CAMBRIDGE
International Education

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FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 2026**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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English & Media-Specific Marking Principles
(To be read in conjunction with the General Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptions:

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions 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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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
	partially effective	Y	Y	Y	Y	Y
	point, detail or choice from text	Y (point awarded)		Y (point awarded)	Y (relevant choice)	Y (supporting detail from the text)
	development					Y
	relevant idea		Y			Y (related to first bullet)
	relevant idea					Y (related to second bullet)
	relevant idea					Y (related to third bullet)
	explanation/ meaning				Y	
	effect		Y (effective own words)		Y	Y (effective use of own words)
	overview or organisation		Y (effective organisation / overview)		Y (overview)	

Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
LM	lifted material		Y			Y
Highlighter	copied from text	Y (where own words were required)	Y	Y (where own words were required / excess in 2(a)) [and choice in 2(c)]	Y	Y
REP	repetition		Y		Y	Y
Text box	summative comment		Y Reading Writing [& MS numbers]		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages	Y	Y	Y	Y	Y

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

Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2 and W3 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1 and R2	2
1(b)(ii)	R1	2
1(c)	R1 and R2	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 are burgers, pizzas and burritos examples of, according to the text?** • (common) fast food(s)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'typically offer' (line 2).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • usually / generally / commonly / customarily / normally / ordinarily / most likely / often • provide / supply / (are) available / give / have	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'convenience is prioritised' (line 3).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • ease / practical(ity) / speed / accessibility • given more importance / rated higher / considered vital / favoured / number one / top concern / main focus / put first	**2**
1(c)	**Reread paragraph 2 ('Critics say … regarding health.').** **Give <u>two</u> different reasons why people are critical of fast food.** Award 1 mark for each idea, up to a maximum of 2. • low(er) quality / not as good quality / poor quality • unhealthy / negative (connotations) health [allow example(s): high levels of salt / artificial preservatives / highly processed]	**2**
1(d)(i)	**Reread paragraphs 3 and 4 ('Exponential growth … their orders.').** **Identify <u>two</u> environmental concerns linked to the increased popularity of fast food.** Award 1 mark for each idea, up to a maximum of 2. • farming (methods) / factory farming / unsustainable way of producing food • increased traffic / traffic congestion	**2**

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Question	Answer	Marks
1(d)(ii)	**Reread paragraphs 3 and 4 ('Exponential growth … their orders.').** **Explain how drive-throughs selling fast food have already tried to reduce waiting times for customers.** Award 1 mark for each idea, up to a maximum of 3. • reduced menu(s) • self-order kiosks / order and pay onscreen (in restaurant) • mobile ordering / mobile ordering lane / order online / order on own device	**3**
1(e)	**Reread paragraph 5 ('Today … restaurant.').** **<u>Using your own words</u>, explain how fast-food restaurants are trying to improve the image of their product.** 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. • promising to do something about their emissions / pledging to reduce emissions • spend large amounts of money on advertising / pay billions for advertising • rebranding / changing language they use to describe it / using new terms like 'fast-crafted' / call it 'quick service' instead / use language to detract from ethical issues	**3**

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Question	Answer	Marks
1(f)	**According to Text B, what are the criticisms of this documentary film?** **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 hype / sensationalised / deliberately setting out to shock 2 unscientific approach / one case study only / just one person's experience 3 distasteful description / focus on disgusting details (of the effects) / vulgarity 4 pushed the diet to extremes / fast food for every meal / maximum portions / exaggerated the amount being eaten 5 diet not typical of real life / people could not afford that kind of diet / most people not eating like that 6 made untrue claims / truth of what filmmaker was saying has come under scrutiny / inaccurate 7 overlooks individual responsibility / ignores individual agency / overlooks the fact that individuals have agency in making their dietary choices 8 detracts from education about food choices / does not talk about the need for a balanced lifestyle 9 focused on one global chain / focus not on the wider industry 10 ignored influence of media / not taking on board the influence of fashion (on eating habits) 11 did not acknowledge the changes made by the fast-food industry to offer healthier options. 12 overly concerned with making money / looking for personal success / self-publicity 13 scripted / entertainment (rather than science) / staged	15

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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)	R2	1
2(b)(i)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Once he was inside the restaurant Hideji looked around.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (He / Hideji) **surveyed** (his surroundings) (line 15)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Koishi comments in a way that shows she regrets her father's attitude to tourists.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (smiled Koishi) **ruefully** (line 31)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Koishi called in to see the people who lived around Hideji's previous family home.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (Hideji's / his / your family's) **former neighbours** (lines 46–47)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Hideji is instantly cheered up when he realises he could return to the restaurant.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (He / Hideji) **suddenly brightened** (lines 54–55)	**1**

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Question	Answer	Marks
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **'Hideji! How long has it been?' exclaimed Nagare emerging from the kitchen and grinning broadly as he introduced his daughter, Koishi.** **'Years,' laughed Hideji, glancing sideways at a young man devouring a bowl of something delicious.** • **emerging:** coming (out of) / exiting (from) / becoming visible (from) / coming into view (from) / appearing (out of)	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **'Hideji! How long has it been?' exclaimed Nagare emerging from the kitchen and grinning broadly as he introduced his daughter, Koishi.** **'Years,' laughed Hideji, glancing sideways at a young man devouring a bowl of something delicious.** • **broadly:** widely / huge (smile) / obvious (smile) / openly / big (smile) / large (smile)	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **'Hideji! How long has it been?' exclaimed Nagare emerging from the kitchen and grinning broadly as he introduced his daughter, Koishi.** **'Years,' laughed Hideji, glancing sideways at a young man devouring a bowl of something delicious.** • **devouring:** eating hungrily / eating greedily / eating quickly / leaving nothing / inhaling / demolishing / wolfing	**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 the attitude of the delivery-rider to being asked for directions.** **<u>Use your own words in your explanation.</u>** **'I'm looking for "The Kamogawa Diner and Detective Agency"?' Hideji repeated to the surly delivery rider who had paused begrudgingly, trapped at traffic lights.** **'Last corner, second building,' the rider finally huffed brusquely, before waving disinterestedly and scuttling off at speed, away from the river.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the attitude of the delivery driver. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the attitude of the delivery driver. Award 1 mark for an example with an attempt at an explanation which shows awareness of the attitude of the delivery driver. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. Responses **might** use the following: • ('I'm looking for 'The Kamogawa Diner and Detective Agency'? Hideji) **repeated to the surly delivery-rider**: ignored first time, bad-tempered; question mark suggests H's frustration that he didn't get an answer; rude or unhelpful • **paused begrudgingly, trapped at traffic lights**: only stopped because he had to at the traffic light; desperate to get away; is not happy to be stopped, stopping for the shortest time he possibly can • **('Last corner, second building,' the rider finally huffed brusquely,) before waving disinterestedly and scuttling off at speed, away from the river**: forced to answer; annoyed; minimal answer; vague on purpose; gets away as soon as they can; reminiscent of a rodent/insect avoiding contact	**3**

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Question	Answer	Marks
2(d)	**Reread paragraphs 3 and 10.** • **Paragraph 3 begins 'Thick rain now descended …' and is about locating the restaurant.** • **Paragraph 10 begins 'The array of fragrances …' and is about the food Nagare served Hideji.** **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 assesses candidates' ability to select powerful or unusual words and to demonstrate an understanding of how language is used effectively. Responses should identify words or phrases with connotations beyond their general meaning. This question assesses candidates' ability to select powerful or unusual words and to demonstrate an understanding of how language is used effectively. Responses should identify words or phrases with connotations beyond their literal meaning. Do not deduct marks for inaccurate statements; simply disregard them. The notes below indicate what strong responses may comment on. Candidates may make any sensible comment, but credit only those that are relevant to the meaning of the words in context and that show valid interpretation. Alternative explanations that are plausible should also be credited. Comments on effects created by non-vocabulary features (such as grammar, syntax, or punctuation) may be rewarded, provided they are additional to comments on vocabulary.	**15**

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Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 3 begins 'Thick rain now descended …' and is about locating the restaurant.** Only credit comments on stylistic effect where these are explicitly linked to choices. Overview**:** depressing and challenging journey to find the restaurant contrasted with the promise of what is inside • **thick rain:** heavy precipitation**;** pouring down; almost solid water, inescapable • **descended in sheets:** merging together of droplets to form a blanket of water; coming down as one body of water; completely covering anyone/anything underneath; opaque • **spattering violently (up from the pavement):** water is also bouncing back off the ground; forceful; ricochet, indiscriminate volley of splashes; under attack from all angles • **zig-zagged between swelling puddles:** having to move from side to side as he travels**;** trying to avoid stepping into the growing pools of water, becoming overwhelmed; difficult journey to get there; not straightforward • (coming to a halt outside) **a drab, watery-grey structure:** insignificant and boring frontage to the premises, blends in with the weather conditions, colourless, uninviting, unremarkable • **squares of white paint scruffily applied to the exterior wall:** untidily decorated**,** curious detail, outside wall has patches of white on it; little sense of any care taken / suggestion of haste • **had none of the gloominess of the vacant buildings around it**: contrast with the other empty premises locally; abandoned, run down area, the restaurant seemed slightly more hopeful • **enticing smells drifted out:** attractive fragrances of food emanated from within, odours of the food being served gently floating out; hypnotising, drawing him in • **sounds of cheerful banter radiated warmth:** noises could be heard from within; someone speaking and joking sounded friendly; spreading joy; welcoming in comparison to cold	

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Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 10 begins 'The array of fragrances …' and is about the food Nagare served Hideji.** Only credit comments on stylistic effect where these are explicitly linked to choices. Overview**:** the sensory pleasure Hideji takes in eating the delicious food • **array of fragrances greeting Hideji:** wide selection of nice scents, range of sophisticated perfumes; welcoming • **felt somehow nostalgic:** reminded him of times past; affectionate recollections; unexpected emotional reaction; provokes memories of childhood and nurturing • **cradled a bowl of miso soup** (in one hand)**:** held the soup bowl carefully; nursed as if an infant; cherishing it • **sipping it:** taking small mouthfuls; relishing it / still hot • **relaxing into the rich flavours:** leaning into the experience, immersing himself in the experience; tastes delicious, luxurious**,** almost as if sitting down on something plush and expensive; comforted by the taste; indulgent • (His) **chopsticks fluttered between dishes, seeking out each delectable morsel:** fast small movements of the chopsticks as he eats, jumping from one dish to another in excitement; birdlike/butterfly • **crunched through crispy coatings:** eating noisily; biting through the harder exterior, enjoying the (contrasting) texture; cracking sound of the food appeals as he eats; satisfying / consuming with gusto • **savouring the delicately-seasoned fillings oozing out:** sauces seeping out; taking time to enjoy the carefully spiced or salted food; unctuous; generously filled and tasty; balanced flavour • **'Am-az-ing,' uttered Hideji finally:** after a pause says the food is incredible; considered opinion; needs time before he can find any words, almost lost for words; satisfied and full, is impressed and appreciative	

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 Hideji. You have now been visiting Nagare's restaurant for a year, during which time it has become more successful. You write a letter to a friend recommending that they should visit the restaurant.** **In your letter you should explain:** • **how you discovered the restaurant and your first impressions of it** • **why you recommend this restaurant and the services it offers** • **the changes that you and Koishi have persuaded Nagare to make over the past year.** **Write the words of the letter.** **Base your letter on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **Write about 250–350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (**Table A**, Reading and **Table B** Writing) **Notes on the task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre and a clear and balanced response which covers the three areas of the question, is well sequenced and is in the candidate's own words. **Annotate A1** for references to how you discovered the restaurant **and** your first impressions of it. **Annotate A2** for references to why you recommend this restaurant and the services it offers. **Annotate A3** for references to the changes that you and Koishi have persuaded Nagare to make over the past year.	**25**

Question	Answer	Marks
3	**A1: how you first discovered the restaurant and your first impressions of it** • **asked for directions** (det. delivery-rider) [dev. rude response / in a hurry] • **rundown area** (det. vacant buildings) [dev. other businesses have not survived / not in a friendly neighbourhood] • **drab exterior** (det. watery-grey) [dev. unappealing / unlikely to draw customers in / could easily miss it] • **did not look like a restaurant** (det.no sign, white paint squares on the wall) [dev. Nagare had painted out the sign] • **advert in a gourmet magazine** (det. we find your food) [dev. intrigued / excited] • **used the name as a clue** (det. went up and down the Kamogawa river) [dev. hard to find / had to be determined / awful weather] **A2: why you recommend this restaurant and the services it offers** • **friend of theirs** (det. years) [dev. loyalty / support for business endeavour / passion for food / talented chef] • **generous helpings** (det. feast, trays of food) [dev. good value / leave feeling satisfied] • **cheerful banter** (det. smiles) [dev. made to feel welcome / good service] • **comfort food** (det. nostalgic) [dev. cheer you up / evokes childhood memories / food reminds you of home] • **delicious food / quality of the food:** (det. array of fragrances, rich flavours, crunchy, crispy coatings) [dev. contrasting textures / variety of dishes] • **tracks down food from your past** (det. Grandma's broth, holiday / romantic meal, Koishi investigates) [dev. recreates it exactly / (tried but) could not make it himself / Koishi goes to great lengths to source ingredients / could track down a special (lost) recipe for the friend] **A3: the changes that you and Koishi have persuaded Nagare to make over the past year** • **menus in the restaurant** (det. no menu previously) [dev. potential customers can see what to order / increased sales / people can order what they want] • **replace the sign** (det. Kamogawa Diner and Detective Agency on the outside of the building) [dev. (be happy that it) brings in more tourists / repaint the exterior] • **display the photographs of food** (det. artistic, taken by Koishi) [dev. showcase what they offer / tempt people to order / take advantage of Koishi's artistic talent] • **improve their advert** (det. (no) other details) [dev. include directions or an address / attract a wider range of people by advertising in different places] • **decide on a pricing structure** (det. left it to the client) [dev. ensure the sale is profitable / were not making enough money beforehand] • **employ staff** (det. (not) family members, young man, local(s)) [dev. will not be overwhelmed by increase in customers / existing customers equally passionate about food as Nagare]	

Marking Criteria for Question 3

Table A, Reading

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

Level	Marks	Description
5	**13–15**	• The response reveals a **thorough** evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	**10–12**	• The response demonstrates a **competent** reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	**7–9**	• The text has been read **reasonably** well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	**4–6**	• There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	**1–3**	• The response is either **very general**, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	• There is very little or no relevance to the question or to the text.

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Table B, Writing: Structure and order, style of language

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

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout.
4	**7–8**	• Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced.
3	**5–6**	• Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure.
2	**3–4**	• There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text.
1	**1–2**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original.
0	**0**	• The response cannot be understood.

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