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FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **February/March 2024**

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.

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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 descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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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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ANNOTATION

SYMBOL	MEANING	Q1(a)–1(e)	Q1(f)	Q2(a)–(c)	Q2(d)	Q3
^	partially effective	Y	Y	Y	Y	Y
✓	credited point, detail or choice from text	Y (point awarded)		Y (point awarded)	Y (relevant choice)	Y (supporting detail from the text)
DEV	development					Y
A1	relevant idea		Y			Y (related to first bullet)
A2	relevant idea					Y (related to second bullet)
A3	relevant idea					Y (related to third bullet)
EXP	explanation/meaning				Y	
+	effect		Y (good own words)		Y	Y (effective use of own words)
O	overview or organisation		Y (effective organisation / overview)		Y (overview)	
LM	lifted material		Y			Y
Highlighter	copied from text	Y (where own words were required)	Y	Y (where own words were required)	Y	Y
REP	repetition		Y		Y	Y
🗨	summative comment		Y Reading Writing		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages		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	2
1(b)(ii)	R2	2
1(c)	R1	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 inspired the story of Mowgli according to the text?** • ancient Indian fable(s) (texts)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'animal inhabitants' (line 2).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • creature(s) / beast(s) / mammal(s) • which live there / at home in the jungle / native to / occupants / resident(s) / dwelling / population / indigenous Credit alternatives explaining the whole phrase – for example, fauna.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'fantastic take' (line 4).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • strange / remarkable / bizarre / imaginary / unexpected / extraordinary / amazing / incredible / unrealistic / weird / unbelievable / unlikely / implausible / marvellous / wonderful • version / interpretation / (distinct) treatment / variation / perspective / adaptation / view(point) / opinion Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 2 ('The movie's story … such tales?').** **Give <u>two</u> examples of myths of children being raised by animals.** • Tarzan • Romulus / Remus / founder(s) of Rome Award 1 mark for each idea, up to a maximum of 2.	**2**

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Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 3 and 4 ('Of other similar … in the wild.').** **Identify <u>two</u> facts that are known about the boy named Ramu.** • found in a forest / found in 1976 • had claw-like nails Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(ii)	**Re-read paragraphs 3 and 4 ('Of other similar … in the wild.').** **Explain why some people might think that chimpanzees could adopt a human child.** • show human traits (allow: social traits / show empathy / show kindness) • closest (living evolutionary cousins) to humans • adopt other (orphan) chimps Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraphs 5 and 6 ('And there are … just yet.').** **<u>Using your own words</u>, explain why most people are unlikely to believe that tales of animals adopting humans are true.** • instinctive adoption most often the case / more likely to adopt one of own species / humans have very different DNA to animals / animals want to pass on (their/similar) DNA to next generation • humans look very different to animals / humans look alien to animals • human (babies) take a lot of resources / human child unlikely to be able to contribute usefully to animal's life • no verified evidence 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.*	**3**

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Question	Answer	Marks
1(f)	**According to Text B, why is the wolf not well understood by some people?** **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 difficult to know what is true and what is not true / not based completely on fact / **mixture** of fact, fiction and half-truths 2 ludicrous stories / children's fables / fairy tales 3 inaccuracies passed on generation after generation / cycle of misunderstanding continues 4 talents interpreted as undesirable human characteristics / misinterpretation of wolf behaviours as devious / adding human motives to creatures 5 classic horror films / (misleading) stereotypes in **old** films 6 popular culture perpetuates stereotypes / media (still) depicts wolves as dangerous threats / music presents a threatening image of the wolf 7 taught to fear wolves / ignore evidence (that wolves aren't dangerous threats to humans) 8 (modern wolf enthusiasts) make wolves seem otherworldly and unreal / made to seem as if not real 9 lack recognition of wolf's place in our eco-system 10 humans being close alters natural behaviour / researchers getting close influences how the pack behaves 11 much research has to be conducted remotely / limitations in what can be observed from a distance / difficult to develop an understanding of the nuances 12 wolf communications misinterpreted as vicious / natural sounds they make considered as evil.	**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 <u>words underlined</u>:** **When the writer first arrives at Aurora Park, he waits outside a <u>small wooden building which has no lights on.</u>** • (a / the) **darkened log cabin** (line 1) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:** **Before numbers started to increase again, wolves <u>were almost non-existent</u>.** • (are / were / from / at / on the) **edge of extinction** (line 17) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:** **Aurora Park's wolves are <u>used to interacting with humans</u>.** • (are) **accustomed to** (human) **contact** (and enjoy our company) (line 23) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:** **A stay at Wolf Lodge in Aurora Park comes at a <u>particularly high price</u>.** • (the / a / an) **eye-watering expense** (of the price) (line 27) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**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:** **I extinguish the car lights and step out into the freezing air just as a snowplough comes up the road, driven by my 'devoted host' and 'wildlife expert', Head Keeper, Stig Hansen.** **'Follow me in your car,' Stig says softly. 'At the top, when we get out, don't make sudden movements or noises.'** • **extinguish:** switch off / put out / turn off / put off	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **host:** person receiving guests / someone looking after (visitors) / person in charge (of your stay) / organiser (of stay)	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **softly:** quietly / in a low voice / whisper / gently *Do not credit 'silently'.*	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the website makes Aurora Park sound appealing.** **<u>Use your own words in your explanation.</u>** **I check the park's website on my phone: 'Experience Arctic nature up close. Live amongst our rare semi-wild wolves at the ultra-exclusive Wolf Lodge. Revel in the unique feeling of being watched by curious amber eyes; be part of a new story for these marvellous, mythical, misunderstood creatures …'** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the website makes Aurora Park sound appealing. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the website makes Aurora Park sound appealing. Award 1 mark for an example with an attempt at an explanation which shows awareness of the appeal of Aurora Park. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. **Responses *might* use the following:** • **Experience Arctic nature up close:** try it out for yourself without barriers, full sensory involvement • **Live amongst our rare semi-wild wolves**: not available anywhere else / very few other places; not fully wild so safer/ authentic as still not completely tame; these wolves are known well by them • **ultra-exclusive Wolf Lodge**: nowhere else offers this; top end; incomparable accommodation; difficult to book; luxury • **Revel in the unique feeling**: enjoy something never experienced before; be immersed happily in the sensation; an escape from mundane life; once in a lifetime • **watched by curious amber eyes:** beautiful orange/yellow eyes; precious; nosey/interested; they want to find out about you too • **be part of a new story**: experience their daily lives; reinvent the narrative around wolves; help them to be better understood; responsibility to help them; important to be involved • **marvellous, mythical, misunderstood creatures**: admiration/ incredible animals; seem unreal / fictional but are actually real; people have the wrong idea about them; unfair how they are treated; wonderful chance to meet them.	**3**

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Question	Answer	Marks
2(d)	**Re-read paragraphs 9 and 10.** • **Paragraph 9 begins 'From inside …' and is about the first evening in the lodge.** • **Paragraph 10 begins 'Next morning …' and is about meeting the wolves.** **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 9 begins 'From inside …' and is about the first evening in the lodge** *Overview: juxtaposition of the extraordinary sights in the night sky with the latent threat of the wolves observed from the safety and comfort of the lodge* • **plush** (mountain lodge): comfortable, expensively appointed, suggests soft/furry toy or material, expect to be cosseted; warm and welcoming • **peer out**: look out tentatively / try to see out; difficulty seeing out into the dark; slightly nervous • **a green glow: at first just smudges that grow**: faint suggestion of light initially; otherworldly, becoming more intense; life of its own; indistinct marks at the beginnings of a picture that become a work of art • **(forming a) cosmic phantom**: taking shape; ghostlike / in outer space; alien character; ethereal; unknown, unsettling power; awe-inspiring • **flutters, swirls and moves mysteriously (across the vast sky)**: light, organic motion, suggests natural force/power reminiscent of water/wind • **Surfacing from the depths of the darkness**: coming up, emerging, as if from below an ocean; monster of the deep; menacing • **sudden, vicious, wolf-fight**: brutal, shocking physical encounter, surprise • **eerie silence:** no one is talking; unnatural quiet; nervous, listening out, waiting for the next noise • **gazing at a shimmering white moon**: staring at the moon; as if entranced; sparkling; precious, pearl-like iridescence • **silhouetted against it, are the swift shadows of running wolves**: outline of the creature against the moon; stereotypical image; horror movies; otherworldly connection between mysterious power of moon and the beasts *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	**Paragraph 10 begins 'Next morning …' and is about meeting the wolves.** *Overview: endearing appeal contrasted with their wild, unpredictable nature and capacity for aggression* • **emboldened by a hearty breakfast**: ready to face the wolves; enjoyed a delicious and satisfying meal; feeling braver now he has eaten a good breakfast; amusing; childlike • **venture out**: dare to go out; showing some courage; sense of anticipation to explore • (wolf pack) **loping eagerly** (towards us): awkward; gangly, jaunty movement; dog-like; friendly • (They) **jump up excitedly**: ebullient welcome; keen to greet them • (a) **snarling stand-off**: growling at each other; competitive; apparently aggressive contest, though fighting over who gets to say hello first • **agree** (to lick my camera instead): resolve the argument, as if they have discussed it; compromise suggested • **(it's all) remarkably non-threatening:** surprisingly amicable; not what was expected, pleasant anti-climax • **stroll**: slow, casual walk; enjoyable and relaxed • **a bit of a howl and hold a wrestling contest**: make typical wolf noise and play fight; understated, as if children playing; perceived/presented as light-hearted entertainment • **instantly curious and pushy**: sudden change; alert and insistent; unexpected; potentially overwhelming • **flooded with predatory instincts (and the power of the pack)**: sudden deluge of natural urges; nature takes over; instinctive behaviour of the group; natural hunters; primeval • **retreat to a respectful distance**: stepping away; recognising the potential danger in these creatures; acknowledging their power; not presuming to understand or be part of the pack • **Cute they may be, but cuddly toys they are not**: contrast between physical appeal and their wild nature; mocking childish interpretation; emphasis on 'not' suggests potentially dire consequences for anyone trying to cuddle a real wolf. *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

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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 Stig Hansen. You have been invited to give a talk about Aurora Park and your work there.** **In your talk you should explain:** • **what your job involves <u>and</u> the skills and qualities you feel you need to do the job well** • **what visitors enjoy about Aurora Park <u>and</u> the security measures you have in place** • **why the work you and your team are doing at Aurora Park is important for both wolves <u>and</u> humans.** **<u>Write the words of the talk.</u>** **Base your talk on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullet points.** **Write about 250-350 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 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 your job involves and the skills and qualities you feel you need to do the job well. **Annotate A2** for references to what visitors enjoy about Aurora Park and the security measures you have in place. **Annotate A3** for references to why the work you and your team are doing at Aurora Park is important for both wolves and humans.	**25**

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Question	Answer	Marks
3	**A1: what your job involves <u>and</u> the skills and qualities you feel you need to do the job well** • **looking after the park's animals** (det. head keeper) [dev. organising team / managing] • **looking after the visitors to Wolf Lodge** (det. meet them at reception, show to accommodation, cook) [dev. ensure guests are comfortable / need to be prepared to pitch in to any job] • **clearing the snow** (det. driving a snowplough) [dev. regular, heavy falls of snow / necessary to avoid being cut off / physical endurance required to withstand weather conditions] • **calm** (det. talk softly, no sudden noise or movements) [dev. need to reassure visitors / show visitors how to behave] • **expert knowledge** (det. monitor wolves, different calls) [dev. confident around wolves] **A2: what visitors enjoy about Aurora Park <u>and</u> the security measures you have in place** • **overnight accommodation** (det. Wolf Lodge) [dev. extremely comfortable / luxurious / welcoming first impression] • **scenery / view** (det. aurora, Northern lights) [dev. impressive / panoramic views out of the window] • **meeting wolves** (det. semi-wild; licking; have to be 18+) [dev. always accompanied by a keeper / extraordinary / exciting] • **food** (det. dinner, hearty breakfast) [dev. traditional / cooked over fire] • **tunnel** (det.in the hillside) [dev. only way for visitors to enter / wolves do not have access] • **wire fence / gate** (det. electrified, leave cars outside) [dev. keeping wolves in / keeping unwanted visitors out] **A3: why the work you and your team are doing at Aurora Park is important for both wolves <u>and</u> humans.** • **wolves are misunderstood** (det. part of a new story) [dev. changing perception of the animals] • **accustoming wolves to humans** (det. captivity is stressful for many wolves, better welfare in captivity) [dev. help both species to coexist happily / protecting their wolves in the valley] • **environmental benefits** (det. we don't interfere, biodiversity) [dev. allowed to live naturally / part of what should be there / redressing the balance] • **increasing numbers** (det. rare, were once on the brink of extinction) [dev. attracting other wolves] • **encourage more visitors** (det. charge for meeting wolves) [dev. protecting their future as a species / brings in revenue / publicity for the cause]	

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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.

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Level	Marks	Description
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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