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FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **February/March 2025**

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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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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Annotations guidance for centres

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

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

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

Annotation	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 the 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 (own good words)		Y	Y (effective use of own words)
O	overview or organisation		Y (effective organisation / overview		Y (overvie w)	
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

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Annotation	Meaning	Q1(a)–1(e)	Q1(f)	Q2(a)–(c)	Q2(d)	Q3
	summative comment		Y Reading Writing		Y Reading	Y Reading Writing
	viewed – including blank and additional pages					Y

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)	R1	2
1(c)	R1	2
1(d)(i)	R1 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)	**Give <u>two</u> examples of animals which migrate (other than humpback whales) according to paragraph 1.** • Monarch butterflies • European swallows Award 1 mark for **both** responses.	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'incredible endurance' (line 5):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • extraordinary / amazing / unbelievable / extreme / great • stamina / tolerance / sticking with something / resilience / keep(ing) going / tenacity / resistance to fatigue / (capacity for) maintaining strength	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'facilitated research' (line 7):** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase • made easier / helped (bring about) / made more possible / allowed more / aided / enabled • study(ing) / finding out about / investigating	**2**
1(c)	**Re-read paragraph 2, ('Despite … animal movement.').** **Give <u>two</u> ways in which migration differs from other types of animal movement.** • (involves a) return journey • (happens) season(ally) Award 1 mark for each idea, up to maximum of 2.	**2**
1(d)(i)	**Re-read paragraphs 3 and 4, ('Astonished … GPS-tagged zebras').** **Identify <u>two</u> things scientists had to do before they were able to study how far the plains zebras travelled during migration.** • sedate them • tag them / fit satellite trackers (to zebras) Award 1 mark for each idea, up to maximum of 2.	**2**

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Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 3 and 4, ('Astonished … GPS-tagged zebras').** **Explain what researchers in the second study did to test what might influence the direction in which migrating zebras travelled.** • Used / created **computer simulations** • Looked at **two theories** / considered perception and sense **and** considered memory • **Compare** (the simulated tracks) with the real zebras / compare with the GPS data Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 5 ('Preliminary … lead scientist').** **<u>Using your own words</u>, explain why some people might not accept the findings of the study as conclusive.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • only described as 'preliminary' / need more monitoring • (memory) predicts only 'more accurately', not exactly • did not consider effect of predators • tracking data suggests it is neither model / might be genetic / tracking data may be unreliable / models might be flawed • lead scientist agrees they don't know for sure *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 are the reasons why changes to animal migrations have occurred and why are these changes worrying?** **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** **food in landfills** distracts them / junk food offers easier feeding option **2** **global warming** **3** **migration guards against parasites** **4** **urbanisation** / expansion of cities / increased infrastructure **5** **habitat divided** / manmade barriers **6** **efforts to solve the problem aren't working** / attempts to re-establish routes have failed / does not appear to be reversible **7** **affects ecosystem** (in destination/Africa) **8** **increased competition for resources** for resident non-migratory species **9** **(lose) research generated by migration** / will learn less about human behaviour **10** **species in decline** **11** **deforestation /** destruction of stopover sites	**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.
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)	R2	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R2	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:** **The vehicle that Lotta hired was inexpensive.** • **cheap** (line 8) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(ii)	**Seeing the flashing signals on the computer screen stops Lotta worrying that the trackers will not work.** • **blinking** (red lights) (line 13) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iii)	**Even though there are still a few bird species left alive, there is no longer any money available to pay for scientists to study them.** • **some birds remain** (line 23) *Accept cloze responses that repeat all / some of the question stem with the correct answer.*	**1**
2(a)(iv)	**Lotta explains how the migrating birds begin by taking different routes before they rejoin each other to find where the fish are.** • (then) **merge** (together) (lines 31-32) *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:** **I've put trackers on three, but couldn't afford cameras,' I explain, doggedly following Ennis back to his vessel. 'They'll only help to pinpoint where the birds fly. Someone needs to witness how they survive, to learn. Take me south – we'll follow them. If there are fish left, those birds will find them.'** • **vessel:** ship / boat / craft	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **pinpoint :** highlight / show the exact place / locate / indicate the position / target the place they end up	**1**

Question	Answer	Marks
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **witness:** observe / take note of / see (the evidence) / watch / look (at) / view / personally experience	**1**
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests Lotta's attitude to the project.** **<u>Use your own words in your explanation.</u>** **I'm not sure when dreaming of this last desperate project began, but it's part of me now as much as the instinct for breath. It swallowed me whole – a fantasy quest, securing a place on a fishing vessel and having its captain carry me far south following the longest natural migration of any living creature.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Lotta's attitude to the project. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Lotta's attitude to the project. Award 1 mark for an example with an attempt at an explanation which shows awareness of Lotta's attitude to the project. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **dreaming of this last desperate project:** has imagined it repeatedly in her sleep / thoughts; final attempt; chances of it working are slim • **it's part of me now as much as the instinct for breath:** like breathing so has no choice but to do it; important to her; essential for life; cannot forget it or remove it from her thoughts; natural urge • **It swallowed me whole – a fantasy quest:** heroic undertaking/adventure that took over her thoughts; completely consumed by the idea; suggests she is fanatical / driven; comes at a cost to her own well-being/comfort; it is going to be difficult and dangerous, though exciting; searching for a great prize / something that may not even exist	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 1 and 13** • **Paragraph 1 begins 'I'm watching …' and is about the actions of Lotta and the bird.** • **Paragraph 13 begins 'Months later … ' and is about what Ennis and Lotta discover when they land at the end of their journey.** **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 1 begins 'I'm watching …' and describes the actions of Lotta and the bird** *Overview: Contrast between Lotta's skilled, careful actions and the fear of the bird wanting to escape.* • (Her wing) **clips the hair-thin wire (closing the basket gently):** delicate movement; tiny nudge of the sensitive trip-wire triggers the trap; the action of the lid shutting is not sudden but careful, to avoid harming the bird; equipment is non-threatening (materials used are natural/traditional) • (I) **approach, not breathing, reluctant to scare her:** wary, moving forwards; does not want to frighten bird; punctuation mirrors the hesitant movement towards the bird; sense of anticipation • (She) **ruffles feathers:** small shaking movement of plumage; puffing up as if annoyed • (a) **small burst of defiance:** effort to resist, show of anger or protest; a weak refusal to cooperate, though has no choice**,** tiny and ineffective • **deftly looping:** carefully, gently and skilfully wrapping (the band) around • (The) **plastic tightens firmly, securing:** artificial material, grips the bird's leg; won't fall off/can't easily be removed; possible overtones of effect of humans/ pollution • (her) **heartbeat pounds fast and fragile** (inside my palm)**:** stress is affecting the bird's heart rate; speeding it up, sounds delicate as if it might break**,** emphasises the need for extreme care; bird feels captured/imprisoned • (I) **place her back in her nest, edging away:** carefully positioning the bird where she should be in her place of relative safety, moving away slowly bit by bit; gentle actions designed to minimise impact, cautious; apologetic; nervousness is incongruous as bird is far smaller than the human • (She) **explodes free, swooping at me suddenly:** quick brief movement, flying suddenly out/upwards and then down at Lotta as if retaliating • (a) **shrill cry:** high pitched noise; piercing shriek; anguish, pain, surprise; outraged at treatment *Only credit comments on stylistic effect where these are explicitly linked to choices.*	

Question	Answer	Marks
2(d)	Responses *might* use the following: **Paragraph 13 begins 'Months later … ' and is about what Ennis and Lotta discover when they land at the end of their journey** *Overview: Contrast between the emotions and the initial surge of disappointment and the elation as they discover the abundance of wildlife, serenity and beauty of the area.* • **magnificent – but empty:** amazing landscape; raises hope, but there is nothing to be seen; should contain flora and fauna • **something, anything, alive:** wants to see any living creature, or organism; desperation • (my) **heart breaks and then jumps… :** gives up again – had hope again in landing – followed by sudden realisation that she's seen something; despair followed by excitement • **something just flew across the sky***:* has seen a bird; cannot believe it; can't tell what creature it was / dare not name it**;** startled • **More somethings appear, swooping and soaring:** flying upwards and downwards powerfully; still indistinct/in the distance/high up; knows these are birds now but not yet revealing/admitting that; appear to be enjoying themselves • (I) **scramble to the summit:** inelegant, hasty climb to the top of the ridge; childish eagerness to see over • **(and – oh,) hundreds of terns smother an expanse of unspoiled ice below:** release of emotion at the quantity of birds she can see completely covering the frozen land; perfect, pristine, still frozen/glacier/ not destroyed by humans (yet) • **(Yet more) dance upon the air:** huge quantities of terns flying joyfully (contrast with the three); turning and twisting movements; performance • **Dipping gracefully, diving hungrily:** they have found fish so are keen to eat them; subtle elegant movements combined with direct straight downwards movement to catch their prey; awe at prowess • (a) **bay bubbling and thrashing with a million scales:** abundance of fish; energetic movement of so many healthy fish in the water makes it look like it is boiling; contrast with initial emptiness of the shore / panic of the prey • (a) **low rumble of laughter:** deep throaty sound showing satisfaction, pleasure at finding life here; possibility of fishing again; in sync with the whale • (a) **huge whale fin crowns the sparkling surface:** evidence of a large sea creature coming above the clear glistening water; regal; beautiful; magical • **What else is hiding in these clean, untouched waters – this sanctuary?:** safe place; not polluted; somewhere creatures are protected; mysterious; potential to find more; ends dramatically on a cliffhanger *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 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 a journalist. You have interviewed Ennis and Lotta months after they have returned from their trip. You write a magazine article about Lotta's research project and the conservation work they are both now involved in.** **In your article you should:** • **describe what Lotta did to prepare for the research project <u>and</u> the challenges Lotta faced** • **explain why Lotta needed Ennis's help with the project <u>and</u> why Ennis decided to help Lotta** • **explain how Ennis and Lotta felt about what happened on their journey <u>and</u> the changes they hope to bring about in the future.** **<u>Write the words of the article</u>.** **Base your article on what you have read in <u>Text C</u> but be careful to use your own words. Address each of the three bullets.** **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 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 Lotta did to prepare for the research project and the challenges she faced. **Annotate A2** for references to why Lotta needed Ennis's help with the project and why he decided to help her. **Annotate A3** for references to how Ennis and Lotta felt about what happened on their journey and the changes they hope to bring about in the future.	**25**

Question	Answer	Marks
3	**A1:** what Lotta did to prepare for the research project and the challenges Lotta faced • **Catch the birds** (det. basket trap; only found/caught three) [dev. can be aggressive / nervous creatures] • **Putting trackers** on the birds (det. lightweight, need to be quick, plastic fastener) [dev. difficult / skilful / practice / not affect(ing) the birds] • **Planning / previous study** (det. mapped routes the birds have taken, software, laptop, scientist, notes) [dev. identified patterns in birds' behaviour] • **Camping** at the cliff (det. tent blown away, outside in the wild for days) [dev. cold / uncomfortable] • **Rental car** (det. cheap, remote area) [dev. no public transport / needs to carry equipment / too far to walk] • **Money** (det. no longer funding for research) [dev. has had to finance this trip herself / does not know how long she can go on for] **A2:** why Lotta needed Ennis's help with the project and why Ennis decided to help Lotta • **Find fish** (det. birds will show where the fish are) [dev. misses his way of life / misses the fish(ing) / wants to know if fish still exist / Lotta offers him hope] • **No cameras** (det. trackers only pinpoint where the birds are) [dev. need to be able to see what the birds are doing] • **Transport / boat** (det.(captain of) Raven, birds fly south for the winter) [dev. fulfilling a dream / needs to follow across water / experienced navigator] • Interested in **birds** (det. want to know how they survive, last colony) [dev. impressed by the birds' endurance / affinity with movement across the ocean] • **Lotta's tenacity** (det. finds him in the café, spent the night on the harbour, followed him back to the boat) [dev. recognises Lotta's passion for the project / convinced by Lotta / resurrects his own passions] **A3:** how Ennis and Lotta felt about what happened on their journey and the changes they hope to bring about in the future • **Storm** (det. signals stopped) [dev. scary / thought the birds had died] • **Initial disappointment** on arrival at the ice-face (det. no sign of life after months of travel) [dev. devastating / lowest point / lost all hope] • **Have to walk** (det. can get no further by boat) [dev. don't want to give up / still hoping for something / boat damaged by the journey] • **Found terns** (det. sees one, then hundred; colony) [dev. feeding on fish / thriving] • **Whale** (det. huge, laughter as fin appears) [dev. thought there were no more / believed to be extinct / other species may not be extinct after all] • **Large bay** (det. clean, untouched waters, unspoiled ice) [dev. thrilled / hugely significant discovery / seemed unreal / hope for the future / may be other discoveries] • **Commitment to protecting what is left** / repopulating areas (det. learn from their experience) [dev. education / need to listen to scientists and act / continue research / more responsible fishing or hunting / inspire others to help]	

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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.
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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