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FIRST LANGUAGE ENGLISH **0500/11**

Paper 1 Reading **October/November 2025**

MARK SCHEME

Maximum Mark: 80

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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English & Media subject specific general marking principles
(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content, and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

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

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used incorrectly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion).

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Annotations guidance for centres

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

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

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

Annotations

Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
	partially effective	Y	Y	Y	Y	Y
	point, detail or choice from text	Y (point)		Y (point)	Y (relevant choice)	Y (supporting detail from the text)
	development					Y
	relevant idea		Y			Y (related to first bullet)
	relevant idea					Y (related to second bullet)
	relevant idea					Y (related to third bullet)
	explanation/ meaning				Y	
	effect		Y (effective own words)		Y	Y (effective use of own words)
	overview or organisation		Y (effective organisation / overview)		Y (overview)	

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Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
LM	lifted material		Y			Y
Highlighter	copied from text	Y (where own words were required)	Y	Y (where own words were required / excess in 2(a)) [and choice in 2(c)]	Y	Y
REP	repetition		Y		Y	Y
Text box	summative comment		Y Reading Writing [& MS numbers]		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages	Y	Y	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 and R2	2
1(b)(ii)	R1 and R2	2
1(c)	R2	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 and W3	10 5
Total		**30**

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Question	Answer	Marks
1(a)	**How many penguin species are there, according to paragraph 1?** • 18 (listed species of penguins)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'global popularity' (line 1)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • liked (by people) / positive attitude (towards the penguins) / loved / affection for them • worldwide / everywhere / across the planet / internationally	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'difficult conditions' (line 3)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • tricky / hard / challenging / harsh • (living) circumstances / situations / surroundings / environment(s) / habitat(s)	**2**
1(c)	**Reread paragraph 3 ('Seasonal melting … connected to the land.').** **Give <u>two</u> reasons why ice is important in the lives of penguins.** Award 1 mark for each idea, up to maximum of 2. • provides a place for breeding / raising penguin babies • somewhere for penguins to rest / avoid predators • keeps (krill / food) abundant / prevents the loss of krill	**2**
1(d)(i)	**Reread paragraphs 4 and 5 ('Some commercial … colonies of penguins.').** **Identify <u>two</u> problems caused by commercial fishing.** Award 1 mark for each idea, up to a maximum of 2. • it takes the penguins' food away / makes it difficult for penguins to find food / human fishing grounds overlap with penguin fishing grounds / get caught in their nets when diving for food • penguins drown / collide with fishing boats	**2**

Question	Answer	Marks
1(d)(ii)	**Reread paragraphs 4 and 5 ('Some commercial … colonies of penguins.').** **Explain the threats (other than commercial fishing) to penguins.** Award 1 mark for each idea, up to a maximum of 3. • tourism / (humans) littering / dropping items that are choking / suffocation hazards • (humans introducing) non-native predators / dogs and foxes • penguins' poor immune systems / (exposure to) pathogens	**3**
1(e)	**Reread paragraph 6 ('And how … water surfaces.').** **<u>Using your own words</u>, explain how penguins may not always be what humans expect them to be.** Award 1 mark for each idea, predominantly in own words, up to a maximum of 3. Answers which are entirely in the words of the text should not be credited. • not docile / aggressive / dangerous • not as sociable / unfriendly / territorial • predatory / not comical / not cute • keen(er) eyesight / observant	**3**

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Question	Answer	Marks
1(f)	**According to Text B, what are the benefits of the proposed changes to the ways in which scientists study penguins?** **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** no more feelings of isolation / no longer lonely **2** takes less time / not so boring **3** more accurate data / fewer mistakes made **4** uses latest technology / uses CCTV and AI **5** scientists can use their time more profitably / scientists can do better things with their time **6** software recognition can do more than humans / software offers better detection / software provides better recall / software better than human eye **7** individual penguins can be told apart **8** learn more about lives / learn about social habits **9** learn about breeding / benefits conservation projects **10** safer than tagging / less uncomfortable than a tag **11** learn about physiology **12** development of anaesthetics	**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)	R2	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R2	1
2(c)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The ship was tossed up and down by heavy waves.** • (our ship) rocked (over) [line 2] Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(ii)	**Saffron appears unhappy to be visiting places that are situated so far from main centres of population.** • (these) remote (islands) [line 8] Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iii)	**John precisely steered the small boat that held the tourists.** • (John / he) carefully guided [line 26] Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(a)(iv)	**John told Saffron that it was very important for the truth to be told about the effects of climate change in parts of the world.** • (it's) crucial (that) [line 44] Accept cloze responses that repeat all / some of the question stem with the correct answer.	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **He explained the different ice formations and how ancient glaciers break into towering icebergs, before floating silently on their lonely journey out to sea.** **ancient** • very old / from the distant past / antique / prehistoric	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **He explained the different ice formations and how ancient glaciers break into towering icebergs, before floating silently on their lonely journey out to sea.** **silently** • without a sound / noiselessly / peacefully	**1**

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **He explained the different ice formations and how ancient glaciers break into towering icebergs, before floating silently on their lonely journey out to sea.** **lonely** • isolated / unaccompanied / solo / on its own	**1**
2(c)	**Use one example from the text below to explain how the writer suggests the evidence of climate change on Antarctica.** **Use your own words in your explanation.** **In response, John's face dropped and he pointed inland to where we could see verdant plant life greedily snatching at gentle contours of quietly receding ice.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests the evidence of climate change on Antarctica. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests the evidence of climate change on Antarctica. Award 1 mark for an example with an attempt at an explanation which shows awareness of how the writer suggests the evidence of climate change on Antarctica. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **verdant plant life greedily snatching at:** very lush greenery; out of place, contrast with the white ice, invasive vegetation; grabbing space from the ice; like a hungry predator; actions of a thief, bully or oppressor; indicative of how powerful, unstoppable change • **gentle contours of quietly receding ice:** soft shapes, melting; silently disappearing (backwards); barely noticeable movement; powerless, passive, helpless victim	**3**

Question	Answer	Marks
2(d)	**Reread paragraphs 10 and 20.** • **Paragraph 10 begins 'We all gasped …' and describes the scenery in the bay from the Zodiac.** • **Paragraph 20 begins 'But the penguins! …' and is about a sighting of a colony of penguins.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs.** **Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **<u>Up to 15 marks are available for the content of your answer.</u>** Use the Marking Criteria for **Question 2(d)** (Table A, Reading) **Notes on the task** This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 10 begins 'We all gasped …' and describes the scenery in the bay from the Zodiac.** Overview: The bay offers an array of visual delights to the tourists. • **We all gasped:** everyone caught their breath, were open-mouthed, making sounds of amazement; instinctive collective reaction • **heavenly sights:** extremely beautiful**, divine**; as if from another world, perfect • **panoramic views** (of glaciers, mountains and icebergs): unbroken, wide vistas, open setting; sweeping landscape, amazing sights on all sides; cinematic • **basking in the sunshine:** lying around in the warm light of the day, relaxing sprawled out; leisurely, as if enjoying themselves • **cutting white lines (between the clear blue sky and the silent waters of the bay):** making stark, defined shapes, separating the sea and the sky; picture perfect, like a still photograph, deliberate actions of an artist; noiseless scene, calm, peaceful • **seemingly endless face of glacier**: front view of the mass of ice, appears to go on for ever, vast, impressive; individual identify • **captivated:** enthralled, charmed, enchanted; unable to look away; under the power of the mighty glacier • **crevassed and sculpted glory:** deeply cracked and shaped, as if deliberately crafted; carved into a magnificent piece of natural workmanship; natural artistry • **lone seal surfaced to distract us:** solitary seal rose above water level to attract attention; showing off, providing entertainment • **rolling playfully:** twisting and turning, cheerful, childlike, carefree • **disappearing into the secret depths below:** vanishing back below water level into unknown lower parts of the sea; mysterious, unknown Only credit comments on stylistic effect where these are explicitly linked to choices.	

Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 20 begins 'But the penguins! …' and is about a sighting of a colony of penguins.** Overview: overly dramatic interpretation of the lives and actions of the birds. • **But the penguins!:** more impressed by the penguins**,** main attraction; concerned with the superficial • **enormous colony:** huge group; teamwork; sense of community; dominant species in the area • **comically squabbling:** quarrelling noisily in an amusing, absurd way; making something trivial seem important; got nothing better to do; like silly small children • **perfect pebble** (– yes, a pebble! –)**:** completely smooth and round small stone; resembles a penguin egg; flawless, treasured object • **poach from a neighbour's nest:** steal, plunder from the nest of a nearby penguin; irony/humour in that their behaviour is far from neighbourly • **forgot their petty domestic warring:** put their trivial differences behind them; know when it is more important to support the community; sudden change when faced with a real threat • **unite angrily:** come together in fury; contrast with trivial disputes earlier; act collectively against a common enemy • **noisy chastising:** loud rebukes, reprimands; courage in numbers, determined • **opportunistic predatory** (gull)**:** taking its chances, hopes to exploit situation created by previously distracted penguins; looking for food • **beady eye (on an unprotected egg):** observing them carefully; **eye** gleaming with malicious intent; ruthless, glassy, hard stare; not going to miss anything; genuine threat • **I laughed and laughed (and was delighted):** found it extremely funny**;** unable to control reaction**;** sense of relief and release 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	**Reread Text C, Visiting the Antarctic, in the insert and then answer Question 3 on this question paper.** **You are Saffron. After your trip to Antarctica you write a letter to your friend Josie.** **In your letter you should:** • **describe what you saw and did on the trip and how it made you feel** • **give your thoughts about the people you spent time with on the trip** • **explain how this trip has influenced you and your thoughts about what you might like to do in the future.** **Write the words of the letter.** **Base your letter on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 250 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 Saffron saw and did on the trip **and** how it made Saffron feel **Annotate A2** for references to Saffron's thoughts about the people she spent time with on the trip **Annotate A3** for references to how the trip has influenced Saffron **and** her thoughts about what she might like to do in the future	**25**

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Question	Answer	Marks
3	**A1: describe what you saw and did on the trip <u>and</u> how it made you feel** • **stayed in cabin:** (det. rough waves, seasickness) [dev. not a way to be spending a holiday / wished she had not come] • **Antarctic(a):** (det. remote islands, total stillness) [dev. did not like the cold or the quiet] • **explored: (**det. small, inflatable boats, Zodiacs) [dev. was not looking forward to it / did not enjoy being woken up] • **incredible landscapes** (det. glaciers, mountains and icebergs) [dev. more interesting than expected / breathtaking] • **sea life** (det. (playful) seal, (comical) penguins) [dev. cheered her up / pleased to see them] **A2: give your thoughts about the people you spent time with on the trip** • **no other young people** (det. no internet) [dev. (at first) no-one to talk to / no-one to relate to / wished she could be on Josie's holiday] • **other tourists** (det. older, gasped, excited) [dev. felt she did not fit in / becomes part of the group] • **Mum (at the beginning)** (det. planned the trip) [dev. resentment / irritated / too pushy / wants to be allowed to make own choices / observing her too closely / silly over-reactions to the sights and animals] • **Mum (later in the trip)** (det. talked to her about the Environmental Science course she did) [dev. has backed off / more relaxed / mutual respect] • **expedition leader** (det. John, living and working away from home, explains ice formations) [dev. knowledgeable / very experienced / passionate about the environment] **A3: Explain how this trip has influenced you <u>and</u> your thoughts about what you might like to do in the future** • **increased environmental awareness** (det. seeing the broken ice blocks / growing plant life) [dev. saddening / already knew, but experiencing it first-hand was shocking / new perspective / newly motivated] • **thinking for herself more** (det. asking questions, listened to answers) [dev. reflected on her behaviour / sorry about spoiling her mother's enjoyment / matured / less influenced by others] • **decision about Environmental Science at college** (det. may be a mistake, crucial information, interesting course) [dev. wants to learn more / reasonable justification of choice] • **decision about Medicine at college** (det. Josie taking this course, to be doctor) [dev. reasonable justification of choice / wants to work or study with Josie] • **do something to improve the situation** (det. make changes in the world) [dev. campaign to protect penguins / conservation work / voluntary work]	

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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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