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FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **May/June 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.

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 always 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: that it is understood and used correctly.).

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) – (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)	R1 and 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)	**Give the <u>three</u> ways to travel that we might find 'more interesting' according to the text.** Award **1** mark for any combination of **three** from: • bamboo train(s) • dog sled(s) • toboggan(s) / Monte Toboggan • Coco taxi / tricycle(s) • DUKW / amphibious truck(s)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'unusual types' (line 3).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • strange / curious / different to what is expected / not normal / bizarre / uncommon / unordinary / unconventional • forms / kinds / modes / ways / options / varieties / methods / means / versions (needs a sense of plural) Credit alternatives explaining the whole phrase.	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'unforgettable experience' (lines 3 and 4)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • memorable / memory / something you would remember / stay with you • activity / thing to do / adventure / exploit / event (in your life) Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 3 ('Coco Taxi … tourists.').** **Give <u>two</u> different reasons why Coco Taxi might appeal to tourists.** Award 1 mark for each idea, up to a maximum of 2. • look(s): yellow / cute / shaped like coconuts • worked by pedal power / 'greener' option • faster than regular taxis / better in traffic	**2**

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Question	Answer	Marks
1(d)(i)	**Re-read paragraph 4 ('Monte Toboggan … to Monte.').** **Identify <u>two</u> features of the Monte Toboggan ride that might particularly appeal to tourists looking for a traditional transport experience.** Award 1 mark for each idea, up to a maximum of 2. • clothes worn by men operating them / white cotton clothes / straw hats / (old-fashioned) costume • been in use since 1850 / still used by locals today • natural materials / wicker sled / wooden runners / simple / rustic	**2**
1(d)(ii)	**Re-read paragraph 4 ('Monte Toboggan … to Monte.').** **Explain why the Monte Toboggan ride might be of concern to more cautious tourists.** Award 1 mark for each idea, up to a maximum of 3. • high speed / extremely fast / speed of 48 km per hour • only brakes are the men's boots / no proper brake(s) / basic method for braking • down windy streets / narrow streets / nature of streets used • thousands of other tourists / very busy	**3**
1(e)	**Re-read paragraphs 5 and 6 ('DUKW … disappointment.').** **<u>Using your own words</u>, explain why some tourists might prefer to avoid using unusual modes of transport such as DUKWs while travelling.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • military associations (in past) • might not be safe / may be dangerous • may not be reliable • prices can be variable / can be exploited / could be expensive • might have to wait a long time / may not be able to get a place on one 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, what might supporters of the Hyperloop consider to be its advantages and appeal?** **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 less polluting / powered by magnets / greener 2 fast / high speed 3 futuristic / innovative 4 cost effective (to run) / cheap(er) to run 5 science behind it is sound 6 can climb / go straight over obstacles / more direct route / go underground / go under water 7 save time on travel between cities 8 elegant (design) / aesthetically pleasing 9 will work reliably and efficiently 10 comfortable way to travel 11 proven tech 12 investment potential / potential to boost trade / potential to facilitate trade between countries 13 cargo transportation system	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)	R2	1
2(a)(iii)	R1	1
2(a)(iv)	R2	1
2(b)(i)	R1	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>:** **One of Lyn's dog-team was distracted by what it found to be an <u>overpoweringly attractive smell</u>.** • (an) **irresistible scent** (line 5) 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>:** **The lead dog did not listen to Lyn's commands because its <u>natural urges</u> were to follow the smell.** • (its) **primal instincts** (line 6) 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>:** **Using the brake did not help Lyn to control the <u>excited rush forwards</u> of the dogs pulling her sled.** • (the dogs') **enthusiastic charge** (line 9) 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>:** **Lyn's hosts organised their lives to have the <u>smallest possible impact on the environment</u>.** • (leaving a) **minimal carbon footprint** (lines 21–22) 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:** **As the sky gradually turned indigo in the fading light, the scraping of ice and frantic unheeded commands to my sled dog-team broke the stillness. Thundering down the frozen waterway, I snatched anxious glimpses over my shoulder. Where was Mike, my guide? Would his tracker still pick up my signal with the gap between us increasing by the minute?** • **gradually:** bit by bit, progressively, little by little, increasingly, slowly, over time	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** • **unheeded:** ignored, disobeyed, neglected, unobserved, taken no notice of, not listened to, not followed	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** • **glimpses:** glance(s), quick look(s), peek(s), small look(s)	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests her feelings when she first arrived in Eagle.** **<u>Use your own words in your explanation.</u>** **Still spellbound from gazing at the enormity of the Alaskan wilderness, I'd stepped down from the mail-plane into the miniature perfection of Eagle, a fascinating, history-packed hamlet of timber dwellings, home to just 85 residents. I was immediately wrapped in the customary bear hug by Mike's wife, Scarlett, and cocooned in layers of Arctic-grade outerwear.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests her feelings. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests her feelings. Award 1 mark for an example with an attempt at an explanation which shows awareness of the writer's feelings. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. **Responses *might* use the following:** • **Still spellbound from gazing at the enormity of the Alaskan wilderness:** lingering impact; vast landscape; captivating / awe, mystical / magical • **miniature perfection of Eagle, a fascinating, history-packed hamlet of timber dwellings:** village / collection of a few homes, peaceful; intensely interested; as if a tiny model or copy; unflawed; sense of mystery / past intrigue • **immediately wrapped in the customary bear hug:** usual warm welcome; made to feel at home; huge cuddle / fully encompassed • **cocooned in layers of Arctic-grade outerwear:** comfortable and shielded from the cold; thick, swathes of protection; reminiscent of a caterpillar / transformation; good quality garments	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 8 and 11.** • **Paragraph 8 begins 'In theory lessons, ...' and is about riding on the snow and ice.** • **Paragraph 11 begins 'The most memorable …' and is about the writer's feelings that night.** **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)	**Paragraph 8 begins 'In theory lessons, ...' and is about riding on the snow and ice.** Overview **might** include: intricate beauty of the trail; continuously changing conditions convey a sense of the unpredictability of nature • **"ice highway":** route across the ice; frozen 'road', wide channel; suggests a main commuter route / fast moving traffic; impressive • **(from) porcelain smooth:** (areas where there are) no bumps, (expensive) type of material / pottery / china; perfect finish; as if crafted/shaped; glossy; delicate/strong • **(to) oversized ice-cubes:** big regular-shaped blocks; out of proportion; unexpected / out of place / extreme; as if positioned there deliberately • **slam:** smash, bump into; dangerous / risk of serious injury; violent, extreme force • **winding through spruce forests:** twisting, turning; following a trail between trees; meandering; enjoying the ride • **tracing soft, snow-covered lines:** gentle movement, delicate; little impact on snow, shallow mark only where they have been; as if following / leaving a slight path / suggestion only; soothing/affectionate • **precious delight:** extremely enjoyable, special experience; something to savour / not take for granted; a memory to guard / protect • **criss-crossing a small lake's glassy surface:** zigzagging (along); frictionless; transparent, reflective, shiny surface; lattice effect, whimsical • **exquisite designs:** delicate, beautiful patterns; complex, intricate, finely detailed; skilfully crafted • **crystal bubbles of all shapes and sizes suspended in time:** frozen spheres of air, variety of dimensions, perfectly clear; potentially fragile; captured mid movement; magical power, fairytale/sci fi transformation • **cascading into the dark depths:** as though descending, appearing to be falling away though not moving; intrigue, mystery of the waters below that can never be reached Only credit comments on stylistic effect where these are explicitly linked to choices.	

Question	Answer	Marks
2(d)	**Paragraph 11 begins 'The most memorable …' and is about the writer's feelings that night.** Overview **might** include: contrast between human achievements and nature's craft. • **using only nature's materials, we shovelled and hacked:** resources provided by nature; heavy digging; indiscriminate cutting; rough, unsophisticated actions of humans • **a reflective wall of logs threw the pit-fire's heat under our makeshift roof:** the warmth from the flames bounces back; temporary, basic shelter; cosy / elemental • **passion about life out here, the joy of relative freedom:** strong beliefs, conviction about approach to living; unrestricted deep emotion • **nature's artwork:** picture / painting / canvas; deliberately designed for effect; masterpiece; immense beauty • **a ceiling of stars on dark nights:** so many stars they form a roof; homely, protective • **flooded with rippling, emerald, green curtains:** full of bright, vibrant colour; beautiful jewel, valuable; rolling, flowing motion; covering / spectacle / framed • (as I) **burrowed down** (for the night)**:** huddled safely; cosy, comfortable; animal digging a shelter • **fire crackling in the stillness:** sounds from the sparks as the wood burns; breaking the silence; calming, peaceful • **the howling of wolves drifted to us:** noises of wild animals in the distance carried gently on the air; unthreatening, calming • (it was a) **moment of complete and utter contentment:** brief point in her life, total satisfaction, peace, tranquillity; unspoilt 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 Mike. The Ultimate Experience Travel Company which advertises your expeditions has seen Lyn Marshall's article reviewing her holiday in Alaska and has some concerns about the expedition and about using dogs to pull sleds. The company has asked you for a formal report.** **In your report you should:** • **explain exactly what happened during the evening exploration and the measures you take to ensure the safety and comfort of tourists** • **remind the company of the different things tourists enjoy about the holiday you offer and why** • **reassure the company that its various concerns about using dogs to pull sleds are unfounded and explain why you think that this form of transport is important to protect.** **Write the words of the report** **Write about 250–350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on the task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to what happened during the evening exploration and the measures you take to ensure the safety and comfort of tourists **Annotate A2** for references to the different things tourists enjoy about the holiday you offer and why. **Annotate A3** for references to why the concerns are unfounded and why you think that this form of transport is important to protect	**25**

Question	Answer	Marks
3	**A1: explain exactly what happened during the evening exploration <u>and</u> the measures you take to ensure the safety and comfort of tourists** • **lead dog distracted from job** (det. irresistible scent, primal instinct) [dev. enjoy the chase / suggestion of the odour] • **pack suddenly went off the wrong way** (det. full speed) [dev. Lyn didn't have the experience to hold their attention / lost control] • **team slowed** (det. once they were tired they stopped, Mike caught up with her) [dev. knew they would stop so wasn't overly concerned] • **friendly support / supervision** (det. always accompany tourists on drives, evening chats to talk through essentials, taken out as a passenger) [dev. build up experience / (make) potential dangers (clear to them)] • **provide special clothing** (det. arctic grade gear, padded trousers) [dev. protect against the extreme cold and falls] • **carry supplies** (det. spare clothes, matches / flints to start fire) [dev. controlling weight in sleds is difficult so Mike carries the extra weight himself / Lyn should have been carrying supplies too / keeping wolves away] • **technology / equipment** (det. tracker / emergency messaging device) [dev. used to locate anyone in trouble / can't really get lost]	

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Question	Answer	Marks
3	**A2: remind the company of the different things tourists enjoy about the holiday you offer <u>and</u> why** • **staying in Eagle** (det. hamlet, history-packed, only 85 residents) [dev. picturesque, everyone knows each other / welcomes visitors (bear hugs) / tranquil / travelling back in time] • **beautiful scenery / beautiful landscape by day** (det. Alaskan wilderness, spruce forests, glassy lake) [dev. awe-inspiring / immersive experience] • **experiencing sustainable / eco lifestyle** (det. fishing, hunting, gathering, nature's materials) [dev. contrast with their home / sharing their passion / authenticity] • **evenings / nights on the trail** (det. stopped in different locations, miner's cabin, pit-fire, Aurora Borealis) [dev. comfortable / life affirming] • **adventure** (det. adrenalin of downhill rides, spills and thrills) [dev. appeals as a contrast to modern, comfortable working lives / stories to share later about exploits] • **learning the skills of dog sledding** (det. harder than it looks to dog sled, theory lessons, corrective manoeuvres, anticipating) [dev. challenge / takes time to master / well prepared] **A3: reassure the company that their various concerns about using dogs to pull sleds are unfounded <u>and</u> explain to them why you think that this form of transport is important to protect.** • **traditional form of transport** (det. used for years by locals, ice highway) [dev. attracts tourists / iconic / culturally valuable] • **may be needed in emergencies** (det. limited other transport options, roads closed, rivers frozen, escape route) [dev. only practical way to get about over distances] • **environmentally friendly mode of travel** (det. leave little impact on the snow) [dev. not desirable or possible to rely on the mail plane / no need for fossil fuel] • **dogs are trained / enjoy it** (det. happy, yappy; primal instinct (to run)) [dev. can't force a dog pack to do what it doesn't want to] • **dogs are well cared for** (det. health and wellbeing paramount, secured each night) [dev. their needs get seen to before those of the human riders] • **dogs are in their natural environment / suited to the task** (det. wolves in the area) [dev. dogs similar to wolves that exist there in the wild / wildlife are not disturbed by dog sleds]	

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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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