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FIRST LANGUAGE ENGLISH **0500/12**

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	2
1(b)(ii)	R1 & R2	2
1(c)	R1	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2 and W3	10 5
Total		**30**

Question	Answer	Marks
1(a)	**How fast are we travelling through time, according to paragraph 1?** • one second per second	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'entirely feasible' (line 1)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • completely / fully / totally / wholly / truly • possible / could happen / achievable / viable	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'recent acquaintance' (lines 4–5)** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • new / a short while ago / not long ago • someone you have met / contact	**2**
1(c)	**Reread paragraph 2 ('But this isn't … such knowledge.').** **Give <u>two</u> things that fictional time travellers do, according to paragraph 2.** Award 1 mark for each idea, up to maximum of 2. • invent some (wild) vehicle / blast into the past / spin into future • change the past / change the present • deal with the consequences of knowing what happens in future	**2**
1(d)(i)	**Reread paragraphs 3 and 4 ('To date … distant childhood memory.').** **Identify <u>two</u> reasons why the possibility of time travel seems unlikely.** Award 1 mark for each idea, up to a maximum of 2. • no evidence in real life of time travel / no-one has ever demonstrated the kind of back-and-forth time travel seen in science fiction / there have been no visitors (to the present) from the future • no way of sending someone through time without destroying them	**2**

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Question	Answer	Marks
1(d)(ii)	**Reread paragraphs 3 and 4 ('To date … distant childhood memory.').** **Explain the different opinions that people have about the causes of déjà vu.** Award 1 mark for each idea, up to a maximum of 3. • personal time travel • supernatural occurrence • has a neurological basis • distant memory / childhood memory	**3**
1(e)	**Reread paragraph 5 ('Certainly … our dreams.').** **<u>Using your own words</u>, explain how being able to mentally time travel might be beneficial to humans.** 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. • (re)imagine enjoyable experiences / can relive things we enjoyed / imagine future happy occasions / remember happy moments • enables us to plan ahead (for a known future) / prepare for changes in weather / helps adapt to the seasons • helps you to make better life decisions now / create your future life according to your wishes	**3**

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Question	Answer	Marks
1(f)	**According to Text B, how should a person working from home manage challenges to their time?** **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 do not tolerate timewasters 2 allow casual visitors a short amount of time / limit social callers to five minutes 3 use body language to signal the end of the conversation / stand up and fold your arms to show them they need to go 4 offer thanks / be polite 5 offer explanation / remind them these are business hours 6 do not give in to distractions / do not be tempted by more enjoyable activities / be disciplined about working 7 treat time as a precious commodity / remember time is money / prioritise making money 8 organise a catch-up for out-of-hours / organise socialising for non-office hours / establish boundaries (for friends and family early on) 9 do not treat everyone like a friend / remain professional 10 do not work for free / always charge a fee for your advice / make your fee clear from the start 11 learn to recognise people who are trying to take advantage 12 spend time on genuine clients	**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)	R1	1
2(b)(i)	R1	1
2(b)(ii)	R1	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 Commander felt that Q was the only person able to endure the experience of time travelling.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • **withstand** [line 16]	**1**
2(a)(ii)	**At the end of her mission, Q would be suddenly and very quickly moved back to 3030.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (Q/she would be) **sucked** (back) / (Q/she would be) **whisked** (back) [line 19 / 20]	**1**
2(a)(iii)	**Q knew that hiding her travelling clothing in bushes was potentially dangerous.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • **risky** [line 24]	**1**
2(a)(iv)	**The Commander tells Q that people will now look after future trees.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • **care for** (and value) [line 45]	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **'Marvel's tree seeds and compost' a golden sign read. Q walked towards it, looking neither left nor right at the inquisitive humans that were now appearing singly and in groups around her. No, she wouldn't be distracted by their strange voices and their incredibly small stature.** • **inquisitive:** intrigued / curious / interested / could not take their eyes off her	**1**

Question	Answer	Marks
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **'Marvel's tree seeds and compost' a golden sign read. Q walked towards it, looking neither left nor right at the inquisitive humans that were now appearing singly and in groups around her. No, she wouldn't be distracted by their strange voices and their incredibly small stature.** • **singly:** one at a time / individually / separately	**1**
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **'Marvel's tree seeds and compost' a golden sign read. Q walked towards it, looking neither left nor right at the inquisitive humans that were now appearing singly and in groups around her. No, she wouldn't be distracted by their strange voices and their incredibly small stature.** • **distracted:** be drawn from her purpose / attention pulled away from / diverted / lose focus / deviated / derailed / side-tracked	**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 Q's thoughts and feelings about the money she is carrying.** **A sudden gush of panic flooded her mind, making her check her pocket. Relief radiated warmly as her eager hands folded round the small wads of paper. This was what people in this century called 'money', and she would need it.** **<u>Use your own words in your explanation.</u>** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Q's thoughts and feelings about the money she is carrying. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Q's thoughts and feelings about the money she is carrying. Award 1 mark for an example with an attempt at an explanation which shows awareness of Q's thoughts and feelings about the money she is carrying. The explanation may be partial. The explanation must be predominantly in the candidate's own words. **Responses *might* use the following**: • **sudden gush of panic flooded (her mind):** worry, fear that she has lost the money; took over her thoughts, like a water burst; overwhelming; critical importance of the money to the mission • **Relief radiated warmly:** calms down, relaxes; happy realisation spreads through her; reassured to know the money is safe; feelings of comfort • **eager hands folded round the small wads of paper:** feeling for the tiny bundles of banknotes; desperate to find the cash; holding it safe; enclosing it so it cannot be lost (again) • **This was what people in this century called 'money', (and she would need it):** not the kind of currency she is used to, recognises it is a requirement in this time; finds it odd, marvels at it; feels this payment method is inferior to practices in her century	**3**

Question	Answer	Marks
2(d)	**Reread paragraphs 1 and 8.** • **Paragraph 1 begins 'The blue and red streaks …' and describes Q's arrival.** • **Paragraph 8 begins 'I want 100 each …' and is about Q's experience in the store.** **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: ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 1 begins 'The blue and red streaks …' and describes Q's arrival.** Only credit comments on stylistic effect where these are explicitly linked to choices. Overview: Q's contrasting and mixed reactions to arriving in 2030 • **extreme** (time movement)**:** excessive, beyond imagining • **(ceased their) insane dancing:** gave up jiggling around, stopped making crazy movements; sensory overload subsides • (on) **firm footing:** solid ground; able to stand upright; regaining her sense of control over her body • (it was like) **being tossed from a white-knuckle thrill ride:** thrown up in the air by an extremely exciting ride at an amusement park; an adrenalin pumping ride where your hands grip the safety rail so tightly that your knuckles appear white; carelessly discarded as if worthless; utter shock, disorientation; overwhelmed • (An) **earthy smell:** like soil, coming from nature; stench • **promptly smacked her nostrils:** immediate impact; like a deliberate assault; unexpected • **immeasurably different:** huge contrast with anything she has ever known before • (the) **safely sanitised (air):** clean and hygienic; unnatural; nothing to offend; total contrast to the air she is breathing in now • (she) **swallowed back her shock:** gulping; a nasty surprise; she has to suppress her reaction; physical revulsion that she needs to control; has to focus on mission • (the) **new heady aroma:** a very potent smell that she has not come across before • **(**the **dark trees) enveloped** (her)**:** blocks out the light, completely surrounded, menacing • (like a) **suffocating blanket:** trapped underneath a heavy covering, claustrophobic • **afforded her concealment:** gave her cover; kept her hidden; protection	

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Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 8 begins 'I want 100 each …' and is about Q purchasing tree seeds and soil.** Only credit comments on stylistic effect where these are explicitly linked to choices. Overview: Q's sense of the distance between herself as an evolved human and this earlier version of her species • (Her **memorised words**) **did not falter:** recalled what she had to say perfectly; no hesitation or faults in the delivery of her words • (she **remembered to**) **intone them with painstaking slowness:** spoken like a chant, recited the words very carefully, precisely; measured delivery; deliberate; needs the storekeeper to understand her; very focused on her communications • (The) **mouse-like storekeeper studied her timidly:** tiny person looked at her closely in some trepidation, fear; scared like a little rodent would be, contrast with her own size • **small eyes wide and alert:** little eyes very open (as if trying to take in all he can see); on his guard; paying close attention • (the) **tight clusters** (of people)**:** grouped very closely together; coming together for safety to share their surprise at the sight of Q • **stopped their conversations, their mouths dropping:** ceased speaking among themselves, mouths open in disbelief, surprised; could not believe their eyes; do not even try to hide their reactions • (Just like) **small, stunned animals**: tiny creatures; so shocked that they do not know what to do or say; feels sorry for them; patronising • **scurried off in pursuit of** (her request)**:** scuttled away to find her seeds; eager to please her; does not want to disobey; keen to make a sale	

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, *The time traveller*, in the insert and then answer Question 3 on this question paper.** **You are Q. After your mission you are asked to give a speech about it to people from your century who are interested in time travel.** **In your speech you should:** • **explain what the mission involved and how you felt about it** • **describe what worked well and what was a challenge** • **suggest how further missions could be improved.** **Write the words of the speech.** **Base your speech on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.** **Write about 250 to 350 words.** **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 the Mission involved and how Q felt about it **Annotate A2** for references to what worked well and what was a challenge **Annotate A3** for references to how further missions could be improved	**25**

Question	Answer	Marks
3	**A1: What the mission involved <u>and</u> how Q felt about it** • **time travel** (det. 1000 years, return to 2030, first ever mission of its type) [dev. potentially dangerous / exciting concept] • **selection / training** (det. use of simulators, testing physical strength) [dev. hard work / gruelling] • **pride** (det. excelled in 'focus', only team member able to withstand time travel) [dev. sense of achievement at its success / important mission / great opportunity] • **purchase seeds and soil** (det. 100 packets; maple, fir and eucalyptus, 25 kg bag) [dev. reintroduce trees / hopeful trees can be regrown in her time / angry that humans before her had destroyed all the trees] • **following instructions** (det. her watch, Commander) [dev. meticulously planned] **A2: What worked well <u>and</u> what was a challenge** • **unpleasant journey** (det. tossed around, blue and red streaks, nausea, extreme time movement) [dev. disorientating / loss of control] • **clothing** (det. travelling outfit, changed (what she was wearing), concealed under foliage) [dev. time-consuming changes / insecure hiding place / supposed to allow her to blend in] • **money** (det. wads of paper in pocket) [dev. worried she would lose it / mission would have been a complete failure if it had been lost] • **communication** (det. memorised words, remembered to speak slowly) [dev. was understood / sounded odd to locals] • **21st century humans** (det. inquisitive, smaller stature, appeared singly and in groups, strange voices, stared) [dev. did not fit in / found them odd / felt judged / frightened of her] • **atmosphere / acclimatising** (det. air, smell, dark trees) [dev. unhygienic / unpleasant] **A3: How further missions might be improved** • **team travel** (det. only considered safe for one person to travel at present) [dev. advantage to have someone to help] • **increase time available (**det. only had 30 minutes) [dev. time to recover from journey / less rushed / more opportunity to study / learn more about that time] • **new invention(s) / more advanced technology** (det. experts (working on the project) [dev. to solve any of the challenges once in situ] • **improve the experience of travelling** (det. Commander hopes to do so) [dev. make it safer] • **travel to future** (det. beyond 3030) [dev. bring back knowledge to develop time travel] • **more research / better research (**det. 21st century outfit) [dev. needs to be more accurate / allow to blend in more effectively / learn from Q's experience]	

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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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