Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **February/March 2023**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two 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 & R2	2
1(c)	R1	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**

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Question	Answer	Marks
1(a)	**What was the Ancient Greek name for hippos?** • hippopotamus(es) / river horse(s)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'scarlet fluid' (line 4):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • (pure) red / crimson / vermillion (accept any synonym) • liquid / solution / moisture	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'rotund creatures' (line 5):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • round(ed) / plump / chubby / portly / fat • animals / beasts / mammals *Do not credit references to weight.*	**2**
1(c)	**Re-read paragraph 2, ('The stubby-legged … meat.').** **Identify <u>two</u> hippo behaviours which have surprised scientists.** • fast speed at which they run / running speeds of (over) 30 k(m)ph • (observed) eating meat Award 1 mark for each idea, up to maximum of 2. *Needs a reference to run / running in first strand as also aquatic.*	**2**
1(d)(i)	**Re-read paragraphs 3 to 5 ('One detail … vulnerable.').** **Give <u>two</u> reasons why people think that male hippos are aggressive.** • huge (weight) / weigh 3200 kg • brutal battles over mates / slashing and biting • incisor teeth measure up to 40 cm long / large incisors Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 3 to 5 ('One detail … vulnerable.').** **Explain why, according to some experts, hippos may have changed their behaviour.** • (driven to scavenge meat when particular) nutrients are scarce • humans encroaching on land • (growing) competition for food / competition for fresh water / less food / less water to drink • fighting with other animals for territory means opportunity to kill (and eat) meat / tussles over territory (may) facilitate carnivory Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraphs 6 to 8 ('Others believe … story.'").** **<u>Using your own words</u>, explain why some scientists do <u>not</u> believe that the behaviour of hippos has changed.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • hippos are likely to have always done it, we just did not know / eating at night so not spotted • other 'herbivores' are known to eat meat (allow example(s) of cattle and/or antelope eating meat) • hippos are equipped to eat meat / no biomechanical limitations / built to take down prey *Answers which are entirely in the words of the text should not be credited.*	**3**

Question	Answer	Marks
1(f)	**According to Text B, what problems can be caused by this kind of 'hippo' <u>and</u> how should these problems be tackled?** **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** make other staff nervous in meetings / can dominate proceedings in meetings / other lower paid attendees defer to hippos **2** hippos are often wrong / bad ideas get pushed through **3** data gets ignored **4** demotivate staff **5** negatively affect culture of the company / set a bad example **6** their opinion carries too much weight / cannot be argued with or questioned **7** other people's suggestions get ignored / alternative ideas are not considered **8** other staff do not feel able to offer feedback criticising projects led by hippos / other staff forced to praise them **9** not responding to customers / company seems out of touch / lose touch with the real world **10** company loses money **11** blind review process / keep leader secret / put junior managers in charge **12** (create opportunities for) leaders to learn from staff **13** meaningful dialogue between leaders and staff **14** hippos should listen more and speak less / hippos should become better listeners	**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)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R1	1
2(b)(iii)	R2	1
2(c)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Susan attended a short meeting to receive information before getting into the boat.** • (a quick) briefing (line 1) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(ii)	**A wooden mokoro is skilfully made by carving out a mature tree.** • (expertly) crafted (line 1) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iii)	**To pass their licensing examinations, polers would need to show that they were able to meet the needs of a wider variety of visitors.** • (the / a) broader range (line 37) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iv)	**One poler passionately and forcefully argued against the suggestion in the book.** • (was) vehemently denied (by) (line 43) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Our poler explained that all fifty members of the OPT were local men. Many owned their own boat and had learnt their poling skills as children, catching fish and travelling between villages by water. To preserve the delicate ecological balance of the delta, fishing was now tightly controlled, but as poling was more lucrative, few were complaining. When more polers could afford to convert to fibreglass canoes, fewer mature trees would need to be cut down.** • **preserve:** keep (it) safe / protect (from further harm) / maintain / conserve	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **lucrative:** produces (more) money / profitable / can make money from it *Do not credit 'rewarding'.*	**1**

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **convert:** change (to use) / use (a) different (kind) / switch (to) / cross over (to using) *Do not credit any sense of 'change into' or 'transform'.*	**1**
2(c)	**Use one example from the text below to explain how the writer suggests Susan's attitude towards hippos:** **Use your own words in your explanation.** **Travel was through channels made by hippos. These channels were often clogged with vegetation, so polers had to push hard to get through. Sometimes a male hippo decided that he didn't want commuters using 'his' channel, rising unexpectedly out of the water, huge mouth gaping and honking warnings at the traffic. Hippos always had right-of-way and polers had to be alert. Sometimes they'd spend days opening new channels to avoid aggressive hippos. There were some terrifying near-misses!** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Susan's attitude towards hippos. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Susan's attitude towards hippos. Award 1 mark for an example with an attempt at an explanation which shows awareness of Susan's attitude towards hippos. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **sometimes a male hippo decided that he didn't want commuters using 'his' channel:** possessive, territorial creatures / emphasising sense of ownership – at home on the delta unlike her / mild amusement • **rising unexpectedly out of the water, huge mouth gaping:** sudden and violently emerging, jaws wide open, sense of the shock, horrific image, reminiscent of shark or other predator; unpredictable • **polers had to be alert:** always on the watch, sense of the respect for the creature, need to be cautious around them • **avoid aggressive hippos:** stay out of the way of (male) hippos; suggestion that not all are threatening or dangerous, but the ones that are like that are best dodged • (extended image) any choice from: (huge mouth gaping) **honking warnings at the traffic / hippos always had right-of-way / terrifying near misses!:** described as if vehicles; animal's noise compared to that of a horn – sense that there are rules of the road to be obeyed, moving around as part of the community of road / waterway users but hippos are not to be argued with; law is on their side; chaotic and scary like driving in unfamiliar/busy place	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 4 and 5.** • **Paragraph 4 begins 'I will never forget …' and describes Susan's memories of the morning's journey.** • **Paragraph 5 begins 'Late afternoon …' and is about the hippo safari.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for Question 2(d) (Table A, Reading) **Notes on the task** This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 4 begins 'I will never forget …' and describes Susan's memories of the morning's journey.** *Overview: apparently effortless, calming movement of boat (and Baruti)* • **utter tranquility:** complete peace, paradise • **swishing through** water lilies **(in the open lagoons):** moving through the surface of the water makes the leaves move and creates small rushes of air; contrast between the expanse of still water and the movement of the boat, suggestion of light-hearted, childlike enjoyment • **(consciously took a) 'snapshot' memory:** capturing a mental image of the moment, as if a souvenir photo or keepsake • **breathing in its essence:** (image) soaking up the experience, inhaling deeply as if to enjoy a perfume or scent, purest form • **antidote to my stressful life:** (image) medicine to relieve effects of day today existence, healing, contrasting atmosphere to daily pressures • **seemed to glide:** appearing to move without friction, smoothly, deceptively easily • **gently floating as though blown:** (image) as if being moved along by some natural force, airborne like a seed or feather • **perfectly clear** (water)**:** completely pure, like crystal, without taint, beautiful, unpolluted, unspoilt • **persuasive, easy manner:** relaxing and comforting in line with the movement of the boat • **washed up on the shoreline:** as if by chance, reminiscent of adventure at sea, brought in by the tide on a desert island *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 5 begins 'Late afternoon …' and is about the hippo safari.** *Overview: uncertainty of encountering the animals, unpredictability* • **headed for hippo territory:** setting off to area where the animals can be found, reminiscent of war / campaign • **carried eerily across the still waters:** could be heard in the distance, as if ghostly, could not see the animals, spooky • **skilfully manoeuvred our fleet:** (image) navigated the passage for the group of boats expertly; military precision • **experience guided:** (image) the older polers are experts at knowing how near to get to the hippos, have done this many times before • **shadowy outlines huddled together:** (image) indistinct, mysterious shapes, grouped • **spouting, chuffing and grunting:** (image) sounds of spraying water upwards, release of vapour or air and snorting noises; mechanical monster / disgruntled / annoyed • **imposing male:** large and intimidating beast • **took exception:** became annoyed and reacted angrily, suggests being picky / over-sensitive • **edging a little too close:** moving in small increments only, small margin for error • **brash young poler:** overconfident and showing off, though inexperience suggested • **to scuttle back hastily into the shelter:** racing back in a panic as hippo reacts, like a small creature or insect • **raucous amusement:** laughter is loud and bullish; the other polers are mocking him and enjoying his scare *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

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, 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 Baruti. Weeks after Susan's arrival, you are giving a speech to a group of local business people to persuade them to support the work of the OPT.** **In your speech you should:** • **explain what exactly the OPT is and what it has achieved so far** • **describe what tourists particularly enjoy about trips with the OPT** • **suggest how the support of local business people might help the OPT and benefit local people, animals and the wider region.** **Write the words of your speech.** **Base your speech on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on 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 what exactly the OPT is and what it has achieved so far. **Annotate A2** for references to what tourists particularly enjoy about trips with the OPT. **Annotate A3** for references to how the support of local business people might help the OPT and benefit local people, animals and the wider region.	**25**

Question	Answer	Marks
3	**A1:** what exactly the OPT is and what it has achieved so far • **Okavango Polers Trust** (det. group of 50 polers, business started by Baruti) [dev. camaraderie and support] • (many were) **boat owners** / **community-owned** (det. visitors book directly with them) [dev. by-passing larger companies] • **local men** (det. learned skills growing up in the area, used to fish) [dev. offering new career opportunity / entrepreneurial spirit] • **eco-tourism business** (det. plan to use solar power, propel boats by hand, use channels made by hippos) [dev. aware of the threats to the local environment] • **cleared wasteland** (det. site near to Seronga) [dev. will be more convenient / will not take time setting up for each visit / making use of local untapped resource] • **taken booking(s) for two-day safari(s)** (det. large group(s)) [dev. successful first trip(s)] **A2:** what tourists particularly enjoy about trips with the OPT • **animals / hippos** (det. groups; honking, grunting) [dev. thrill of getting up fairly close / range of different sounds they make] • **authentic / affordable** (det. polers grew up there, travel between villages by water) [dev. understanding culture] • **camping at night** (det. campfire) [dev. romantic, adventurous, opportunity to reflect] • **organised schedule** (det. rest after lunch; shelter from heat, live the way animals live) [dev. comfort] • **qualities and abilities of the polers** (det. genuine, friendly, skilful) [dev. happy to socialise with guests / willing to share experience and stories / impressive boat handling] • **natural beauty / water travel** (det. water lilies on the river, still water, open lagoon(s)) [dev. peaceful; soothing] **A3:** how the support of local business people might help the OPT and benefit local people, animals and the wider region. • **allow more polers to replace boats** with fibreglass ones (det. more expensive) [dev. last longer / sponsorship or investment would help OTP to changeover more quickly and save trees – benefitting the local eco system] • **more tourists** (det. broader range) [dev. new customers and opportunities for the area / boost local economy] • **improve infrastructure / build a permanent camp** (det. planned a shower block) [dev. more comfortable for visitors / business or employment opportunities for other locals] • **buy equipment** (det. buy a truck) [dev. will need more equipment as they grow – potential for other local businesses] • **positive attitude of local people to hippos** (det. usually avoid them) [dev. hippos seen as an asset to protect rather than a nuisance] • **broadening skill set of local people / transferrable** skills (det. English skills, licences) [dev. expands programme of study / career progression / not having to rely on volunteers to teach] • **better understanding** of hippos in general (det. discussion of published material) [dev. publicity (for polers/area)]	

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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