Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH (US) **0524/13**

Paper 1 Reading **May/June 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.

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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 reason.
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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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 organize and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

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

Question	Answer	Marks
1(a)	**Give <u>two</u> uses of ships and boats <u>apart from</u> sports, leisure or fishing, according to the text.** Award 1 mark for both responses. • transporting cargo • defence / defense	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'earliest modes' (line 2):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining whole phrase. • oldest / ancient / some of the first / primitive • type(s) / method(s) / way(s) / mean(s) / form(s) / manner(s)	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'various aspects' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining whole phrase. • different / assortment / variety / lots / numerous / many / a range (of) • feature(s) / factor(s) / detail(s) / characteristic(s) / part(s)	**2**
1(c)	**Re-read paragraph 2 ('A boat … happens to be.').** **Give <u>two</u> of the main differences between 'boats' and 'ships'.** • cargo – carrying capability / boat(s) can carry less cargo • ship(s) designed for a specific purpose / boat(s) more general (watercraft) • size / boat is a small to mid-sized vessel Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(i)	**Re-read paragraphs 3 and 4 ('Meanwhile called yachts.').** **Identify the <u>two</u> facilities on yachts that make them suitable for longer trips.** • kitchen / galley • sleeping quarters 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 ('Meanwhile called yachts.').** **Explain why it might be difficult to decide whether a yacht is a type of boat or a type of ship.** • no standard definition of a yacht / no standard design of a yacht • size of yachts varies so much / yachts can be from 10 m to over 60 m • most yachts are boats but not all boats are yachts • large yachts can be classified as ships / some large yachts are ships (that are called yachts) Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraphs 5 and 6 ('Anyone with sold higher.').** **<u>Using your own words</u>, explain why some people might consider the cost of boats to be justifiable.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are entirely in the words of the text should not be credited. • boats (have to be built to) withstand (constantly) wet environment • manufacturers are not selling volume so can't lower costs • manufacturing process of boats is not automated / boats built mostly by hand • considered (by some) as a luxury	**3**

Question	Answer	Marks
1(f)	**According to Text B, what are the problems with air travel <u>and</u> what can reasonably be done to help solve them?** **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: • has become a habit to fly • costs a lot of money to fly • highest CO2 pollution of all transport methods / damages the environment • choose a greener way to travel / choose solar-powered yachts • take direct flights / choose route carefully / don't just choose the cheapest or most convenient • use (modern airlines with) more efficient planes • take one longer trip rather than more frequent shorter trips • choose airlines that tend to fill their planes • take less luggage • effective regulation • innovative solutions / airlines working together • globally connected network to allocate seats • exploration of new technologies needs to go faster / more use of biofuel / use AI to analyse data	**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	**2–3**	• 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.

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.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

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Question 2

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

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

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R2	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	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:** **After a vacation in Ilhabela, Andy and Abi were going to make last minute alterations to the yacht.** • (make / making) final changes (to the boat) (line 4)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Andy and Abi felt nauseous almost all the time they were on board the boat crossing the Atlantic.** • (we were more likely to be) perpetually seasick (line 8)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Josephine was not a new yacht and had already been owned and used by someone else when Andy bought her.** • (an old) second – hand (boat) (lines 20–21)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **After the storm, they saw the wreckage of a yacht like theirs on the sand.** • (lay the) remains (of another eight – metre sailboat)	**1**

Question	Answer	Marks
2(b)(i)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **Sailing across the Atlantic wasn't like a road trip though (Dael's observation). There's nowhere to pull over when you're tired. Getting to Rio <u>entailed</u> crossing one of the planet's loneliest stretches of ocean. Josephine still had no autopilot and no radio to communicate with anyone on land. Someone would have to be on deck at the wheel every minute, night and day. We could expect to be sun-roasted, <u>swamped</u> by rogue waves and smacked by wayward flying-fish.** **Days before leaving, I sat up late at night talking with Torries, a friend from work. I <u>confessed</u> to being terrified.** • **entailed:** involved / meant / required / included	1
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **swamped:** overwhelmed / flooded / inundated / drowned / drenched	1
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **confessed:** admitted / confided / shared feelings / revealed / telling the truth	1

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests his attitude to the coast near Ilhabela.** **<u>Use your own words in your explanation.</u>** **The coast just north of Ilhabela is punctuated by pretty, tranquil coves. Abi and I were looking forward to a week of snorkelling and generally lounging about. But first, Dael pointed out, a storm was coming. The channel between Ilhabela and the mainland is long and thin. Hills on both sides provide the perfect funnel for the strong winds that develop over the South Atlantic. The water is also very shallow, conducive to close, steep waves.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his attitude to the coast near Ilhabela. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests his attitude to the coast near Ilhabela. Award 1 mark for an example with an attempt at an explanation which shows awareness of his attitude to the coast near Ilhabela. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following:** • **punctuated by pretty, tranquil coves:** dotted with appealing features; sees it as picturesque, quaint, calm; ideal for taking a break • **looking forward to a week of snorke(l)ling and generally lounging about:** sees it as a place to relax, suited to his needs, expecting to feel at home there and unthreatened, viewing it as a tourist on holiday • **hills on both sides provide the perfect funnel for the strong winds:** acknowledging the shape of the hillsides create a channel for the wind, sounds more factual here; suggests he should have known / knows now and feels looking back that he might have been too casual at the time • **very shallow, conducive to close, steep waves**: talking more like a skipper; the threat is clear: not the depth of water for safe sailing and waves are likely to be threatening; not the obvious choice if about to set off on your first adventure in your boat; voice of the more experienced author coming through with the benefit of hindsight	

Question	Answer	Marks
2(d)	**Re-read paragraphs 7 and 9.** • **Paragraph 7 begins 'We left Cape Town ...' and is about the first part of the journey, crossing the Atlantic.** • **Paragraph 9 begins 'We went to bed early ...' and describes events during the storm in Ilhabela.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for **Question 2(d)** (Table A, Reading) **Notes on task**. This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases (listed in the mark scheme on pages 15 and 16) that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses *might* say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	**Responses might use the following:** • **Paragraph 7 begins 'We left Cape Town …' and is about the first part of the journey, crossing the Atlantic.** *Overview: powerful and magical experience of the boat sailing with ease and spectacular, natural beauty of the sea* • **stiff breeze that whipped:** strong wind with some force, urging them on • **glittering swells:** sparkling waves, suggestion of fullness and power, beauty, jewels • **dazzling fragments of crystal:** so bright they are difficult to look at; smashed into pieces by the force of the driving wind, destruction enhances the beauty though suggestion of danger, potentially sharp • **leaping and dancing on our bow wave in celebratio**n: swimming with jumps and turns as if performing spontaneously or choreographed for their benefit; reflecting writer's sense of freedom • **guiding the yacht:** navigating, at the helm; suggestion of wisdom, in control • **thundered over the ocean:** moving at speed over the sea, immense power to be dominating the ocean, conquering hero • **etched itself forever into my memory:** as if engraved, will never forget it; vivid, permanent, changed irrevocably by the experience • **flying over the crests of the waves:** boat is moving so fast it seems to have left the water and be travelling in the air higher than the peaks of the waves; freedom • **soaring down the valleys like an eagle:** extending the flying metaphor as the boat goes down the other side of the wave as if a bird of prey swooping; majestic, in control, wild • **exultant sense of liberation was absolute:** triumphantly happy and completely free; unshakable optimism of the moment	**15**

Question	Answer	Marks
2(d)	**Responses might use the following:** **Paragraph 9 begins 'We went to bed early …' and describes events during the storm in Ilhabela.** *Overview: brave fight of the boat against the ferocity and brutality of the storm* • **snapped** (her mooring line): broke in one movement, as if done on purpose, wilfully • **mayhem:** chaos, havoc caused is immediate, unmanageable • **flogging violently**: whipping ferociously; action of punishment, dangerous • **the air seethed with driven rain and spray:** water is being forced through the air; as if boiling / angry • **screaming winds:** extremely loud, painful to listen to; enraged, out of control • **listed alarmingly:** leaned over to the side dangerously; suggestion of imminent capsize • **any chance of saving her sinking with every wave slamming her side:** possibilities of stopping the boat from going down are diminishing, contrast of saving and sinking to emphasise the boat is in imminent danger from the violence of the water hitting it • **my heart leapt with relief:** feeling of ecstatic happiness; hope that they will survive • **engine roared into life:** powerful noise, as if a mythical beast • **gunned the throttle** (with the wheel hard over): is giving the maximum power and maximum turn; sounds like these could be technical terms which makes it seem as though the author is now experienced / knowledgeable, appreciating Dael's skill, some suggestion of military fight / war • **battling, Josephine heaved her bow across:** the boat is fighting back, moving against the waves; suggests bravery and huge effort • **taking the waves head-on and shattering them into pellets of spray:** as if in direct combat with the forces of nature; and winning - the water is bouncing back off the boat in a mist due to impact; pellets is reminiscent of guns and shattering suggests destruction beyond repair • **dragged herself** (from the sand): slow, tired, final effort to pull free; fatigued, using the last of her energy *Only credit comments on stylistic effect where these are explicitly linked to choices.*	**15**

Marking Criteria for Question 2(d)

Table A, Reading: Analyzing 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.

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.

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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 analyze, 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 organize 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 Dael. Having decided to stay on with Abi and Andy longer than planned to help them as they begin to sail around South America, you write a letter to a friend at home.** **In your letter you should:** • **explain where you have been for the past couple of months and what have been the positive highlights of the journey for you so far** • **discuss how suited and prepared Andy, Abi and Josephine were to undertake such a journey** • **comment on what Andy and Abi were hoping to achieve and what you think they will have learned by the end of their South American trip.** **Write the letter.** **Base your letter on what you have read in Text C, but be careful to use your own words.** **Write about 250 to 350 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 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 where Dael has been for the past couple of months and what have been the positive highlights of the journey for him so far **Annotate A2** for references to how suited and prepared Andy, Abi and Josephine were to undertake such a journey **Annotate A3** for references to what Andy and Abi were hoping to achieve and what he thinks they will have learned by the end of their South American trip.	**25**

Question	Answer	Marks
3	**Responses *might* use the following ideas:** **A1: where you have been for the past couple of months and what have been the positive highlights of the journey for you so far** • **crossing the Atlantic** (det. Cape Town to Rio) [dev. made it across successfully without major mishap] • **coast near Ilhabela** (det. where Abi's mother lived, picturesque, pretty coves) [dev. social visit] • **dolphins** (det. pod swimming alongside boat, trying to touch them) [dev. fascinating creatures] • **travelling at night** (det. moonlight) [dev. beautiful seascape] • **holiday** (det. snorkelling and lounging about) [dev. Dael was not looking forward to it initially] **A2: how suited and prepared Andy, Abi and Josephine were to undertake such a journey** • **unprofessional / trip was poorly planned** (det. say a month, maybe three days, eventually bump into northern Brazil) [dev. basic sense of route at best / over-simplifying it / sensible (or not) to stop off at Ilhabela / were not up to the challenge / rookies] • **attitude** (det. seeing it as a road trip) [dev. not understanding the differences between the modes of transport / underestimating the challenge and risk] • **given up former life** (det. no income, no home) [dev. former work colleagues supportive / lack of finance could be a problem] • **nerves** (det. Andy admitted to Torries he was terrified) [dev. perhaps putting on a brave face / trying to play down his fears in front of Dael and/or Abi] • **second-hand boat** (det. 23-year-old engine, Josephine) [dev. needed some work / relatively old, unsafe boat] • **equipment** (det. no autopilot, no radio, supplies run out) [dev. would need to update this for the longer journey around South America / too much work for someone to be on board all the time] **A3: what Andy and Abi were hoping to achieve and what you think they will have learned by the end of their South American trip.** • **freedom** (det. from work/job) [dev. work colleagues envious / friends supportive / see more of the world] • **adventure** (det. swamped by rogue waves) [dev. heroic impression / quest] • **fame / fortune** (det. filming whole thing, writer) [dev. hope to make money out of it / finance travels by marketing it / sponsorship] • **experience nature** (det. open seas, up close to wildlife) [dev. not to underestimate power of nature / the sea can be powerful and dangerous] • **risk comes with freedom** (det. saw remains of other ship) [dev. need to plan ahead / need contingency plans / need to be aware of what could go wrong / need discipline] • **emergency procedures** (det. getting off a sandbank by gunning the throttle) [dev. further skills and expertise as sailors through experience of sailing in different conditions / not have to rely on his skills]	**25**

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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