Cambridge Assessment International Education

Cambridge IGCSE™

FIRST LANGUAGE ENGLISH **0500/13**

Paper 1 Reading **May/June 2022**

MARK SCHEME

Maximum Mark: 80

Published

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

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

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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)	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**

Question	Answer	Marks
1(a)	**How many species of snakes are venomous, according to the text?** • about 600 / around 600 / approximately 600 / 600 *Excess does not negate.*	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'significantly wound' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • seriously / gravely / noticeably / really • injure / cause hurt to / damage / harm / bite	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'pose little threat' (line 7)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase e.g. won't harm easily • can cause / has the potential for / present(s) / offer(s) • no great danger / no serious harm / limited menace *Do not credit 'harmless'.*	**2**
1(c)	**Re-read paragraph 3 ('Almost all … moves.').** **Apart from trapping moisture, give <u>two</u> other functions of a snake's scales.** • protect(ive) • regulate body temperature • reduce friction (as the snake moves) / make locomotion easier Award 1 mark for each idea, up to a maximum of 2.	**2**
1(d)(i)	**Re-read paragraphs 4 and 5 ('Snakes also … it there.').** **Identify <u>two</u> features of a snake's anatomy that make eating their prey easier once they have caught it.** • lower jaws can unhinge • teeth face inwards / teeth prevent escape / teeth hold prey in place Award 1 mark for each idea, up to a maximum of 2.	**2**

Question	Answer	Marks
1(d)(ii)	**Re-read paragraphs 4 and 5 ('Snakes also … it there.').** **Explain the different ways snakes are able to locate food, according to the text.** • flick tongue in different directions to smell it • pit-holes sense heat (from prey) • (lower) jaws pick up vibrations (from rodents) / bones in jaw vibrate Award 1 mark for each idea, up to a maximum of 3.	**3**
1(e)	**Re-read paragraph 6 ('Not quite … is required.').** **<u>Using your own words</u>, explain why some people might not know or be surprised to discover that some snakes are critically endangered.** Answers which are <u>entirely</u> in the words of the text should not be credited. • less cute / not as photogenic / not as appealing (to the eye) • not publicised as much as other animals / do not hear as much about them • would expect them to be able to adapt / have evolved successfully up to now / remarkable evolutionary adaptability • not hunted as much as some other animals • has not been enough research / needs further investigation Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.	**3**

Question	Answer	Marks
1(f)	**According to Text B, why do people have negative attitudes to snakes <u>and</u> why are these attitudes unfair and unjustified?** **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 humans fear what they don't understand / snakes are a mystery 2 void of direct knowledge / not enough information available / people not educated / misinformation 3 myth and media / snakes shown as killers / snakes presented as dangerous 4 threatened by many of the same issues affecting other wildlife 5 (negative attitudes) impeding efforts to address other threats / attitudes are getting in the way of snake conservation 6 treated differently from other species / just as important as other species / eagle project supported by community 7 help reduce the incidence of (Lyme) disease 8 emotions override facts about snakes 9 play integral role in maintaining balance / can be both predator and prey 10 environmentally friendly pest-control service / free pest-control service 11 exhibit behaviours we value / care for their families / have friends	**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)	R1	1
2(b)(ii)	R2	1
2(b)(iii)	R2	1
2(c)	R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **As the writer arrived in the forest, there was unexpected, heavy rainfall.** (a) sudden downpour (from nowhere) (line 2)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Access to both online services and mobile signals was sporadic and unreliable.** (Telephone and internet connectivity is) intermittent (line 4)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **There were steps down to the camp site to provide an easier path down for visitors not used to walking in the rainforest.** (to) cater for less-experienced trekkers (line 7)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The campers enjoyed eating a large, delicious meal on the morning of their first day.** (a) sumptuous breakfast (line 12)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **Ah! My brimming heart and soothed soul enjoyed restful sleep in the tent that first night. Bonfires and loud music are prohibited to avoid any disturbance to animals and hygienic common bathrooms (with hot-water facilities) were appreciated.** **prohibited**: not allowed / banned / against the rules	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **disturbance**: disruption / distress / upset / annoyance / intrusion *Do not credit 'interrupt' or 'interference'.*	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **appreciated**: grateful for / enjoyed / recognised how good they were / thankful for / valued / happy about / liked / well received	**1**

Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests his feelings the first time he saw a snake in the wild.** **<u>Use your own words in your explanation.</u>** **At the bottom, we were greeted by a snoozing Common Vine Snake, so inconspicuous that it took me quite some time of bobbing my head to spot it. I still cherish that precise moment when I saw my first snake in the wild, perfectly poised on its luxurious bed of green. I knew I would never behold snakes the same way again.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his feelings about the first time he saw a snake in the wild. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests some of his feelings about the first time he saw a snake in the wild. Award 1 mark for an example with an attempt at an explanation which shows awareness of his feelings. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **greeted by a snoozing Common Vine Snake**: welcomed by the snake who is relaxed and drowsy; comfortable in its environment and presented as affable not dangerous; suggests downplaying it on purpose / has come to think of the snake in that way though was alarmed at the time • **inconspicuous**: suggests nondescript/camouflaged, and not immediately obvious, unremarkable; recognising he would easily have over-looked it; making it clear he was initially ignorant of the beauty / magnificence of such a creature • **took me quite some time of bobbing my head to spot it**: suggests excited; possibly worried, so popping head up and back down again nervously; sounds faintly ridiculous – amusing to think back on himself as a novice • **cherish that precise moment**: looking back with fondness at that point in time; values it; was pivotal for him, awe and wonder of seeing the snake in the wild is a precious memory now, suggests has romanticised it • **perfectly poised on its luxurious bed of green**: comfortably positioned, lying on vegetation/moss; suggests admiration for the form, shape and attitude of the creature, alliteration suggests the balance of the creature, captured in the moment; regal / artistic • **would never behold snakes the same way again**: suggests he had a less than positive view of snakes before, now almost a spiritual / religious conversion, overtones of being in the presence of a deity in 'behold' / reverence	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 4 and 6.** • **Paragraph 4 begins 'Three hours later …' and is about the writer's reactions to the creatures in the rainforest.** • **Paragraph 6 begins 'Next morning …' and gives a description of the rainforest as the writer wakes up after his first night camping there.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for Question 2(d) (Table A, Reading) Notes on task This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them.	**15**

Question	Answer	Marks
2(d)	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. Responses *might* use the following: **Paragraph 4 begins 'Three hours later …' and is about the writer's reactions to the creatures in the rainforest.** *Overview: sense of awe, being taken over by the impact on the senses.* **(I felt) bubbles of amazement and wonder rising**: build-up of excitement coming to the surface like gas floating to the top of a fizzy drink; innocent joy of discovery; playful **gliding lizards fly effortlessly**: not having to try / natural ease; smooth movements through the air, elegance and artistry **intricate dragonflies of infinite varieties**: delicate, complicated designs in an astonishingly wide range of patterns and types **delicately etched, golden frogs**: beautiful and subtle patterns as if a work of art / jewellery **saturated to the brim … poured down heavily, drenching**: creatures are soaking wet thanks to the volume of water **handful of humans who happened to be there**: only a few people, feels inconsequential, out of place, less important /relevant than the creatures who live there and are in their right environment, privilege to be there **frenzy of activities and sounds that engulfs** (the woods) sense of energy of immediate resumption of movement, seems to be action all around **rhythmic sounds, musical, coordinated and orchestrated**: working together in harmony, natural tones and melodies; as if meant to be, artistry, part of nature's plan / rehearsed **pleasantly deafening**: oxymoron to stress how loud it is; cuts out ability to hear anything else and yet irresistible	

Question	Answer	Marks
2(d)	**Paragraph 6 begins 'Next morning …' and gives a description of the rainforest as the writer wakes up after his first night camping there.** *Overview: childish delight; tempted to pick up and touch everything.* **revealed**: shown in one movement as if for effect **(forest) blooming with fungi**: like flowers; opening upwards and outwards growing in abundance, proliferation, thriving **fairy-tale landscape**: seems unreal, remarkable, dreamy, magical, childlike wonder **frilled coral cups**: curved shapes, decorative ruffles, fringing, bright pink; reminiscent of sea creatures / being under water **delicate saucers**: porcelain, pottery crafted into perfect concave shape, fragile **robust yellow umbrellas**: convex shape, sturdier and larger than the 'saucers'; will withstand more poking – suggest might have tried **brightly coloured confectionary**: sugary /sweet treats; sense of created to tempt them **magnificent azure-coloured sphere**: bright blue globe, perfectly round (contrast with little blue ball suggests exaggerated/intense fascination with it) otherworldly, alien **hard as shell**: sense of having touched / banged on it to find out, shell is hard but brittle and delicate, potentially fragile and easily damaged **handling, agitating, or disturbing**: like children they want to pick up / see if they can make things move; suggestion that some have tried to do this; inquisitive **forbidden**: banned, not allowed; strength of feeling and importance conveyed of not harming this sensitive eco system 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 a guide at *Kalinga Centre for Rainforest Ecology* KCRE and have been invited to speak to students in a city school to persuade them of the importance of the work KCRE does.** **<u>In your talk you should explain:</u>** • **what the area has to offer to visitors <u>and</u> why people might enjoy visiting** • **what facilities KCRE provides for its visitors <u>and</u> how you ensure that visitors remain safe** • **what the aims of KCRE and its founder are, what you hope to achieve by welcoming visitors <u>and</u> why that's important for the future.** **<u>Write the words of the talk.</u>** **Base your talk on what you have read in Text C, 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 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 what the area has to offer to visitors and why people might enjoy visiting **Annotate A2** for references to what facilities KCRE provides for its visitors and how KCRE ensures that visitors remain safe **Annotate A3** for references to the aims of KCRE and its founder, what KCRE hopes to achieve by welcoming visitors and why that's important for the future	**25**

Question	Answer	Marks
3	**A1: what the area has to offer to visitors and why people might enjoy visiting** • **rainforest** (det. Agumbe) [dev. remote / wild / adventure] • **trekking / trails** (det. mountains, Western Ghats) [dev. steep descents / challenging / photographic opportunities] • **wildlife / fauna** (det. frogs, lizards, millipede(s) dragonflies) [dev. range and variety / biodiversity] • **snakes** (det. vine snakes, pit vipers, cobras) [dev. have only seen snakes in captivity / never seen snakes in the wild before] • **vegetation / flora** (det. fungi) [dev. incredible / unusual / magical] • **local host families** (det. provide breakfast) [dev. generous / welcoming / cultural experience] **A2: what facilities KCRE provides for its visitors and how you ensure that visitors remain safe** • **solar power** (det. told to bring fully charged batteries for cameras and torches) [dev. can get very dark at night / avoids accidents at night] • **steps** (det. three flights, rocky) [dev. to make the descent easier for beginners] • **provide socks** (det. anti-leech) [dev. not popular but essential piece of kit] • **guide(s)** (det. meet in the dining hall, briefings and discussions) [dev. ensures no one gets lost] • **rules** (det. take care of own belongings, no handling wildlife) [dev. need to be aware of their responsibilities / avoids bites and stings] • **hygienic facilities / standards** (det. hot water, washing up facilities, (organic) waste disposal bins) [dev. avoid attracting vermin / guard against infections or disease / importance of recycling] **A3: what the aims of KCRE and its founder are, what you hope to achieve by welcoming visitors and why that's important for the future.** • **conservation** (det. snake rescue, conservationist founder) [dev. respecting natural world / protecting rare, endangered species] • **education** (det. workshops and presentations) [dev. change opinions (about snakes) / combat fears] • **publicity** (det. articles and photographs published) [dev. attracts more visitors and helps to spread the message these are beautiful, remarkable creatures] • **funding** (det. visitors bring money to the centre) [dev. need to cover running costs] • **scientific study** (det. snake experts, study of / founder's work on King Cobra) [dev. learn more about the animals in the wild] • **social / community** (det. involve locals as guides, host family) [dev. important they value and support the work done as animals and humans need to coexist]	

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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