

# Cambridge O Level

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**ENGLISH LANGUAGE****1123/12**

Paper 1 Writing

**May/June 2024**

MARK SCHEME

Maximum Mark: 50

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**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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This document consists of **24** printed pages.

**PUBLISHED****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.

**PUBLISHED****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).

**Question 1**

This question tests the following reading assessment objectives (16 marks)

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Guidance
1(a)	<p><b>In paragraph 1, what did the writer enjoy the most about moving the ice blocks the first time he did this?</b></p> <ul style="list-style-type: none"> <li>• (best of all) shooting / aiming them at the (kitchen) wall // watching them shatter (into jewel-like shards) / break into small pieces</li> </ul>	<b>1</b>	<i>Do not accept inclusion of slabs sliding away / riding the slabs</i>
1(b)	<p><b><u>Using your own words</u>, explain what the text means by ‘I neglected my other duties’. (line 4)</b></p> <ul style="list-style-type: none"> <li>• did not do / ignored / failed to complete / forgot</li> <li>• his jobs / his tasks / what he was supposed to do</li> </ul> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase.</p>	<b>2</b>	

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Question	Answer	Marks	Guidance
1(c)	<p><b>In paragraph 3, how did the writer feel at first about being in the ice house?</b></p> <p><b>Give <u>two</u> details from the text to support your answer.</b></p> <p>Reward any sense of feeling <b>satisfaction</b> or <b>relief</b> or <b>enjoyment</b> however expressed:</p> <ul style="list-style-type: none"> <li>• (quite) liked being in there / pleased (with himself) / happy (1)</li> </ul> <p>Details:</p> <ul style="list-style-type: none"> <li>• ‘(in pleasant) contrast to the stifling <u>heat</u> (outside)’ / it’s (too) <u>hot</u> outside</li> <li>• ‘congratulating myself on avoiding the task of cleaning (up)’ / thinks he has escaped cleaning (up) (2)</li> </ul> <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> <li>• <b>3 marks</b> for a response which shows a <b>secure understanding</b> of the writer’s feeling with <b>2</b> details</li> <li>• <b>2 marks</b> for a response which shows <b>some understanding</b> of the writer’s feeling with <b>1</b> detail</li> <li>• <b>1 mark</b> for <b>some awareness</b> of the writer’s feeling, for example,</li> <li>• <b>1</b> detail or an attempt at his feeling without details.</li> </ul> <p><b>Award 1 mark max</b> if 1 or 2 details are correct but the feeling is incorrect <u>or</u> if the feeling is not given.</p> <p>The supporting details can be quoted or paraphrased. Allow slips in copying.</p>	<b>3</b>	<p><i>NOT: extreme emotions such as victorious / jubilant / proud / excited</i></p> <p><i>NOT: he felt ‘pleasant’ (text)</i></p>

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Question	Answer	Marks	Guidance
1(d)	<p><b>Explain what the writer was thinking when he leant against the door and it ‘surprisingly swung open’. (lines 13-14)</b></p> <ul style="list-style-type: none"> <li>• didn’t expect the door to move (so easily) // the door was closed / shut // he was locked in / was stuck in there</li> </ul>	1	<p><i>Allow the addition of an appropriate feeling (e.g. shock) with a correct answer</i></p>
1(e)	<p><b>From paragraph 5, identify <u>two</u> techniques used by the palace kitchen cooks that the writer thought could be useful to improve the flavour of the ices he is making with Ahmad.</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• pureed fruits / pureeing fruits (to intensify the flavours)</li> <li>• extracting perfumes of flowers (to flavour creams and liqueurs)</li> </ul>	2	<p><i>Accept in either order <u>or</u> if both responses are in one limb <u>or</u> if a correct answer straddles both limbs</i></p>
1(f)	<p><b>Give <u>two</u> reasons why the secrets of ice had remained ‘known to few’. (line 22)</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• (secrets) are passed down within <u>two</u> families // (secrets) are not revealed to others outside <u>two</u> families</li> <li>• <u>not all</u> / <u>only</u> a few (of the secrets) are in the notebooks / written // (most of the secrets) are in Ahmad’s head</li> </ul>	2	<p><i>NOT: (some of) the secrets are in the notebooks / Ahmad kept the notebooks to himself</i></p>

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Question	Answer	Marks	Guidance
1(g)(i)	<p><b>In paragraph 7, the writer asked Ahmad what the ices they made tasted like.</b></p> <p><b>What reason did the writer give Ahmad for wanting to know?</b></p> <ul style="list-style-type: none"> <li>• he will understand <u>better</u> how to make them (if he knows how they are meant to taste) // he will know how to <u>improve</u> them</li> </ul>	1	<p><i>Allow lift of line 33-34 'I think I'll understand better how to make these ices'</i></p>
1(g)(ii)	<p><b>Suggest the real reason the writer was asking about the taste of the ices.</b></p> <ul style="list-style-type: none"> <li>• wants to taste them // he is curious // he is tempted by the ice / the syrup (of small / sweet oranges)</li> </ul>	1	



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Question	Answer	Marks	Guidance
1(h)	<p><b>Explain <u>using your own words</u> the writer’s different feelings and opinions about Ahmad while he was working for him. Give <u>three</u> details from anywhere in the text to support your answer.</b></p> <p>Responses <b>might</b> refer to any of the following relevant feelings and opinions:</p> <p>The writer:</p> <ul style="list-style-type: none"> <li>• is <b>surprised</b> initially / <b>unsure</b> at the start: [detail: expected Ahmad to show ‘displeasure [his] ill-discipline warranted’]</li> <li>• (realises) he is <b>strict</b> / (learns to be) <b>nervous / scared of him</b>: [detail: punishes him ‘closing the door tight shut’ / it was ‘two years before I dared to ask what the ices ... tasted like’]</li> <li>• (thinks) he is <b>proud / boastful</b>: [detail: ‘We are engineers (not cooks)’ / ‘Cooking is women’s business.’ / he considers himself an ‘entertainer’]</li> <li>• (thinks) he’s <b>mocking / dismissive</b> / makes him feel <b>inferior</b>: [detail: ‘He was taunting me... he knew I could not read’ / ‘he waved me away’/ the rich ‘waste so much expense on something that melts to nothing’]</li> <li>• (considers him to be) <b>lacking in curiosity / unimaginative / rigid</b>: [detail: ‘had no desire to question’ the rules / ‘What does it matter? Stir the mixture clockwise’ / ‘It’s not one of the flavours – look in the book’ / rejects other techniques ‘waves him away’]</li> <li>• (feels) <b>resentment / dislike</b>: [detail: I was simply a work horse’ / ‘He was taunting me: he knew I could not read’]</li> </ul>	3	<p><i>Do credit <u>alternative feelings and opinions</u> about Ahmad if they are clearly related to and based on the text.</i></p> <p><i>Do credit <u>alternative textual details</u> if they support the feelings / opinions about Ahmad.</i></p>

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Question	Answer	Marks	Guidance
1(h)	<ul style="list-style-type: none"> <li>• thinks) he is <b>cruel / unfeeling</b> / (feels) <b>he treats him badly</b>: [detail: ‘I was simply a workhorse’ / ‘he shared his knowledge’ and ‘taught me what he knew, not because he wanted to share his secrets, but because he wanted to share the labour’ / ‘He was taunting me’ / ‘Come with me,’ he said without expression’]</li> </ul> <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> <li>• <b>3 marks</b> for an explanation which shows a <b>secure understanding</b> of the writer’s different feelings and opinions</li> <li>• <b>2 marks</b> for an attempt at an explanation which shows <b>some understanding</b> of the different feelings and opinions the writer has</li> <li>• <b>1 mark</b> for <b>some awareness</b> of how the writer feels. The explanation may be partial.</li> </ul> <p>The explanation must be predominantly in the candidate’s own words. The supporting details can be quoted or paraphrased. Allow slips in copying.</p>		

**Question 2**

This question tests reading assessment objective (9 marks)

**R4** demonstrate understanding of how writers achieve effects and influence readers.

Question	Answer	Marks	Guidance
2(a)	<p><b>Read this sentence from the text:</b></p> <p><b>‘Ice crystals cracked and crunched against my teeth, dissolving on my tongue with a sparkling sensation.’ (lines 38–39)</b></p> <p><b>What effect does the writer suggest about the sensation of the crystals dissolving on his tongue by using the word ‘sparkling’ to describe it?</b></p> <p>Award 1 mark for each idea up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• pleasurable / enjoyable</li> <li>• magical</li> <li>• fizzing / tickling / tingling / popping / an explosion</li> <li>• exciting / surprising</li> </ul>	<b>2</b>	<p><i>Focus is on the sensation and the experience, not on appearance and taste</i></p> <p><i>NOT: cracking / crunching / delight (all text) / sharp</i></p>

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Question	Answer	Marks	Guidance
2(b)	<p><b>Read this extract from the text:</b></p> <p><b>‘But, once I’d got over the initial strangeness, I found I could not forget that extraordinary flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, I tasted every ice confection we made.’ (lines 43-46)</b></p> <p><b>What does the writer want to suggest to the reader at this point in the story?</b></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• turning point // change in his relationship // he’s going his own way</li> <li>• becoming bold // has decided to wilfully ignore his master // risky behaviour</li> <li>• becoming obsessed with / addicted to the ices // cannot stop</li> <li>• going to be in trouble with Ahmad if / when he finds out</li> </ul>	<b>1</b>	<p><i>NOT: acting secretly (meaning of ‘without Ahmad knowing’)</i></p> <p><i>NOT: becoming confident</i></p>
2(c)	<p><b>Explain why the writer uses the word ‘creature’ rather than ‘boy’ in the expression ‘a creature incapable of reason.’ (line 48).</b></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• he is no more than an animal / is inhuman / lacking the power of thought</li> <li>• he is inferior / worthless</li> <li>• (Ahmad) is dismissive / scornful (of him)</li> </ul>	<b>1</b>	<p><i>NOT: workhorse / a machine / a labourer</i></p> <p><i>NOT: treated badly / harshly (moving too far from the creature image)</i></p>

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Question	Answer	Marks	Guidance
2(d)	<p><b>What <u>two</u> impressions does the writer want to convey to the reader in the sentence:</b></p> <p><b>‘And so I learnt the subtle art of more complex water ices: ‘sorbetti’, in which the syrups themselves were frozen, transforming magically to mounds of glittering crystals; and ‘sherbets’, the most difficult and enchanting of all, expertly infused with fragrant cardamom, and resembling refrozen snow.’ (lines 50–53)?</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• hard / complicated / to make // need to be skilful to make them</li> <li>• unique / extraordinary // each one is different</li> <li>• wizardry (involved)</li> <li>• beautiful / appealing / mesmerising / sparkling</li> <li>• lovely smell / scent</li> </ul>	<b>2</b>	<p><i>Do NOT credit use of text vocabulary in the extract to explain impressions, e.g. ‘difficult’, ‘expertise’, ‘magical’ etc.</i></p> <p><i>NOT: confusing</i></p> <p><i>NOT: delicious</i></p>

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Question	Answer	Marks	Guidance
2(e)	<p><b>Identify <u>one example</u> of how the writer uses language effectively to convey his feelings once he begins his double life, in this extract from the text:</b></p> <p><b>‘So began a period in which I lived a double life. By day, I followed Ahmad’s instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory as I experimented wildly, without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something – some method, some key – something that could unlock the deepest, frozen secrets of ice cream.’ (lines 61-66)</b></p> <p><b>Explain the impression the writer creates in the example you have identified.</b></p> <p>Responses <b>might</b> use any of the following relevant choices:</p> <ul style="list-style-type: none"> <li>• <b>I lived a double life:</b> living the lives of two different people / deception / cunning / secretly taking on another identity/role</li> <li>• <b>By day, I followed Ahmad’s instructions dutifully:</b> appears to be doing as he is told / his public face / pretending / playing a role of loyalty and subservience</li> <li>• <b>by night I was a kind of alchemist:</b> passionate belief he is changing something for the better / like a magician / thinks he will make money (gold) / glorifies what he’s doing / self-importance / secrecy under cover of darkness</li> </ul>	3	<p><i>Explanations must go beyond the literal and narrative. Look for understanding of the impact / effect / connotations of particular word(s), an image or technique <u>in the identified example</u>.</i></p> <p><i>Explanations must be in own words and not rely on repeating language in the extract.</i></p> <p><i>If the example is embedded in the explanation rather than in the designated ‘example’ space, award a mark if it is creditworthy.</i></p> <p><i>NOT: a chemist (for ‘alchemist’)</i></p>

Question	Answer	Marks	Guidance
2(e)	<ul style="list-style-type: none"> <li>• <b>the kitchen my laboratory as I experimented wildly:</b> (crazed) scientist / no order or structure to what he is doing / driven / obsessed / out of control / unrestrained / in charge ('my')</li> <li>• <b>without method or purpose:</b> no order or planning / random / meaningless / lacks understanding of what he's doing</li> <li>• <b>increasingly outlandish and ridiculous combinations / hoping to chance on something:</b> foolish / unlikely to work / getting (more) desperate / aware he needs luck / success will be coincidental</li> <li>• <b>froze soft cheeses, vegetable juices, even soups:</b> unlikely / bizarre (list of) ingredients / he recognises how extreme his experiments are ('even')</li> <li>• <b>something – some method, some key – something:</b> repetition suggests increasing obsession/desperation / constant searching / urgency / commitment to finding the clue/solution</li> <li>• <b>some key – something that could unlock / the deepest, frozen secrets of ice cream:</b> convinced there is something to find / recognises it will be difficult to discover / excitement of looking for buried treasure</li> </ul> <p>Award up to 3 marks:</p> <ul style="list-style-type: none"> <li>• <b>3 marks</b> for: relevant example precisely identified.</li> <li>• clear understanding of how the writer achieved intended effect</li> </ul>		

Question	Answer	Marks	Guidance
2(e)	<ul style="list-style-type: none"><li>• <b>2 marks</b> for: relevant example precisely identified some understanding of how the writer achieves intended effect</li><li>• <b>1 mark</b> for: relevant example precisely identified</li></ul> <p>For the relevant example: allow slips in copying</p>		



**Question 3(a)**

This question tests the following reading assessment objectives (10 marks)

**R1** demonstrate understanding of explicit meanings

**R5** select and use information for specific purposes

*and* the following writing assessment objectives (10 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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Question	Answer	Marks	Guidance
3(a)	<p><b>Summarise what Bob Hunter thinks would appeal to customers booking a holiday with his travel company, according to Text B.</b></p> <p><b>You must <u>use continuous writing</u> (not note form). Use your own words as far as possible. Avoid copying long sections of the text. Your summary should be no more than 150 words.</b></p> <p><b><u>Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u></b></p> <p>Use the Marking Criteria for <b>Question 3</b> (Table R, Reading and Table W, Writing).</p> <p><b>INDICATIVE READING CONTENT</b></p> <p>Candidates may refer to any of the points below:</p> <ol style="list-style-type: none"> <li>1 founded in 1989 // (well) established // has been around for decades</li> <li>2 small(er) group</li> <li>3 authentic / genuine / real experience // experience different culture / local people / realities of everyday life</li> <li>4 available globally / in 130 countries // a variety of destinations</li> <li>5 <u>local</u> guides</li> <li>6 not alone // feel (more) confident / supported / safe</li> <li>7 organise (difficult / time-consuming) things / healthcare / essentials</li> <li>8 clean / hygienic / comfortable / relaxing hotels / guesthouses // good standard of accommodation</li> <li>9 flexibility in schedule // can join in with the group (when they want)</li> <li>10 (many) <u>activities</u> need a group</li> <li>11 <u>activities</u> are (more) affordable with/in a group</li> <li>12 special interest travel // tour of (European) railway lines // foodie trips</li> </ol>	20	<p><i>P6 NOT: worried about safety / have no confidence</i></p> <p><i>P7 NOT: provides healthcare</i></p> <p><i>P10 NOT: solo travellers cannot do (some) activities</i></p> <p><i>P11 NOT: solo travellers have to pay more for (some) activities</i></p>

**Marking criteria for Question 3(a)****Table R, Reading**

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

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>• A wide range of relevant ideas. (R1)</li> <li>• Ideas are skilfully selected and used. (R5)</li> </ul>
<b>4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>• A good range of relevant ideas. (R1)</li> <li>• Ideas are carefully selected and used. (R5)</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• A range of relevant ideas. (R1)</li> <li>• Relevant ideas selected; may include excess material. (R5)</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Some relevant ideas used; may include indiscriminate selection. (R1 and R5)</li> </ul>
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Some ideas referred to; limited evidence of selection. (R1 and R5)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>

**Table W, Writing**

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

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>5</b>	<b>9–10</b>	<p><b>A relevant response that is expressed clearly, fluently and mostly with concision</b></p> <ul style="list-style-type: none"> <li>• The response is well organised. (W2)</li> <li>• The response is the candidate's own words and/or structures where appropriate with a range of vocabulary which clarifies meaning. (W3)</li> </ul>
<b>4</b>	<b>7–8</b>	<p><b>A relevant response that is expressed clearly with some areas of concision.</b></p> <ul style="list-style-type: none"> <li>• The response is organised. (W2)</li> <li>• The response is the candidate's own words and/or structures where appropriate. (W3)</li> </ul>
<b>3</b>	<b>5–6</b>	<p><b>A relevant response that is generally expressed clearly.</b></p> <ul style="list-style-type: none"> <li>• There is some evidence of organisation. (W2)</li> <li>• The response is mainly the candidate's own words and/or structures where appropriate. (W3)</li> </ul>
<b>2</b>	<b>3–4</b>	<p><b>A relevant response that can generally be followed.</b></p> <ul style="list-style-type: none"> <li>• There are areas of the response expressed in the candidate's own words and/or structures. (W2 and W3)</li> </ul>
<b>1</b>	<b>1–2</b>	<p><b>The response lacks clarity.</b></p> <ul style="list-style-type: none"> <li>• There may be long explanations or the response may be brief. (W2)</li> <li>• There is occasional use of own words and/or structures. (W3)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content.</li> </ul>

**Question 3(b)**

This question tests the following reading assessment objective (5 marks)

**R2** demonstrate understanding of implicit meanings and attitudes

**Responses should be based on this section of Text B lines 30-36:**

'I notice more and more conventional travel companies are now trying to imitate us saying 'busy city people crave **real life**'. I'm not convinced those guys really mean it. They're just trying to cash in on this **new trend** of being a '**mindful** traveller'. Some of the destinations they are proposing to visit are really **basic**, completely '**off grid**', with no reliable water or electricity supplies. It can be **impossible to get online** in those places and **mobile phones rarely work**. I doubt many people will want to stay in these 'black-hole resorts' where the main attraction seems to be that you **hand over your smartphone** on arrival and **do nothing** for a week!

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Question	Answer	Marks	Guidance
3(b)	<p><b>Imagine you are someone who lives in a city and has recently been on holiday at a ‘black-hole resort’. You really enjoyed your stay.</b></p> <p><b>You are asked to give feedback about your holiday in a survey.</b></p> <p><b>Give your answer to the survey question, using information from the text.</b></p> <p><b><u>The survey question:</u> Some people think that a holiday at a ‘black-hole resort’ would be boring.</b></p> <p><b>What is your opinion and why?</b></p> <p><b>INDICATIVE CONTENT</b></p> <p>Responses might use any of the following ideas:</p> <p><b>A1: You did not find the holiday boring / you enjoyed your holiday</b> because:</p> <ul style="list-style-type: none"> <li>• it was <b>basic / off-grid / simple</b> [development: eco-friendly // interesting / welcome contrast with city // a deliberate choice of holiday]</li> </ul>	<b>5</b>	

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Question	Answer	Marks	Guidance
3(b)	<ul style="list-style-type: none"> <li>• <b>real life</b> experience / <b>mindful</b> travel [development: opportunity to observe what is there / be aware of your surroundings]</li> <li>• it is a <b>new trend</b> / a <b>fashionable</b> kind of place to go [development: can't be boring if becoming more popular / so many people want to go]</li> <li>• <b>mobile phones don't work</b> / <b>can't get online</b> there [development: welcome break from pressures and responsibilities // digital detox]</li> <li>• <b>do nothing</b> for a week [development: relaxing // opportunity for a busy person to recharge / destress // not constantly moving on // don't want an activity-packed holiday]</li> </ul>		

**PUBLISHED****Table R, Reading**

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

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>3</b>	<b>4–5</b>	<ul style="list-style-type: none"><li>• Consistent and relevant perspective offered.</li><li>• Ideas are developed and supported.</li></ul>
<b>2</b>	<b>2–3</b>	<ul style="list-style-type: none"><li>• Generally relevant perspective offered.</li><li>• Some attempt to support or develop.</li></ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"><li>• Some awareness of opinion or attitude.</li></ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"><li>• No creditable content.</li></ul>