CAMBRIDGE
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FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT) **0500/13**

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	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)
DE	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.

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

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Question	Answer	Marks
1(a)	**What is the name of the type of building that is built a long distance downwards into the ground?** Award **1** mark for: • earthscraper(s) / inverted skyscrapers	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'impressive distance' (line 4).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • substantial / significant / sizeable / considerable / amazing / great / surprising / very long • way / length / depth Credit alternatives explaining the whole phrase.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'countless structures' (line 5).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • innumerable / (a) huge number of / numerous / many / lots of / uncountable • buildings / constructions Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 2 ('Countless structures ... architectural plans.').** **Give <u>two</u> reasons why an underground car park could not be described as an 'earthscraper'.** Award 1 mark for each idea, up to a maximum of 2. • shallow setting / not deep (enough) / (too) shallow • not multifunctional / serves a limited purpose • unexciting • earthscrapers are fictional / no earthscrapers have been built yet	**2**

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Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 3 and 4 ('One proposal ... the project.').** **Give <u>two</u> ways in which Mexico City might benefit if an earthscraper was built.** Award 1 mark for each idea, up to a maximum of 2. • resolves problems created by restricted space and growing population • provides more amenities / wider range of amenities (allow any **two** example(s) from: more living space / more retail space / more office space / a museum) • historic buildings (above ground) can be conserved	**2**
1(d)(ii)	**Re-read paragraphs 3 and 4 ('One proposal ... the project.').** **Explain why building the Mexico City earthscraper could be seen as problematic.** Award 1 mark for each idea, up to a maximum of 3. • its depth / engineering issues (linked to depth) • (make provision for) Mexico City having a hot climate • needs adequate ventilation / providing sufficient ventilation • need (to employ) people of great creativity and intelligence / exceptional workforce needed	**3**
1(e)	**Re-read paragraph 5 ('There are mixed feelings ... to consider too.').** **<u>Using your own words</u>, explain why some people might be against earthscrapers.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • not necessarily environmentally friendly / effect on environment • energy to cool and heat • expensive to construct / other financial priorities (for governments) • extra pollution / more traffic jams 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, in what ways can someone buying and living in their first underground home ensure that it is a positive experience?** **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 being optimistic / looking on the bright side / not giving up easily 2 appropriate research (into locations and/or home insurance) 3 make sure you have enough money to invest / be prepared to spend more than you would on a house above ground 4 buying a pre-built home / do not build the house yourself 5 join an existing underground community / do not choose an isolated area / find a support network 6 be realistic / consider practicalities / temper your dreams / heed advice / be prepared to compromise 7 good drainage / waterproofing 8 effective insulation 9 access to natural light / designed with light in mind / good architect taking account of light 10 an area open to the sky / able to see the sky 11 managing the wildlife that come into the house / providing habitat for visiting creatures / allow animals to visit	15

Marking criteria for Question 1(f)

Table A, Reading

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

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

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Table B, Writing

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

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

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

Question 2

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

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

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R2	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:** **Milo warns the group that the way down into Underground City could be challenging.** • (the) **descent** (line 6) / (we) **descend** (line 1) 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:** **The narrator and Jodie both looked closely at the phone to read about Underground City.** • (Jodie and I / we) **studied** (the Underground City website) (line 20) / **googled** ('family-friendly trips' on my phone) (line 10) 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 words underlined:** **Underground City appears awe-inspiring on the narrator's phone.** • **amazing** (line 21) 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 words underlined:** **Before they enter the chamber, the visitors have to lean forwards and lower their heads.** • (so we) **stoop** (slightly) (line 25) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(b)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Milo is waiting for us to gather round him. He smiles expansively and beckons us closer. His eyes pick out Ben and a young girl, the only two children present.** • **expansively:** broadly, widely, in a friendly way, encouragingly, in a welcoming way	**1**

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Question	Answer	Marks
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **<u>beckons</u>:** gestures, waves, motions, call(s) (over), signs, signals, ushers	**1**
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **<u>pick out</u>:** select(s), choose(s), identifies, settle(s) on, decide(s) on, spotted, noticed	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests Simon's thoughts and feelings on the journey back to the hotel.** **<u>Use your own words in your explanation.</u>** **I notice how the volcanic rock and soil that had made burrowing underground so easy once means that this is not a land of fertile forests. A handful of lonely broken trees wither in the dry flat land as far as the eye can see. An evening walk to see this open landscape under a vast sky is a tempting idea. My camera would capture some spectacular panoramic vistas. Meanwhile, Milo is telling us about a must-visit outdoor market selling local crafts. Not my favourite thing to do ...** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Simon's thoughts and feelings on the journey back to the hotel. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Simon's thoughts and feelings on the journey back to the hotel. Award 1 mark for an example with an attempt at an explanation which shows awareness of Simon's thoughts and feelings on the journey back to the hotel. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. **Responses *might* use the following:** • **I notice how the volcanic rock and soil that had made burrowing underground so easy once means that this is not a land of fertile forests:** interested in how the make-up of the ground is conducive to digging downwards but not to growing vegetation / has changed into land that is no longer habitable; curious; different from vegetation he is accustomed to • **A handful of lonely broken trees wither in the dry flat land as far as the eye can see:** the few, isolated trees are dying; visible up to the horizon; sadness; like a (movie) scene of destruction; wasteland • **open landscape under a vast sky was a tempting idea:** enticing thought; attracted by idea; wants to experience this huge empty space; free from restrictions • **capture some spectacular panoramic vistas:** take a photo; beautiful, eye-catching wide shots; amazing sweeping views; wants to record these sights forever; enjoys photography • **Not my favourite thing to do:** understatement; ironic; has done this sort of thing before (under sufferance); finds markets tedious, hates them; prefers natural settings	**3**

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Question	Answer	Marks
2(d)	**Re-read paragraphs 1 and 5.** • **Paragraph 1 begins 'We descend ...' and is about the stairway down into Underground City.** • **Paragraph 5 begins 'Jodie was right ...' and is about the heat and family visits to the sea.** **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 1 begins 'We descend ...' and is about the stairway down into Underground City.** *Overview **might** include: the trip down into the Underground City is uncomfortable, eerie and/or exciting* • **a dark labyrinth unfurling** (below us)**:** barely lit passage, maze opening up (in front); winding downwards; mysterious; danger; monster lurking; entering the unknown; an adventure • **jostle shoulders and unforgiving walls:** knocking against other people and hard walls; narrow space; claustrophobic • (Lighting is) **muted:** dimmed, weak; secrecy, sinister, unnaturally quiet • (a few) **gentle torches discreetly hidden in unexpected crevices:** soft lighting concealed in cracks in the wall; unobtrusive; just enough light to see; atmospheric • **project alluring shades of tan, gold and red onto the exposed stone walls:** cast attractive warm colours onto the bare walls; like a grotto; magical • **dissipated:** disappeared, vanished; contrast with the heat outside • (cold air) **pushes past us, a desperate thief escaping the scene of its crime:** shoves / moves quickly upwards; guiltily; as if running away from a place where an illegal act has been committed; trepidation at what they may find at the bottom Only credit comments on stylistic effect where these are explicitly linked to choices.	
2(d)	**Paragraph 5 begins 'Jodie was right ...' and is about the heat and family visits to the sea.** *Overview **might** include: the overwhelming heat is broken up only by visits to the beach where the air is much cooler* • (the sun had been) **unrelenting:** never stopped; constant heat; would not give up; as if doling out a punishment; deliberately torturing the humans • **fresh breezes whipped the heaviness out of the air:** cool gusts replaced the still heat; beat, swiftly drove the heat away; sense of relief; coming to the rescue; asserting authority; chasing away the oppressor • **fun in the sea energised us:** revitalised; brought back to life; set them up for the day; carefree • **parched:** dried out with heat; baked in the sun; scorched, thirsty • **begged for hydration:** desperate for water; imploring, pleading, yearning • **collapsed:** completely broken; fallen away • (its trunk) **riven at the base:** completely split in half at the bottom • **spindly uppermost branches still stretched skyward:** top of the tree pointing vertically; as if (reaching arms upwards and) pleading • (lower boughs) **wept dry tears:** falling, desiccated leaves; bent down towards the ground as if in a position of grief; helpless; hopeless; defeated • **cracked earth:** split ground; lacking moisture, damaged, painful Only credit comments on stylistic effect where these are explicitly linked to choices.	

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Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

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

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

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

Question 3

This question tests reading assessment objectives R1, R2 and R3 (15 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse evaluate and develop facts, ideas and opinions, using appropriate support from the text

and writing assessment objectives W1, W2, W3 and W4 (10 marks):

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

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Question	Answer	Marks
3	**You are Jodie. After your holiday to Tassos, your friend asks you whether you would recommend Tassos as a holiday destination for them and their young children.** **<u>Write a letter</u> to your friend in which you:** • **describe the area of Tassos <u>and</u> give your thoughts about it** • **explain why you visited Underground City <u>and</u> give your thoughts about the experience** • **describe what else there is to do in Tassos <u>and</u> give your advice about the best ways to make sure that the holiday is enjoyed by the whole family.** **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 area of Tassos and your thoughts about it **Annotate A2** for references to why you visited Underground City and your thoughts about the experience **Annotate A3** for references to what else there is to do in Tassos and your advice about the best ways to make sure that the holiday is enjoyed by the whole family	**25**

Question	Answer	Marks
3	**A1: describe the area of Tassos <u>and</u> give your thoughts about it** • **temperature / heat** (det. unrelenting, cracked earth) [dev. can be intolerable] • **location / area** (det. near coast, fresh breezes) [dev. relieved that they are no further inland] • **vegetation** (det. no forests, few trees) [dev. disappointing / different to what they are used to / land is not suitable for growing plants] • **landscape** (det. flat land, volcanic rocks) [dev. uninspiring / unappealing / barren] • **accommodation / hotel** (det. courtyard to sit in, no children's activities) [dev. uninteresting / not luxurious] **A2: explain why you visited Underground City <u>and</u> give your thoughts about the experience** • **Simon's idea** (det. feeling guilty about Ben, family-friendly trip) [dev. initial scepticism / turned out to be a good idea] • **website** (det. eight floors over 100 metres, 13th century) [dev. huge / persuaded to visit] • **access** (det. dark labyrinth, narrow twists and turns, holds Ben's hand) [dev. dangerous / adventure] • **(friendly) guide** (det. Milo, provides refreshments, outlines history) [dev. cares about safety / knowledgeable / educational] • **living areas** (det. teaching areas, shops, communal spaces) [dev. disappointed that not allowed to visit all of it / relieved not going to unsafe areas / fascinating] • **Ben made a friend** (det. Anna, staying in a nearby hotel) [dev. pleased for Ben / he will enjoy the holiday more] **A3: Describe what else there is to do in Tassos and give your advice about the best ways to make sure that the holiday is enjoyed by the whole family.** • **sea** (det. fun, morning activity, energising) [dev. easily accessible] • **market** (det. outdoor, selling local crafts) [dev. enjoyed going there with Anna's mum / opportunity to sample local culture] • **evening walks** (det. taking photos, panoramic vistas, vast sky) [dev. safe to explore / pursuing own interests] • **(limited) contact with other children** (det. only two children on the trip, exchanged phone numbers with Anna's mother) [dev. plan to meet up / choose a hotel with activities for children] • **transport** (det. air-conditioned coach) [dev. worth the extra money / more comfortable for longer journeys] • **protect against the heat** (det. advised for young children) [dev. potentially dangerous to stay long in the sun]	

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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.

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