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FIRST LANGUAGE ENGLISH (ORAL ENDORSEMENT) **0500/12**

Paper 1 Reading **October/November 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 at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

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

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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ANNOTATION

SYMBOL	MEANING	Q1(a)–1(e)	Q1(f)	Q2(a)–(c)	Q2(d)	Q3
^	partially effective	Y	Y	Y	Y	Y
✓	credited point, detail or choice from text	Y (point awarded)		Y (point awarded)	Y (relevant choice)	Y (supporting detail from the text)
DEV	development					Y
A1	relevant idea		Y			Y (related to first bullet)
A2	relevant idea		Y			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.

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Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1 AND R2	2
1(b)(ii)	R1 and R2	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	10
	W2 and W3	5
Total		**30**

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Question	Answer	Marks
1(a)	**Which type of African elephant can many children identify just from a picture, according to the text?** Award **1** mark for: • savannah (elephant)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'Very little' (line 4).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • significant(ly) / extreme(ly) / incredibly / much • small(er) amount(s) / limited amount(s) / less Credit alternatives explaining the whole phrase. For example: almost nothing / next to nothing / just a small amount / practically nothing / hardly anything / not much / negligible / not a lot / lack of (knowledge)	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'highly elusive' (lines 4 and 5).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. • very / extremely / hugely / exceptionally / really / significantly / importantly • difficult to find / secretive / avoids detection / evasive / mysterious / hard to spot / not seen often / likes to hide / rarely reveals itself Credit alternatives explaining the whole phrase.	**2**
1(c)	**Re-read paragraph 3 ('In March 2021 their preservation.').** **Give <u>two</u> possible reasons why the IUCN updated the forest elephant's status to 'critically endangered'.** Award 1 mark for each idea, up to a maximum of 2. • sudden decline in numbers / (population suddenly) declined by 86% / huge drop in numbers / might go (on the way to going) extinct • publicity / to draw attention to their plight / needed to raise public awareness / most people had not heard of them • nothing had been done to aid their conservation / so steps would be taken to aid their conservation	**2**

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Question	Answer	Marks
1(d)(i)	**Re-read paragraphs 4 and 5 ('Genetic analysis curved tusks.').** **Identify <u>two</u> methods by which scientists could tell that the savannah elephant and the forest elephant were different types.** Award 1 mark for each idea, up to a maximum of 2. • genetic analysis / (established they are) genetically distinct • noted physical features of each / compared physical features / (compared) different physical features • observed them / (observed that they) live separate existences	**2**
1(d)(ii)	**Re-read paragraphs 4 and 5 ('Genetic analysis curved tusks.').** **Explain how the physical features of forest and savannah elephants are different.** Award 1 mark for each idea, up to a maximum of 3. • different sizes / the forest elephant is smaller / forest one is more compact / savannah elephant is larger • different in colour / forest elephant is darker / savannah elephant is lighter • different ears / forest elephant has smaller ears / forest one has rounder ears • different tusks / savannah elephant has thicker tusks / savannah type has more curved tusks	**3**
1(e)	**Re-read paragraph 6 ('If we care about many other animals.').** **<u>Using your own words</u>, explain how the rainforest may be affected if the forest elephant ceases to exist.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. • less variety in fruit trees / fewer fruit trees / no-one to spread fruit seeds around • fewer small trees culled / more small trees (in rainforest) / less space for big trees / rainforest (will become) less effective in combating carbon emissions • the existence of primates / other animals in the rainforest may be jeopardised / reduction in (some) animals' habitats Answers which are entirely in the words of the text should **not** be credited.	**3**

Question	Answer	Marks
1(f)	**What makes volunteer tourism in an elephant park worthwhile for the animals <u>and</u> for the human volunteers, according to text B?** **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: **A1 Human volunteers:** 1. safe (first independent) travelling experience 2. social benefits / make friends 3. growth in self-confidence 4. learn about elephant behaviour / recognise elephant personalities 5. range of work skills / work experience / learn to collaborate 6. free time / good balance between work and leisure time 7. opportunities to learn about the local culture **A2 Elephants:** 1. supports elephant conservation / helps protect elephants / elephants are safer in captivity 2. money paid by volunteers is used to help elephants 3. volunteers staying longer / volunteers not just coming for a short while / mutually beneficial if stay longer 4. looked after well / fed well / clean enclosures 5. elephant research	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)	R2	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)	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)	**<u>Identify a word or phrase</u> from the text which suggests the same idea as the <u>words underlined</u>:** **Different terrains and landscapes <u>were spread far and wide</u> over River Game Reserve.** • **sprawled** (over rolling hills) (line 14) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(ii)	**<u>Identify a word or phrase</u> from the text which suggests the same idea as the <u>words underlined</u>:** **The rain on the night that the elephants arrived was <u>extremely heavy</u>.** • **torrential** (rain) (line 20) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iii)	**<u>Identify a word or phrase</u> from the text which suggests the same idea as the <u>words underlined</u>:** **The elephants escaping the game reserve were <u>moving quickly and with heavy footsteps</u> towards their former home.** • (off went the elephants,) **pounding** (northwards) (line 28) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iv)	**<u>Identify a word or phrase</u> from the text which suggests the same idea as the <u>words underlined</u>:** **Celia was strong enough to have <u>pulled</u> Lawrence into the elephant enclosure.** • **yanked** (him) (line 42) Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(b)(i)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **Just as the trucks pulled into the game reserve, a tyre <u>exploded</u>, and the vehicle tilted dangerously in the mud. My heart <u>froze</u> at the elephants' terrified trumpeting and <u>screeching</u>. It wasn't until dawn that we managed to get them into the secure enclosure.** • **<u>exploded</u>:** burst, blew (apart), shattered into pieces, popped	**1**

Question	Answer	Marks
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **<u>froze</u>:** stood still, (felt like it) stopped (beating)	**1**
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** • **<u>screeching</u>:** (high pitched) screaming, howling, shrieking, wailing, shrill sound	**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 Lawrence's feelings about the situation with the elephants.** **<u>Use your own words in your explanation.</u>** **Night after night, Lawrence stayed as close to the secure enclosure as he dared, singing to those angry elephants, talking to them and telling them stories until he was hoarse. With tender determination and no shortage of foolhardiness, Lawrence breached Celia's terror of humans and gained her trust.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Lawrence's feelings about the situation with the elephants. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Lawrence's feelings about the situation with the elephants. Award 1 mark for an example with an attempt at an explanation which shows awareness of Lawrence's feelings about the situation with the elephants. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. **Responses *might* use the following:** • **night after night:** ongoing, every night; extreme pressure; huge commitment • **stayed as close to the secure enclosure as he dared:** very near to the elephants; potentially risking his personal safety; bravely; prepared to do whatever it takes • **singing to those angry elephants, talking to them and telling them stories until he was hoarse:** use of listing to build up idea of many different methods; trying his best to communicate to them in as many different ways as he can; as if they were children who need settling at bed time; wants them to trust him like a father; keeps going until he can barely speak anymore; physically draining / exhausting • **with tender determination and no shortage of foolhardiness:** oxymoron; a mixture of love/ compassion and sheer grit; was not going to fail; took extreme/ ridiculous personal risks; badly wanted to succeed	**3**

Question	Answer	Marks
2(d)	**Re-read paragraphs 1 and 2.** • **Paragraph 1 begins 'Whenever Celia, the lead elephant ...' and is about Celia and her elephant babies visiting the narrator and Lawrence's home on River Game Reserve.** • **Paragraph 2 begins 'Celia has a soft spot ...' and is about Celia's attitude to Lawrence.** **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 1 begins 'Whenever Celia, the lead elephant, ...' and is about Celia and her elephant babies visiting the narrator and Lawrence's home on River Game Reserve.** Overview **might** include: *confident and cheerful herd of elephants on a mission to find food or mischief, from the elephants' perspectives* • **immediately curl up like periscopes to scan our house:** trunks are curved upwards, lifted as soon as they arrive to check out who is there; reminiscent of a military/naval operation; act in unison; on a mission • **wonder:** think through the possibilities; as if planned, always looking for an opportunity; strategising • **appetising whiff:** strong smell, something tasty; always hungry; irresistibly delicious, attracted • **(their) bountiful fruit trees:** generous, produce plenty of fruit; far more fruit than the humans could possibly need; hugely tempting • **daring fruit raid:** brave, intrepid, fearless, invasion, attack on / theft of (the fruit); illegal break-in and entry; mischievous; greedy; cheeky, not scared of humans; planned this all along • **realms of possibility:** something manageable; bounds of what could be done • **blissful slumbers:** peaceful sleep; pleasant dreams; completely unaware of elephants' presence • **rudely disturbed:** suddenly, roughly interrupted; completely unexpected; received a shock; supercilious attitude of sedentary cat to younger, bouncy animals • **exuberant (elephant babies) gleefully charge:** energetic, lively baby elephants happily race; high spirited; enjoy tormenting the cat; innocently playing; the cat is the enemy • (their bodies) **a gangling bundle of floppy ears and tiny swinging trunks:** collectively they look like one small body mainly made up of soft wobbly ears and very small swaying trunks; all act as one; teaming up on the cat; enjoying themselves; carefree, high-energy levels; clumsy, uncoordinated; cute Only credit comments on stylistic effect where these are explicitly linked to choices.	

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Question	Answer	Marks
2(d)	**Paragraph 2 begins 'Celia has a soft spot' and is about Celia's attitude to Lawrence.** *Overview **might** include: an endearing meeting between Celia and the human she has come to trust, displaying a reciprocal affection* • **soft spot:** (singles him out for) a tender place in her heart; likes him very much, romanticised • **long-term comfortable friendship:** a well-established relationship that has continued over an extended period; where both feel at ease with each other's company; equals; relaxed in each other's presence • **(requires) regular opportunities for a gossipy catch-up:** meetings to socialise, chats to share news and keep up-to-date with each other; scheduled / frequent, well-established • **catching human scent in the air:** detecting his presence; becoming aware that he is nearby; recognises Lawrence • **quietly separates:** leaves the rest of the herd without fuss; wants the time with Lawrence alone • **ambles** (**towards him**): (elephant's) plod, stroll; suggests her rather clumsy, heavy gait; not appearing to be in a rush but has a destination; drawn to him, unhurried; confident he will be there waiting for her • **trunk high in delighted greeting:** using her trunk like a human hand as if waving to say hello / attract his attention/tell him she's coming; very pleased to see him • **soft throaty rumbles:** quiet, low sounds; hum of conversation, communication; no language barrier • **gentle trunk-tip touches:** affectionate contact, part of the way she communicates; demonstrating affection; tactile communication; careful contact, restraining her strength (contrast with her capacity for 'yanking' and similar to 'touched my hand'; Celia's way of showing pleasure / acceptance) 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 Lawrence. You are interviewed about the elephants in River Game Reserve for a magazine article about animal conservation.** **The interviewer asks you the following three questions only.** • **How did you come to be responsible for the elephants <u>and</u> what were your concerns before they arrived?** • **What challenges did you face when the elephants came into your care <u>and</u> how did you deal with them?** • **How are the elephants settling now <u>and</u> what advice would you give other game reserve owners about elephants?** **<u>Write the words of the interview.</u>** **Base your interview on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullets.** **Begin your interview with the first question.** **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 how they first came to be responsible for the elephants and their concerns before they arrived. **Annotate A2** for references to the challenges faced when the elephants first came into their care and how they dealt with them. **Annotate A3** for references to how the elephants are settling in now and advice to other game reserve owners about elephants.	**25**

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Question	Answer	Marks
3	**A1: How did you come to be responsible for the elephants <u>and</u> what were your concerns before they arrived?** • **bought a game reserve** (det. beautiful, savannah, forest, rolling hills) [dev. ideal habitat for different species] • **asked to adopt** (det. animal welfare representative) [dev. herd needed a safe home / herd was at risk / felt obliged to help] • **lack of knowledge** (det. only just taken over the reserve, only two weeks before their arrival) [dev. pressure of time to learn about elephants / huge responsibility] • **lack of suitable accommodation / security** (det. set up an enclosure, nowhere to keep them) [dev. needed protecting while they acclimatised / (insufficient funds to cover) worried about cost to build] • **delivered to them** (det. huge articulated trucks) [dev. hadn't known what to expect / horrified when realised how big the elephants must be / worried they had made a mistake by agreeing] **A2: What challenges did you face when the elephants came into your care <u>and</u> how did you deal with them?** • **arrived in the middle of the night** (det. torrential rain, took all night to get them in the enclosure) [dev. awful conditions / nightmarish] • **elephants were traumatised** (det. noise of exploding tyre, screeching of the mothers and their babies) [dev. potentially dangerous / instinctively protecting their young] • **worked out how to escape their enclosure** (det. bypassed electric fence using a tree) [dev. more temporary than intended / whole night's work wasted] • **locating the elephants** (det. took 10 days to find them) [dev. fear of what might happen to the elephants / fear for safety of local residents / exhausted physically and mentally] • **local support** (det. cars, helicopters and people on foot searched) [dev. community effort / all pulled together / relief when elephants found]	

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Question	Answer	Marks
3	**A3 How are the elephants settling now <u>and</u> what advice would you give other game reserve owners about elephants?** • **herd moves freely round reserve** (det. visit Lawrence and Frances' home) [dev. no longer scared of humans / ~~feel~~(s) like they belong / even Frances is relaxed about them now] • **Celia is now confident** (det. leads the herd, greets him with delight, 'chats') [dev. fully rehabilitated / relief / jokes about relationship] • **baby elephants playing happily** (det. chasing the cat, energetic) [dev. cheeky / growing up healthily] • **build trust gradually** (det. singing, storytelling) [dev. patience required / elephants need to adjust in their own time / (will) form strong bonds] • **personal safety** (det. touch with trunk, could pull you through a fence) [dev. worth the risk / rewarding / importance of touch as a means of communication] • **do not underestimate intelligence / cunning** (det. took less than a day to escape, instinctively know how to hide) [dev. expect the unexpected / do your research before they arrive / (raise / need) funds for eventualities]	

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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