacle • **cascades of clustered** (white blossom)**:** large bunches of petals tumble down amongst the tree branches, like a waterfall; plentiful, abundance • **turn the trees silver:** make the trees look shiny; as if turning something natural into a precious metal; ornamental • **solitary worker would be accompanied by hundreds of other labourers:** isolated bee; working by herself; industrious; dedicated to cause; many working fellow bees; all pulling together • **all intent on drinking their fill of nectar:** very focused on what they are doing; know their roles; satiating hunger; purposeful Only credit comments on stylistic effect where these are explicitly linked to choices.	

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Question	Answer	Marks
2(d)	**Paragraph 11 begins 'A worker bee …' and is about a bee arriving in the kitchen as Damian thinks about his range of smoothies.** *Overview **might** include: humorous characterisation of Damian as he closely observes/communicates with a bee* • **swung:** swooped; entered with a big flourish; confident; casually popping in • **settled momentarily:** stopped for a short period; as if deciding whether to stay • **carefully probe droplets of honey that had puddled:** testing tiny amounts of the honey from the small pool formed; deliberately examining; scientific research • **smiling to itself in self-congratulatory glee:** appears pleased with itself at making this discovery; likes the work it has done in making this honey; enjoying itself; smugness reflecting Damian's own feelings • **'What shall I turn my talents to next?':** asking the bee for his opinion, Damian's confidence in his own abilities borders on arrogance; humour, playfulness; relaxed and close relationship with bees • **segmented antennae rotated through a full 90 degrees:** Damian's close observation of the bee and its actions; antennae revolve/make a quarter circle movement; antennae are divided into separate parts; very small and intricate; each part integral to the movement; machine-like • **folded outwards, as if in a quizzical hand gesture:** bent away from the bee's body as if using the body language of a puzzled human; Damian's interpretation of the bee's movements as if it is answering him • **gossamer wings reclined:** fine, delicate, gauze (wings) settled, moved back to their original position; like a ballet movement; ballet tutu; spider's web • **contemplative silence consumed:** an absence of sound for thoughtful reflection took over; as if Damian and the bee are trying to work out the answer to his question together; both are still and quiet; shared moment • **'You're no help!' reprimanded Damian playfully:** tells the bee off in a light-hearted way; Damian's humour; knows it's his own problem; closeness to bees; speaking his own thoughts (about himself) out loud 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 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 Abdul. At the end of your first day selling smoothies at the market, you write a journal entry in which you reflect on your experiences.** **In your journal entry you should:** • **explain the most important considerations you had when wanting to set up the business** • **explain your thoughts and feelings about your business partner, Damian, <u>and</u> the advantages and drawbacks of being in business together** • **describe how you see your business developing in the future <u>and</u> any concerns you may have.** **<u>Write the words of the journal entry</u>** **Write about 250–350 words.** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on the task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to the most important considerations you had when wanting to set up the business **Annotate A2** for references to your thoughts and feelings about your business partner, Damian, and the advantages and drawbacks of being in business together **Annotate A3** for references to how you see your business developing in the future and any concerns you may have.	**25**

Question	Answer	Marks
3	**A1: explain the most important considerations you had when wanting to set up the business** • **making money** (det. sold out on first day) [dev. needs to be profitable / support two people] • **research** (det. survey customers, online advice, price prepared to pay) [dev. needs to be thorough / need to know your market] • **smoothies** (det. fresh fruit, acacia honey, locally sourced) [dev. quality of product / natural product / honey is the product's 'USP' / delicious] • **resources** (det. fridge, freezer, van, packaging) [dev. initial outlay / need to build in purchase / take account of running costs] • **venue to sell product** (det. weekly market stall) [dev. trial period / save profits to gradually invest in more ambitious projects] • **attract customers** (det. cherry smoothies on offer) [dev. might make a loss at first / win customer approval] **A2: explain your thoughts and feelings about your business partner, Damian, <u>and</u> the advantages and drawbacks of being in business together** • **Damian's creativity** (det. makes product, talented) [dev. inventive / knows what people like / proved right / dedicated / Adbul more business orientated] • **Damian's optimism** (det. take double to sell next week) [dev. unrealistic / moving too quickly / encouraging / potential conflict] • **Damian's relationship with bees** (det. talks to them, observes them closely) [dev. treats them like human friends / whimsical] • **good friends** (det. since school) [dev. know each other well / comfortable around each other / knows how to deal with him / irritation] • **teamwork** (det. congratulating each other after first day) [dev. motivational / share burdens] **A3: describe how you see your business developing in the future <u>and</u> any concerns you may have.** • **(fear of) rivals** (det. may copy business idea) [dev. may be dependent on Damian's creativity to fight off rivals / need to be unique / need to carefully watch market / more regular polls / market research to see what customers want] • **permanent premises** (det. (no other) shop in town, open every day) [dev. not sure he wants the change / enjoys life as it is now / possibility for the future / filling a gap in the market] • **broadening product range** (det. savoury, pizzas, different milks) [dev. unworkable idea and/or likely impact on the market / would need to invest in further resources and/or staff] • **future of bees** (det. currently living in Damian's field) [dev. practicalities / feels responsible for the bees' welfare / add to the hives] • **environmental credentials** (det. eco-friendly packaging, amount of packaging) [dev. natural product so should be (more) responsible / look for greener solutions]	

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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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