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FIRST LANGUAGE ENGLISH **0500/13**

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)	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 W2 and W3	10 5
Total		**30**

Question	Answer	Marks
1(a)	**What temperature can Mars reach in wintertime, according to the text?** • minus 153 (ºC)	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'inhospitable wasteland' (line 1).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • uninhabitable / uninviting / unfriendly / hostile to life / a person could not live there • desert / desolate area / barren landscape / bleak terrain	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'comprised principally' (lines 2–3).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • made (up of) / consists (of) / composed (of) / contains • mostly / mainly / primarily	**2**
1(c)	**Reread paragraph 2 ('However, Mars ... vanish into space.').** **Give <u>two</u> factors that could have made life a possibility in the first billion years of Mars's existence.** • water / oceans / seas • air / atmosphere • magnetic field	**2**
1(d)(i)	**Reread paragraphs 3 and 4 ('Most potential … as we know it.').** **Identify <u>two</u> suggestions of what could have happened to life forms on Mars.** • they died / perished • they retreated underground / found (deep, warm) water-bearing rocks	**2**

Question	Answer	Marks
1(d)(ii)	**Reread paragraphs 3 and 4 ('Most potential … as we know it.').** **Explain what the rover currently on Mars has been able to do well.** Award 1 mark for each idea, up to a maximum of 3. • use its drill / collect rock and soil samples • use its oven / heat the samples (to high temperatures) • use its laser spectrometer / analyse the chemistry of the (vapourised) sample / look for carbon	**3**
1(e)	**Reread paragraph 6 ('This could be exciting … more pressing concerns.').** **<u>Using your own words</u>, explain why some humans might want to find evidence of life on Mars.** 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. • helps with understanding the Earth's early history / understanding evolution of life on Earth • imaginations have been stirred by alien characters in science fiction / might want to meet Martians • material gain / ambition / to make money / to be powerful	**3**

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Question	Answer	Marks
1(f)	**According to Text B, in what ways can living and working in Concordia Station help a person to understand what it might be like to go on a long-term mission to Mars?** **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 imitates the living conditions that astronauts experience in space / simulates conditions on Mars 2 extremely low temperatures / Antarctica is very cold 3 go out on missions / travel around in huge tractor / same vehicles are needed to travel around 4 the entire landscape is barren / huge desolate terrain / nothing interesting to look at anywhere / vast empty spaces 5 few life-forms / few living creatures 6 nothing to engage your mind / (both equally) boring 7 need to acclimatise / having to adapt to an alien environment / having to consider both places 'home' 8 having to work in extreme conditions 9 stress of being stuck with the same people / managing lack of privacy / working in close proximity with others / have to work out how to co-exist with colleagues 10 little contact with family / not seeing friends / cannot rely on video calling to home 11 missing familiar 'comforts' / missing favourite food / cannot get favourite brands	**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)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R2	1
2(a)(iv)	R2	1
2(b)(i)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R1	1
2(c)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Bob was grateful that he, Sarah and Rajah would not be visiting any more sites after this one.** • (Bob/he was) **relieved** (about that) (line 6)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Sarah and Rajah had promised the Captain that they would cooperate with each other while out on this mission.** • (Sarah and Rajah / they had) **assured** (her) (line 7)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Sarah and Rajah both jumped up at the same time because they wanted to be the first to speak to the Captain.** • **sprang simultaneously** (into action) (line 41)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Rajah had a very sad expression on his face after the Captain told him that she wanted to speak to Bob, not him.** • (Rajah / He looked) **crestfallen** (line 51)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **They'd ended up in an undignified heap together on Mars's surface, while Bob and the other astronauts had ambled over and past them to inspect the base that the rover had built.** • **undignified:** unbecoming / degrading / embarrassing / looked silly / humiliating / inelegant	**1**
2(b)(ii)	**Using your own words, explain what the writer means by each of the words underlined:** **They'd ended up in an undignified heap together on Mars's surface, while Bob and the other astronauts had ambled over and past them to inspect the base that the rover had built.** • **ambled:** saunter / strolled / walked slowly / wandered / meandered	**1**

Question	Answer	Marks
2(b)(iii)	**Using your own words, explain what the writer means by each of the words underlined:** **They'd ended up in an undignified heap together on Mars's surface, while Bob and the other astronauts had ambled over and past them to inspect the base that the rover had built.** • **inspect:** examine / appraise / weigh up / check / form a judgement about its condition / scrutinise / survey / look carefully at / view	**1**
2(c)	**Use one example from the text below to explain how the writer suggests what Bob experiences as he searches for water.** **Use your own words in your explanation.** **The ground was promisingly soft here. His booted foot sank the shovel blade through a surface layer of fine crimson crumbs. An unmistakably damp wedge of soil was removed, and clear liquid slipped gently into its place.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests what Bob experiences as he searches for water. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests what Bob experiences as he searches for water. Award 1 mark for an example with an attempt at an explanation which shows awareness of what Bob experiences as he searches for water. The explanation must be predominantly in the candidate's own words. Responses *might* use the following: • **The ground was promisingly soft here**: found a location to investigate; a spot where it is easy to dig; hopeful, encouraging Bob to think that there could be water present; giving him assurance, appealing, inviting • **sank the shovel blade through a surface layer of fine crimson crumbs**: suggests the spade easily entered the red ground; top coating of granules; very small fragments of rock; red icing (on a cake); beautiful; little resistance to the spade; yielding, inviting • **unmistakably damp wedge of soil:** no denying it; a moist solid lump; growing evidence of what is underneath • **clear liquid slipped gently into its place**: cleanliness (of the water); moves easily and readily into the space the soil had occupied; natural, understated action; without force	**3**

Question	Answer	Marks
2(d)	**Reread paragraphs 12 and 16.** • **Paragraph 12 begins 'Seconds passed …' and is about the astronauts watching as Bob puts the sample under the microscope.** • **Paragraph 16 begins 'Bob realised …' and is about the astronauts' reactions to their discovery.** **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)	**Paragraph 12 begins 'Seconds passed …' and is about the astronauts watching as Bob puts the sample under the microscope.** Only credit comments on stylistic effect where these are explicitly linked to choices. Responses *might* use the following: Overview: the dramatic discovery of the life forms. • **Seconds passed like hours:** time went by slowly; anticipation; eager to know the result • **(Sarah and Rajah) hung (over Bob's shoulder):** watching closely; trying to see the result at the same time as he does; invading Bob's space • **intense scrutiny of the microscope's eye:** careful and detailed examination; trying to get accurate information • **Silence entered the cramped space** (of the rover): not a sound can be heard in the very small rover; everyone is focused and concentrating; no-one is moving or speaking; tense, claustrophobic, uncomfortable • **floated inquisitively:** hung in the air as if interested in what is going on; atmosphere of anticipation • **absorbed figures:** engrossed, captivated; cannot pull themselves away, depersonalised, loss of individual identity; significant moment for humankind that is bigger than them • **inhaled sharply:** sudden intake of breath; indicative of huge surprise; shocked • **gyrated a dozen tiny worm-shaped life forms:** miniscule creatures**,** small and tubular; wiggling, twisted and turned; circular movements; active, clearly alive • **(their movements were) subtle and deliberate, as if choreographed:** precise, delicate actions; synchronised like a pre-rehearsed dance; as if putting on a show; elegant	

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Question	Answer	Marks
2(d)	**Paragraph 16 begins 'Bob realised …' and is about the astronauts' reactions to their discovery.** Only credit comments on stylistic effect where these are explicitly linked to choices. Responses *might* use the following: Overview: contrasting behaviour of the three astronauts once they realise the significance of their findings • **(merely a) poor rehearsal for this one rapturous moment:** simply a practice run; everything has been leading up to this; extremely joyful point in time; nothing could prepare them for the reality • **silently contemplated the enormity of the discovery:** thought deeply about, without saying a word; thinking carefully; reflecting calmly; finding is hugely important; understated, considered; stark contrast with Sarah and Rajah • **frenzy (of 'selfie' live-streaming):** uncontrolled excitement; manic behaviour (sending videos of herself over the internet); attention-seeking • **parading the microscope like a glorious trophy:** holding up the microscope like it's a huge prize for an incredible accomplishment; wants praise; fame; celebrating victory like a sports team • **solemnly worded (message):** overly serious and without humour; trying to be fitting for the importance of the event; in keeping with what he feels he has achieved; self-important, pompous • **delineating the grandeur (of his achievement):** outlining, describing, portraying what he has done as magnificent, epic, impressive; exaggerating his role • **urged** (the Captain to upload this immediately)**:** forcefully trying to get the Captain to share the information; pushing his narrative; giving the Captain little time to think • **captive audience (of leaders, scientists and well-wishers):** fascination of all those watching globally; **people** fully invested in the project, all attention is focused on them; the world is listening, will be drawn irresistibly to the news	

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Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• Wide-ranging discussion of judiciously selected language with some high-quality comments that add meaning and associations to words/phrases in both parts of the text and demonstrate the writer's reasons for using them. • Tackles imagery with some precision and imagination. • There is clear evidence that the candidate understands how language works.
4	**10–12**	• Explanations are given of carefully selected words and phrases. • Explanations of meanings within the context of the text are secure and effects are identified in both parts of the text. • Images are recognised as such and the response goes some way to explaining them. • There is some evidence that the candidate understands how language works.
3	**7–9**	• A satisfactory attempt is made to select appropriate words and phrases. • The response mostly gives meanings of words and any attempt to suggest and explain effects is basic or very general. • One half of the text may be better addressed than the other.
2	**4–6**	• The response provides a mixture of appropriate choices and words that communicate less well. • The response may correctly identify linguistic devices but not explain why they are used. • Explanations may be few, general, slight or only partially effective. • They may repeat the language of the original or do not refer to specific words.
1	**1–3**	• The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin.
0	**0**	• The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected.

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Note: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 3

This question tests reading assessment objectives R1, R2 and R3 (15 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R3 analyse evaluate and develop facts, ideas and opinions, using appropriate support from the text

and writing assessment objectives W1, W2, W3 and W4 (10 marks):

W1 articulate experience and express what is thought, felt and imagined
W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context
W4 use register appropriate to context.

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Question	Answer	Marks
3	**Reread Text C, *The Mars expedition*, in the insert and then answer Question 3 on this question paper.** **You are the Captain. After speaking to Bob about the mission of today, you write a journal entry about the progress of the Mars expedition so far.** **In your journal entry, you should:** • **describe what the mission today involved and your feelings about how it has gone** • **describe your thoughts and feelings about your team of astronauts and the working and living arrangements on Mars** • **explain what you did after you received the news of today and what your hopes are for the rest of the time you spend on Mars.** **Write the words of the journal entry.** **Base your journal entry 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 today involved and your feelings about how it has gone **Annotate A2** for references to your thoughts and feelings about your team of astronauts and the working and living arrangements on Mars **Annotate A3** for references to what you did after you received the news of today and what your hopes are for the rest of the time you spend on Mars.	**25**

Question	Answer	Marks
3	**A1: Describe what the mission today involved <u>and</u> your feelings about how it has gone** • **collecting sample(s)** (det. visiting different sites, canister to hold sample) [dev. needed to look for most promising areas to dig] • **purpose of mission** (det. finding water, looking for evidence of life) [dev. soft areas of ground suggested there would be water / hopeful there would be signs / not expecting to find anything on the first mission] • **different jobs** (det. digging with shovel and sending and receiving messages) [dev. potentially dangerous mission] • **sample testing** (det. testing receptacle, microscope in rover) [dev. intricate work / important to do it immediately so sample does not degrade] • **discovery** (det. worm-shaped life forms, moving around) [dev. hugely significant finding for humankind / ecstatic to be proved right] **A2: Describe your thoughts and feelings about your team of astronauts <u>and</u> the working and living arrangements on Mars** • **Bob's character** (det. in charge of today's mission, drove the rover) [dev. reliable / careful attention to detail / valued member of the team] • **Sarah's reaction** (det. 'selfie' live-streaming) [dev. focused on her own fame / giving away secret information] • **Rajah's reaction** (det. emailed, grandeur of his achievement.)) [dev. trying to steal the glory] • **other astronauts** (det. respectful, professional, inspect the base) [dev. concerned about the mission rather than themselves / have been trained well / important to maintain and monitor the condition of the base] • **accommodation** (det. living between the spacecraft and the Base; home for 3 months; basic living) [dev. hopes that it does not prove too cramped / restrictive] **A3: Explain what you did after you received the news of today <u>and</u> what your hopes are for the rest of the time you spend on Mars** • **conversation with Bob** (det. via communication device) [dev. wanted an accurate report of what had happened] • **reporting findings (to Earth)** (det. leaders, scientists, well-wishers) [dev. worded their own message – did not use Rajahs / decided to wait for further evidence before sending any report or email / gave credit to Bob] • **dealt with the poor behaviour / addressed disputes between Rajah and Sarah** (det. jumping through spacecraft door, fighting over a shovel) [dev. childish behaviour / jeopardising the mission/ remove them from future missions / additional training / team building exercises / better team spirit] • **protect the lifeforms discovered** (det. worms were very small) [dev. take them back to Earth / study them at the base] • **continued research / continued funding (**det. longer than three months) [dev. need longer to search for other evidence / look for more advanced life forms / prove humans could (have) live(d) on Mars]	

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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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