Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **February/March 2022**

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 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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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 organise 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	2
1(b)(ii)	R1	2
1(c)	R1 and R2	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1 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 the <u>two</u> aims of International Tiger Day according to the text.** Award 1 mark for **two** correct responses. • to raise awareness (about the continued decline in the world's tiger population) • to encourage tiger conservation	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'brink of extinction' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase (e.g., at a critical point for the survival of the species'; critically endangered). • (on the) edge / (on the) cusp / under threat of / in danger of / about to / (very) close to / almost / extremely high risk of / nearly • dying out / no longer existing / no more living tigers / loss of the species / wiped off surface of the earth	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'vowed to act' (lines 4-5)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • promised / undertook / pledged (to) • help tigers / be proactive in tackling the problem / take decisive action / deal with the issue(s) / do something (about the problem) / put things rights / intervene	**2**
1(c)	**Re-read paragraph 2 ('Since the beginning …').** **Give <u>two</u> reasons why people may be concerned about the population of tigers.** • (over) 95 per cent of tigers lost since the (beginning of) 20th century / speed of loss / so many tigers lost in a hundred years / vast majority of tigers gone in a (relatively) short time • (only / now just) 3900 now remaining **in the wild /** small number(s) (still) living **in the wild** • tigers now only found in Asia / only found in one area of the world / only live on one continent Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 3 and 4 ('The dwindling number … in Asia.').** **Identify <u>two</u> factors that have reduced the numbers of tigers in the wild, other than human behaviour.** • fast spreading disease(s) / fatal disease(s) / certain diseases / epidemics • lack of genetic diversity / declining genetic diversity Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(ii)	**Re-read paragraphs 3 and 4 ('The dwindling number … in Asia.').** **Explain how human behaviour has had a negative effect on tiger numbers in the wild.** • neglected health management of wildlife / not using knowledge we have in conservation efforts • expanded agriculture and cities / competed for land / destroy(ed) natural habitat • kept them in captivity / taken them from the wild Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 5 ('For centuries … retaliation.').** **<u>Using your own words</u>, explain why some people may consider that capturing or killing tigers is acceptable.** **Answers which are <u>entirely</u> in the words of the text should not be credited.** • tradition (to hunt them) / continuing centuries' old practice / has been going on for hundreds of years • status symbols / souvenirs / curios / (enjoy) showing off • make money • tigers hunt domestic livestock / worried for safety of their livestock / to protect livestock • retaliation / revenge Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.	**3**

Question	Answer	Marks
1(f)	**According to Text B, what should we find concerning about tigers being kept in captivity?** **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 particularly threatened species / (one of the most) endangered species 2 much larger number in captivity than in the wild 3 makes us think species is safer than it is / creates the sense tigers are safe when they are not 4 inadequate space / unsuitable accommodation / living in backyards and apartments / not in natural habitat 5 tiger farms / forced breeding in captivity / huge scale of captive breeding 6 enforcement efforts are being complicated / cannot prove whether or not the tiger has come from the wild / undermining of efforts to protect tigers in the wild 7 demand for tiger parts and products 8 only a small percentage kept in licensed zoos 9 owners often not trained to care properly for tigers / tigers are more vulnerable due to poor care / poor treatment compromises welfare of tigers 10 exploitation / used as photo opportunities / playing with cubs / tigers used for human entertainment 11 potential danger to the public / health and safety of humans 12 inbreeding / birth defects / cubs unsuitable for introduction to wild / cubs with health issues 13 lack of focus on recovering wild populations / not looking at translocation / should be looking to create viable breeding populations for reintroduction to wild	**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	**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. • 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.

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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)	R2	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R1	1
2(b)(iii)	R2	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:** **The railway station was empty of people when the narrator arrived.** (the) deserted (station) (line 1)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The paintings of tigers on the walls of the station attract the interest of people travelling through**. engage (curious passers-by) (line 8)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The owner of the guesthouse was slow and unwilling to welcome the narrator.** (a) reluctant (proprietor) (line 10)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The guesthouse room had a stale, damp smell.** (a) musty (room) (line 11)	**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:** **Next morning, I introduced myself to Fateh, the wildlife warden for the park. He looked over his luxuriant moustache disbelievingly at me and my camera. No one came here, he told me, to 'visit'.** **Jolting along dirt tracks, we drove out towards the reserve. Slowly the wilderness took over. I scanned the thickening forest for wildlife, unaware my tracking skills would take years to develop.** **luxuriant:** strong and healthy, bushy, full, rich and well-maintained, long and well-groomed; ample, extravagant, over-grown, grandiose	1
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **Jolting:** lurching from one bump to the next, (their vehicle was) shaking, vibrating, bouncing, jarring	1
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **scanned**: looked over the whole thing (quickly), looked carefully, examined, searched	1

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests his feelings as he learns to track tigers.** **<u>Use your own words in your explanation.</u>** **My first days felt like shedding one layer of skin and growing into another. As you track a tiger, the language of the jungle envelopes you in its folds. You're alert to the tension in every rustling leaf, in every impression on the ground. Animal tracks whisper stories of the night. You're a jungle detective seeking clues of tigers having padded past.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his feelings as he learns to track tigers. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests his feelings as he learns to track tigers. Award 1 mark for an example with an attempt at an explanation which shows awareness of his feelings as he learns to track tigers. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses might use the following:** • **felt like shedding one layer of skin and growing into another**: natural process of loss and renewal - reminiscent of a snake**,** suggests the need to learn a whole new way of life, complete change of scenery and lifestyle, has to adapt and fit in with new surroundings • **the language of the jungle envelopes you in its folds**: suggests need to learn to understand to interpret signs, details and information in surroundings**;** becomes wrapped up in the experience, welcomed, comforted, enclosed protectively • **alert to the tension in every rustling leaf, in every impression on the ground**: suggests need for wariness, heightened senses noticing a myriad of tiny detail, sensitivity to all life around him; waiting for something to happen, reminiscent of a preying animal about to spring / prey fearing attack • **Animal tracks whisper stories of the night**: creatures he has heard about in legends and tales, suggests sense of fear, conspiracy or danger, 'tracks' indicates hunts and creatures he can't see now, but appear to have been there • **a jungle detective seeking clues**: an investigator looking for evidence, as if a crime scene, suggests childish excitement / mystery, sense of solving a case, enjoying the game or challenge of finding a tiger • **tigers having padded past**: suggests soft, heavy footsteps of the powerful creature's paws, moving quietly and deliberately	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 2 and 10.** • **Paragraph 2 begins 'In those days …' and is about the town of SM.** • **Paragraph 10 begins 'Visiting research-scientists …' and is about Noon and the writer's feelings about this tiger.** **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 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 2 begins 'In those days …' and is about the town of SM** *Overview: stark contrast between the past and more recent times; how SM has changed to become larger, busier and more commercial.* • **boasted few motorised vehicles**: did not have many cars, buses etc.; old fashioned reference to 'motorised vehicles' as if still relatively unusual and something to show off about; this town was neither fashionable nor modern • **wasn't prosperous**: not wealthy, not successful in material or monetary terms, implied contrast with the economic success the town will enjoy in later years • **numerous taxi-jeeps and buses**: so many commercial vehicles it was not possible to count, they are now everywhere, bustling busy nature of the booming town contrasted with previous quiet backwater • **chattering tourists**: talking excitedly, evokes a dynamic and noisy picture of large groups of visitors • **still figments of shiny future ambition**: imagined developments are not yet real, seemingly unlikely dreams and hopes, apparently unrealistic plans based on dull reality of that time, romanticised view of what they might achieve, yet the sense that it came true as town becomes modernised / flashy • **garish hotel chains**: lurid, obtrusive brightly coloured hotels owned by big organisations, suggests profit over sensitivity to area • **yet to sprout**: not yet appeared but will appear suddenly, as if organically like leaves or hair; seeds of success • **mushrooming**: hotel buildings increasing rapidly, town is growing upwards and outwards, uncontrolled and exponential growth • **sleepy town, sprawled untidily**: quiet place with little sense of planning or design, relaxed and unconcerned about image; possible suggestion of a stereotypical teenager yet to mature	**15**

Question	Answer	Marks
2(d)	• **Paragraph 10 begins 'Visiting research-scientists …' and is about Noon and the writer's feelings about this tiger.** *Overview: described as if in love; reliving fond memories, tinged with a sense of loss and longing.* • **grew into a pleasant obsession**: developed like a hobby or habit, becomes besotted, not destructive but calming and enjoyable fascination • **deepening my understanding of the secret life of tigers**: little known or shared about tigers' habits and behaviours, finds out more and more about how tigers live, developing knowledge reveals previously undiscovered details of the mystery of the great cats as a species • **experienced such closeness**: reminiscent of a human relationship, shared moments of emotion and experience • **alone … in solitude**: not threatened, felt safe to be on his own, calm, quiet, peaceful, reflective time • **traversing**: criss-crossing between the lakes, like a tiger himself • **heart of her territory**: central to the area she occupied, sense of power, ownership, emotional attachment and pull of the place for him suggested by 'heart' • **summon up images** (of Noon): can bring to mind pictures, recreate, recall the spirit of this tiger, reminiscent of a magician or sorcerer • **slicing** (through their waters): cutting through effortlessly; clean, powerful movement through that appears to part the water, skilful and in her element • **erupting** (from a grassy bank): leaping up and out suddenly and powerfully; volcanic; unstoppable natural force • **incredible pursuits**: unbelievable chases, apparently no chance of catching them but does, suggests admiration for athleticism and prowess as a hunter • (images that) **remain etched on my mind**: cannot forget, experience is part of him, painful and permanent memory, artistry / artistic nature of picture he recalls Only credit comments on stylistic effect where these are explicitly linked to choices.	**15**

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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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, W4 and W5 (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
W5 make accurate use of spelling, punctuation and grammar.

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Question	Answer	Marks
3	**You are Fateh. Following the release of Val's book about his experiences at Ranthambore and the work you have both been doing there, you are interviewed for a national television show.** **The interviewer asks you the following three questions only:** • **What does Ranthambore offer visitors; what might our viewers like about Ranthambore if they visited <u>and</u> what sort of thing could they do there?** • **Can you tell us about the various different people and animals associated with Ranthambore <u>and</u> how you feel they and you have contributed to Ranthambore's success?** • **Ranthambore is located near SM. How and why has SM changed since 1976?** **<u>Write the words of the interview.</u> Base your interview on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullets.** **Begin your interview with the first question.** **Write about 250 to 350 words.** **<u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u>** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on 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 what Ranthambore offers visitors; what viewers might like about Ranthambore if they visited and what sort of thing could they do there. **Annotate A2** for references to the various different people and animals associated with Ranthambore and how Fateh feels they and he have contributed to Ranthambore's success. **Annotate A3** for references to how and why SM has changed since 1976.	**25**

Question	Answer	Marks
3	**A1: what Ranthambore offers visitors; what viewers might like about Ranthambore if they visited and what sort of thing could they do there** • **tiger reserve** (det. wild tigers) [dev. rare opportunity / reassurance of doing good – protecting tigers] • **wilderness** (det. jungle / forest) [dev. may be able to go tracking with an expert / kept safe by rules / contrast with town or city] • **range of other wildlife** (det. deer, boar) [dev. can no longer see vultures / creatures are in natural habitat] • **lakes** (det. several bodies of water, Ranthambore lake) [dev. beautiful views of sunset / might witness a hunt] • **education** (det. secret life of tigers, Val's explanations, Val's book) [dev. lectures (from Val) / results of scientific research] • **films** (det. of tiger hunting / following vultures) [dev. amazing footage / may get first-hand experience of things they have seen on film or TV] **A2: the various different people and animals associated with Ranthambore and how Fateh feels they and he have contributed to Ranthambore's success** • **local artists** (det. painters, created murals) [dev. show of support / drew attention to the park and its work] • **Val** (det. author, photographer, documentary film maker) [dev. commitment to campaign over time] • **Noon** (det. two litters) [dev. beautiful animal / became famous / iconic / part of breeding programme / no longer living / descendants carry on her legacy] • **scientists** (det. research) [dev. credibility for park] • **own contribution** (to make Ranthambore most important wildlife destination in the world) (det. park warden) [dev. worked with Val / teamwork / pride at achievements over time] • **high profile visitors** (det. lots of VIPs) [dev. may be doing it to further their own career / campaign gathered strength and acceptance] **A3: how and why SM has changed since 1976** • **station** (det. used to be deserted, used to be the only reason the town was there) [dev. more welcoming / become an attraction in its own right] • **transport** (det. taxi jeeps and buses now, newly surfaced roads, previously horse-drawn carriage) [dev. better equipped to deal with volume / more convenient / modernised / increased traffic is too much] • **hotels** (det. only one guesthouse nearby previously, chains of hotels now) [dev. increased need for more accommodation / hoteliers now more welcoming and obliging / overly commercialised] • **tourists** (det. numbers of visitors increased) [dev. proximity of park and its growing popularity attracted people to the town too / tourists were not impressed by the town as it was, so it had to change / tourists overwhelming local culture • **economy boomed** (det. not prosperous before) [dev. tourists spent money / created a market for local businesses to grow, more jobs for locals]	

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Marking Criteria for Question 3
Table A, Reading

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

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

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

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

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • 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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