

# Cambridge O Level

---

**ENGLISH LANGUAGE****1123/12**

Paper 1 Reading

**October/November 2024**

MARK SCHEME

Maximum Mark: 50

---

**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.

Cambridge International is publishing the mark schemes for the October/November 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

---

This document consists of **20** printed pages.

**PUBLISHED****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.

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

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

**Components using point-based marking:**

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

From this it follows that we:

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

**Question 1**

This question tests the following reading assessment objectives (16 marks)

**R1** demonstrate understanding of explicit meanings

**R2** demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Guidance
1(a)	<p><b>In paragraph 1, what evidence is there that Laura knew very little about wild cats before she arrived at the sanctuary?</b></p> <ul style="list-style-type: none"> <li>• (she / I) did not know what a <u>puma</u> looked like</li> </ul>	<b>1</b>	<p><i>Do NOT accept inclusion of reference to monkeys</i></p> <p><i>MUST be the look / appearance of a puma</i></p> <p><i>NOT: she did not know what a puma was like / how a puma was / had never seen a puma</i></p>
1(b)	<p><b><u>Using your own words</u>, explain what Laura means when she describes the bus journey as ‘rumbling along in a rickety bus’. (line 3)</b></p> <p>(The bus is:</p> <ul style="list-style-type: none"> <li>• travelling) slowly / slow / making a noise / rattly / loud</li> <li>• shaky / bumpy / moving all over / unsafe / old /in a bad condition / uncomfortable</li> </ul> <p>Award 2 marks for full explanation (both strands) Award 1 mark for partial explanation</p>	<b>2</b>	<p><i>ACCEPT: broken but NOT broken down</i></p> <p><i>the road is bumpy / in bad condition (alone) = 0</i> <i>the road is bumpy and makes the bus shake = 1</i></p>
1(c)	<p><b>From paragraph 2, identify <u>two</u> reasons why it is difficult for Laura to see through the bus window.</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• grimy / dirty / dusty / unclean (glass)</li> <li>• (streaks in the) condensation / (window / it is) steamed / misted / fogged (up)</li> </ul>	<b>2</b>	<p><i>Accept in either order <u>or</u> if both responses are in one limb <u>or</u> if a correct answer straddles both limbs</i></p>

Question	Answer	Marks	Guidance
1(d)	<p><b>Explain what Laura is thinking when she asks the bus driver ‘Seriously?’ (line 7)</b></p> <ul style="list-style-type: none"> <li>this is not what she expected (to find at her destination) / cannot believe it / is unsure (this is the right place) /he is joking (about this being her stop)</li> </ul>	1	<p><i>LOOK FOR disbelief / surprise / confusion / fear about her situation, e.g. she is thinking how she is going to be alone on an empty road = 0 she can’t believe she is going to be alone on an empty road = 1</i></p> <p><i>NOT about the passengers / chickens / rice / bus</i></p> <p><i>ACCEPT single word answers, e.g. disbelief</i></p>
1(e)	<p><b>In paragraph 3, how does Laura feel about being in the jungle when she first arrives? Give <u>two</u> details from the text to support your answer.</b></p> <p><b>Feeling</b></p> <p>Reward any sense of Laura feeling <b>uneasy</b> or <b>overwhelmed</b> or <b>scared</b> however expressed. (1)</p> <ul style="list-style-type: none"> <li>e.g. uncomfortable / cannot cope / lost / panicky / frightened</li> </ul> <p><b>Details</b></p> <p>Award 1 mark for each detail up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>‘struggle to breathe’ / ‘smells hot’</li> <li>‘looming’ / ‘vastness’ / ‘jungle is everywhere’</li> <li>(jungle is ‘speaking) no language I’ve heard before’</li> <li>‘wave my arms wildly’ / ‘whimpering’ / ‘spinning on the spot’(2)</li> </ul> <p><b>Award 1 mark max</b> if 1 or 2 details are correct but the feeling is incorrect <u>or</u> if the feeling is not given</p>	3	<p><i>Accept feeling and details wherever they appear</i></p> <p><i>NOT: (feeling) annoyed / irritated / suffocated / bad / negative / unhappy</i></p> <p><i>The supporting details can be quoted or paraphrased. Allow slips in copying</i></p> <p><i>Do not accept line references (only) or ellipses for textual details</i></p>

Question	Answer	Marks	Guidance
1(f)	<p><b>Identify <u>two</u> things the monkey does to make Laura think that he is ‘challenging’ her. (line 15)</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• sits on a sign (that says ‘no monkeys on the road’)</li> <li>• stares / looks (at her) / watches (her)</li> </ul>	<b>2</b>	<p><i>Accept in either order <u>or</u> if both responses are in one limb <u>or</u> if a correct answer straddles both limbs</i></p> <p><i>ACCEPT: (the monkey) is on a sign</i></p>
1(g)(i)	<p><b>In paragraph 5, when a huge black boar suddenly appears, Laura notices something surprising about her. What is surprising about the boar?</b></p> <ul style="list-style-type: none"> <li>• carrying / has a (red) sock / called Rita / has a name</li> </ul>	<b>1</b>	<p><i>ACCEPT: ‘She raises her head – a red sock clasped between her teeth – locking eyes with me.’</i></p> <p><i>ACCEPT: the vet’s / man’s sock</i></p> <p><i>NOT: there was a red sock (alone = 0 needs idea of possession)</i></p>
1(g)(ii)	<p><b>Why does the boar run away from the man?</b></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• (the boar) has stolen / taken / wants to keep the sock / prize / (the boar) does not want to be caught</li> <li>• the man is chasing / running after / wants to catch her / the man wants his sock / the prize</li> </ul>	<b>1</b>	<p><i>Accept ‘she’ / ‘her’ / ‘Rita’ / ‘it’ for ‘the boar’</i></p> <p><i>Accept ‘he’ / ‘him’ / ‘the vet’ for ‘the man’</i></p> <p><i>NOT: the man is hunting / looking for / bursts out after her</i></p> <p><i>NOT: she has got the prize / sock</i></p>

Question	Answer	Marks	Guidance												
1(h)	<p><b>Explain <u>using your own words</u> Laura’s different feelings about working at an animal sanctuary in South America.</b>  <b>Give <u>three</u> details from anywhere in the text to support your answer.</b></p> <p><b>NOTE:</b> Focus should be on <u>working at the sanctuary</u>. Do <b>not</b> accept textual details about the bus journey, the jungle, the mosquitoes or coming across the monkey and the boar.</p> <table border="1" data-bbox="331 486 1464 1329"> <thead> <tr> <th data-bbox="331 486 696 560">Laura feels ✓</th> <th data-bbox="696 486 1464 560">Supporting textual detail: quote or paraphrase <span style="border: 1px solid red; padding: 2px;">DET</span></th> </tr> </thead> <tbody> <tr> <td data-bbox="331 560 696 727"><b>1 inexperienced / confused / clueless / useless</b></td> <td data-bbox="696 560 1464 727">‘I don’t know that monkeys can make jokes or be depressed’ / ‘I don’t even know what a puma looks like’ / ‘I stare at her dumbly’ / ‘Right. Not house cats then’ / ‘You walk pumas?’ / she knows nothing about animals</td> </tr> <tr> <td data-bbox="331 727 696 895"><b>2 out of her comfort zone / in alien environment / lost</b> Accept: uncomfortable</td> <td data-bbox="696 727 1464 895">‘I don’t. I don’t turn up in places like this’ / ‘I don’t know anything about this place’ / this is not the sort of place she’s used to</td> </tr> <tr> <td data-bbox="331 895 696 1027"><b>3 foolish / it’s not been well thought-out / regret</b></td> <td data-bbox="696 895 1464 1027">‘I’d picked up a leaflet’ / ‘For no reason other than a desperate lack of purpose’ / not ‘a person who makes good decisions’</td> </tr> <tr> <td data-bbox="331 1027 696 1160"><b>4 unconfident / self-doubt / hesitant / unsure</b></td> <td data-bbox="696 1027 1464 1160">‘I’m not sure if I’m the sort of person she wants’ / ‘I might change my mind’ / she thinks she doesn’t suit the job</td> </tr> <tr> <td data-bbox="331 1160 696 1329"><b>5 hopeful / she wants to change / to be a new person / to find direction / a focus</b></td> <td data-bbox="696 1160 1464 1329">seeks ‘transformation’ – to be a ‘person who makes good decisions’, ‘knows what to do with her life’ / to gain ‘perspective’ in life</td> </tr> </tbody> </table>	Laura feels ✓	Supporting textual detail: quote or paraphrase <span style="border: 1px solid red; padding: 2px;">DET</span>	<b>1 inexperienced / confused / clueless / useless</b>	‘I don’t know that monkeys can make jokes or be depressed’ / ‘I don’t even know what a puma looks like’ / ‘I stare at her dumbly’ / ‘Right. Not house cats then’ / ‘You walk pumas?’ / she knows nothing about animals	<b>2 out of her comfort zone / in alien environment / lost</b> Accept: uncomfortable	‘I don’t. I don’t turn up in places like this’ / ‘I don’t know anything about this place’ / this is not the sort of place she’s used to	<b>3 foolish / it’s not been well thought-out / regret</b>	‘I’d picked up a leaflet’ / ‘For no reason other than a desperate lack of purpose’ / not ‘a person who makes good decisions’	<b>4 unconfident / self-doubt / hesitant / unsure</b>	‘I’m not sure if I’m the sort of person she wants’ / ‘I might change my mind’ / she thinks she doesn’t suit the job	<b>5 hopeful / she wants to change / to be a new person / to find direction / a focus</b>	seeks ‘transformation’ – to be a ‘person who makes good decisions’, ‘knows what to do with her life’ / to gain ‘perspective’ in life	<b>3</b>	<p><b>Do NOT</b></p> <ul style="list-style-type: none"> <li>-accept line references (only)</li> <li>-credit words which are substituted by ellipses</li> <li>-accept generalisation, e.g. ‘she feels bad / good / negative’</li> <li>-credit repeated/similar feelings, e.g. ‘scared’ and ‘worried’</li> </ul>
Laura feels ✓	Supporting textual detail: quote or paraphrase <span style="border: 1px solid red; padding: 2px;">DET</span>														
<b>1 inexperienced / confused / clueless / useless</b>	‘I don’t know that monkeys can make jokes or be depressed’ / ‘I don’t even know what a puma looks like’ / ‘I stare at her dumbly’ / ‘Right. Not house cats then’ / ‘You walk pumas?’ / she knows nothing about animals														
<b>2 out of her comfort zone / in alien environment / lost</b> Accept: uncomfortable	‘I don’t. I don’t turn up in places like this’ / ‘I don’t know anything about this place’ / this is not the sort of place she’s used to														
<b>3 foolish / it’s not been well thought-out / regret</b>	‘I’d picked up a leaflet’ / ‘For no reason other than a desperate lack of purpose’ / not ‘a person who makes good decisions’														
<b>4 unconfident / self-doubt / hesitant / unsure</b>	‘I’m not sure if I’m the sort of person she wants’ / ‘I might change my mind’ / she thinks she doesn’t suit the job														
<b>5 hopeful / she wants to change / to be a new person / to find direction / a focus</b>	seeks ‘transformation’ – to be a ‘person who makes good decisions’, ‘knows what to do with her life’ / to gain ‘perspective’ in life														



Question	Answer		Marks	Guidance
1(h)	<b>6 excited</b>	Mila's smile 'is thrillingly contagious' / 'I'm running. I've never run like this'		<ul style="list-style-type: none"> <li>• The <b>feeling</b> must be predominantly in the candidate's <b>own words</b>.</li> <li>• The <b>supporting textual detail</b> can be quoted <u>or</u> paraphrased. Allow slips in copying.</li> </ul>
	<b>7 scared / shocked / worried / anxious / nervous</b>	'I'm nodding, dazed' / A puma. Me' / 'You walk pumas?' / 'I'm trying to look unruffled' / 'one huge question pounding my brain' / 'I stay very, very still, transfixed' / 'I'm not sure if I'm the sort of person she wants'		
	<b>8 fear / tension has gone / a sense of change / confidence / brave /</b>  <b>Accept: happy</b>	'I've never run like this' / 'Some fear, the top layer blows away'		

**Question 2**

This question tests reading assessment objective (9 marks)

**R4** demonstrate understanding of how writers achieve effects and influence readers.

Question	Answer	Marks	Guidance
2(a)	<p><b>Read this extract from the text:</b>  <b>'I'd probably feel more sad about this if there wasn't one huge question pounding my brain.</b>  <b>I whisper it to Mila who doesn't answer at first.</b>  <b>"Maybe," she finally says.'</b> (lines 47–50)</p> <p><b>What does the writer want to suggest to the reader about what Mila and Laura are about to do?</b></p> <ul style="list-style-type: none"> <li>it is dangerous / risky / (Laura/Mila) could get hurt / it is scary</li> </ul>	1	
2(b)	<p><b>Explain why the writer uses the word 'each' rather than 'both' in the expression 'But we each have to decide whether we think these animals are worth it.'</b> (lines 50–51)</p> <ul style="list-style-type: none"> <li>each / Laura / Mila will have an opinion / viewpoint / Laura can make up her mind / choose / it is not a joint decision / it is an individual decision / Mila is not forcing Laura (to do this) / it is voluntary / they (may) think differently</li> </ul>	1	<p><i>Accept 'she' / 'her' for Laura / Mila</i></p> <p><i>ACCEPT: everyone / (all) workers in the sanctuary for Laura / Mila / each one</i></p> <p><i>ACCEPT a response which conveys the idea of: an individual or separate decision / having a viewpoint / opinion / perspective</i></p> <p><i>they each have to decide = 0 (recycling question)</i></p> <p><i>they each have to decide on their own = 1</i></p>

Question	Answer	Marks	Guidance
2(c)	<p><b>What <u>two</u> impressions does the writer want to convey to the reader about the puma in the sentence:</b></p> <p><b>‘But then her long tail whips and I glimpse the only parts of her that stand out: her eyes, as green as the paddle-shaped plants surrounding us, and her nose, pink as the tip of a sunset.’ (lines 53–55)?</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• sudden / unpredictable / quick movement (of tail)</li> <li>• (whip suggests) power / violence / danger / (is) frightening</li> <li>• seen briefly / mysterious</li> <li>• vivid / striking colour(s) / bright green / pink (of eyes / nose) / colour(s) contrast with darkness / can <u>only</u> see eyes / nose / colour(s)</li> <li>• part of nature / the jungle / is wild/ doesn’t belong in a cage</li> <li>• (eyes / nose / she is) beautiful / captivating / amazing / unique / striking</li> </ul>	2	<p><i>ACCEPT: ‘features’ for eyes / nose</i></p> <p><i>Bullet 4: focus on brightness / vividness / prominence of colours / eyes / features etc</i></p> <p><i>Bullet 4: NOT eyes / nose etc ‘stand out’ (text)</i></p> <p><i>Bullet 6: ACCEPT majestic (i.e. beautiful / grand / impressive)</i></p> <p><i>NOT: eyes / nose are frightening</i></p> <p><i>NOT: cute</i></p> <p><i>ACCEPT the writer’s response: e.g. she is scared (Bullet 2) she is amazed (Bullet 6)</i></p>
2(d)	<p><b>Read this sentence from the text:</b></p> <p><b>‘A real-life Wayra has materialised in the doorway.’ (line 57)</b></p> <p><b>What effect does the writer suggest about Wayra by using the word ‘materialised’ to describe the way she has moved?</b></p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• (Wayra) is there / has appeared / has taken form / can be seen / is revealed / has become real / has emerged</li> <li>• suddenly / unexpectedly / quickly</li> <li>• (as if by) magic</li> </ul>	2	<p><i>(Wayra) just appeared = 2</i></p> <p><i>(Wayra) appeared out of nowhere / out of thin air = 2</i></p> <p><i>(Wayra) teleported = 2</i></p> <p><i>Bullet 2: NOT smoothly / quietly</i></p>

Question	Answer	Marks	Guidance										
2(e)	<p><b>Identify <u>one example</u> of how the writer uses language effectively to describe Wayra in this extract from the text:(1)</b></p> <p><b>‘I stay very, very still, transfixed by her bristling tail, the tense snake of her spine, her low growl. A pause. Then – she’s away! Erupting from the cage. “Come!” Mila grabs my hand. “We go in front – to protect her.”</b>  <b>Protect her? Wayra turns, shooting me a look of disgust. There’s tension on the rope; she’s reached as far as she can get. Her growl has got louder, an engine deep in her belly. It was an illusion before – her size, thinking she wasn’t big. I realise she hadn’t looked small in the cage; she’d looked squashed. Now, outside, she’s expanded. Princess Wayra.’ (lines 58–65)</b></p> <p><b>Explain the impression the writer creates in the example you have identified. (2)</b></p> <p>Responses <b>should</b> use any of the following relevant examples <u>in part</u>, <u>whole</u> or <u>combined</u>:</p> <table border="1" data-bbox="338 791 1440 1430"> <thead> <tr> <th data-bbox="338 791 808 863">Example ✓ 1 mark</th> <th data-bbox="808 791 1440 863">Explanation ✓ up to 2 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 863 808 995"><b>1 ‘transfixed by her bristling tail’</b></td> <td data-bbox="808 863 1440 995">Wayra is frightening / mesmerising, hypnotising / Laura cannot move / tail is rigid, standing up / suggests aggression, anger</td> </tr> <tr> <td data-bbox="338 995 808 1128"><b>2 ‘the tense snake of her spine, her low growl’</b></td> <td data-bbox="808 995 1440 1128">stretches her body like a predator, in position to attack / sense of danger, threat / warning growl</td> </tr> <tr> <td data-bbox="338 1128 808 1294"><b>3 ‘A pause. Then – she’s away!’</b></td> <td data-bbox="808 1128 1440 1294">(punctuation creates) drama, suspense / captures the moment before she moves / energy / escape, freedom / it all happens quickly</td> </tr> <tr> <td data-bbox="338 1294 808 1430"><b>4 ‘Erupting from the cage’</b></td> <td data-bbox="808 1294 1440 1430">leaps out of the cage / energy / speed / freedom, unrestrained / like a volcano, explosive / dangerous</td> </tr> </tbody> </table>	Example ✓ 1 mark	Explanation ✓ up to 2 marks	<b>1 ‘transfixed by her bristling tail’</b>	Wayra is frightening / mesmerising, hypnotising / Laura cannot move / tail is rigid, standing up / suggests aggression, anger	<b>2 ‘the tense snake of her spine, her low growl’</b>	stretches her body like a predator, in position to attack / sense of danger, threat / warning growl	<b>3 ‘A pause. Then – she’s away!’</b>	(punctuation creates) drama, suspense / captures the moment before she moves / energy / escape, freedom / it all happens quickly	<b>4 ‘Erupting from the cage’</b>	leaps out of the cage / energy / speed / freedom, unrestrained / like a volcano, explosive / dangerous	3	<p><i>Example: Do NOT accept line references (only). If ellipses are included, only accept the words which are given. If sense is lost, do not award the mark.</i></p> <p><i>Explanation: Look for understanding of the connotations / impact / effect of particular word(s), an image or technique <u>in the identified example</u>.</i></p> <p><i>Explanation: These ideas are suggestions. Candidates may offer <u>other creditworthy ideas</u>.</i></p>
Example ✓ 1 mark	Explanation ✓ up to 2 marks												
<b>1 ‘transfixed by her bristling tail’</b>	Wayra is frightening / mesmerising, hypnotising / Laura cannot move / tail is rigid, standing up / suggests aggression, anger												
<b>2 ‘the tense snake of her spine, her low growl’</b>	stretches her body like a predator, in position to attack / sense of danger, threat / warning growl												
<b>3 ‘A pause. Then – she’s away!’</b>	(punctuation creates) drama, suspense / captures the moment before she moves / energy / escape, freedom / it all happens quickly												
<b>4 ‘Erupting from the cage’</b>	leaps out of the cage / energy / speed / freedom, unrestrained / like a volcano, explosive / dangerous												

Question	Answer		Marks	Guidance
2(e)	<b>Example</b>	<b>Explanation</b>		
	<b>5 ‘turns, shooting me a look of disgust’</b>	humanises Wayra / she looks at Laura with dislike, scorn / feels superior / ‘shooting me’ suggests ferocity		
	<b>6 ‘There’s tension on the rope’ / ‘she’s reached as far as she can get’</b>	straining, impatient to be free / can’t get any further		
	<b>7 ‘Her growl has got louder an engine deep in her belly’</b>	her growl is like the noise of a machine, vehicle / as if she is part machine / energy, power / comes from within her / getting angry, impatient / scary /will keep going, never tire		
	<b>8 ‘It was an illusion before – her size, thinking she wasn’t big’</b>	appearance v reality / thought she was small / in real life she is large, big / has misjudged her size / hidden power		
	<b>9 ‘I realise she hadn’t looked small in the cage; she’d looked squashed’</b>	contrast inside and outside the cage / she is squeezed in / cage is too small / cage is cruel / cage is unnatural		
	<b>10 Now, outside, she’s expanded’</b>	outside she grows, is big, gains power / is impressive / feels freedom / she belongs outside, in nature		
	<b>11 ‘Princess Wayra’</b>	like royalty / beautiful, stunning / inspires awe, wonder, respect / (freedom gives her) power, dignity		

**Question 3(a)**

This question tests the following reading assessment objectives (10 marks)

**R1** demonstrate understanding of explicit meanings

**R5** select and use information for specific purposes

and the following writing assessment objectives (10 marks)

**W2** organise and structure ideas and opinions for deliberate effect

**W3** use a range of vocabulary and sentence structures appropriate to context

Question	Answer	Marks	Guidance
3(a)	<p><b>Summarise the disadvantages of the fitness app, according to Text B.</b></p> <p>You must <u>use continuous writing</u> (not note form).</p> <p>Use your own words as far as possible.</p> <p>Avoid copying long sections of the text.</p> <p>Your summary should be no more than 150 words.</p> <p><u>Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u></p> <p>Use the Marking Criteria for <b>Question 3</b> (Table <b>R</b>, <b>Reading</b> and Table <b>W</b>, <b>Writing</b>).</p>	20	

Question	Answer	Marks	Guidance
3(a)	<p><b>INDICATIVE READING CONTENT</b></p> <p>Candidates may refer to any of the points below:</p> <ol style="list-style-type: none"> <li>1 an app that has moved on / becomes out-of-date</li> <li>2 have to pay / costs money</li> <li>3 shares (personal) information / stats whether you want it to or not / without consent</li> <li>4 addictive / can't stop (using it) / constantly uploading achievements / results</li> <li>5 makes you (too) competitive / competition takes over</li> <li>6 discouraged when others are fast(er) / better / comparisons affect mental health / make you feel bad</li> <li>7 takes away enjoyment (of riding)</li> <li>8 (peer) pressure to / feel you must put everything on the app / share data</li> <li>9 puts failures into numbers / shows your failures</li> <li>10 mean / negative comments (from other users) / upset by comments (from others)</li> <li>11 makes you overtrain / not work at your own pace / run / ride too fast / too far</li> <li>12 runs down (phone) battery / phone dies</li> </ol>		

**Marking criteria for Question 3(a)****Table R, Reading**

Use the following table to give a mark out of 10 for reading.

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>5</b>	<b>9–10</b>	<ul style="list-style-type: none"> <li>• A wide range of relevant ideas (R1)</li> <li>• Ideas are skilfully selected and used (R5)</li> </ul>
<b>4</b>	<b>7–8</b>	<ul style="list-style-type: none"> <li>• A good range of relevant ideas (R1)</li> <li>• Ideas are carefully selected and used (R5)</li> </ul>
<b>3</b>	<b>5–6</b>	<ul style="list-style-type: none"> <li>• A range of relevant ideas (R1)</li> <li>• Relevant ideas selected; may include excess material (R5)</li> </ul>
<b>2</b>	<b>3–4</b>	<ul style="list-style-type: none"> <li>• Some relevant ideas used; may include indiscriminate selection (R1 and R5)</li> </ul>
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• Some ideas referred to; limited evidence of selection (R1 and R5)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content</li> </ul>



**Table W, Writing**

Use the following table to give a mark out of 10 for writing.

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>5</b>	<b>9–10</b>	<p><b>A relevant response that is expressed clearly, fluently and mostly with concision</b></p> <ul style="list-style-type: none"> <li>• The response is well organised (W2)</li> <li>• The response is the candidate's own words and/or structures where appropriate with a range of vocabulary which clarifies meaning (W3)</li> </ul>
<b>4</b>	<b>7–8</b>	<p><b>A relevant response that is expressed clearly with some areas of concision</b></p> <ul style="list-style-type: none"> <li>• The response is organised (W2)</li> <li>• The response is the candidate's own words and/or structures where appropriate (W3)</li> </ul>
<b>3</b>	<b>5–6</b>	<p><b>A relevant response that is generally expressed clearly</b></p> <ul style="list-style-type: none"> <li>• There is some evidence of organisation (W2)</li> <li>• The response is mainly the candidate's own words and/or structures where appropriate (W3)</li> </ul>
<b>2</b>	<b>3–4</b>	<p><b>A relevant response that can generally be followed</b></p> <ul style="list-style-type: none"> <li>• There are areas of the response expressed in the candidate's own words and/or structures (W2 and W3)</li> </ul>
<b>1</b>	<b>1–2</b>	<p><b>The response lacks clarity</b></p> <ul style="list-style-type: none"> <li>• There is occasional use of own words and/or structures (W2)</li> <li>• There may be long explanations or the response may be brief (W3)</li> </ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"> <li>• No creditable content</li> </ul>

**Question 3(b)**

This question tests the following reading assessment objective (5 marks)

**R2** demonstrate understanding of implicit meanings and attitudes

**Candidates should use some of the following text details about Ned as guidance / prompts:**

- I had actually been riding regularly, as well as **eating healthily and attending relaxation classes** (both **definite improvements and recommended by my personal trainer, and new friend, Ned**).
- **'You're too hard on yourself,' Ned noted perceptively last time I was tempted to overtrain.**
- Seeing another athlete's epic workout on the app, I'd think to myself, 'I could do that' and **run faster and further than I should. (Sorry Ned.)** Or worse, 'I'll never do that'. Not great for my mental health.
- So, even though I agree that those little animated trophies you receive when you complete a challenge on the app are fun, I've removed it from my phone and now **work at my own pace, asking Ned's advice when I need it.**

Question	Answer	Marks	Guidance												
3(b)	<p><b>Imagine you are Ned, the writer’s personal trainer. You are asked a question by someone who enjoys running and is interested in your work.</b></p> <p><b>Give your answer to the runner’s question, using information from the text. The runner’s question: I’ve been thinking of getting a personal trainer, but some people say it’s a waste of money. What is your opinion and why?</b></p> <p><b>INDICATIVE CONTENT</b></p> <p><b>Relevant perspective:</b> <i>Ned believes that personal trainers are not a waste of money / it would be a good idea for the runner to employ one/him.</i></p> <p>Responses might use any of the following ideas / details:</p> <table border="1" data-bbox="338 722 1458 1414"> <thead> <tr> <th data-bbox="338 722 898 794">Supporting details from the text ✓</th> <th data-bbox="898 722 1458 794">Developments <span style="border: 1px solid red; padding: 2px;">DEV</span></th> </tr> </thead> <tbody> <tr> <td data-bbox="338 794 898 906">1 <b>personal trainer can become a friend</b></td> <td data-bbox="898 794 1458 906"> <ul style="list-style-type: none"> <li>• get to know the client really well / client will trust you / privacy / no mean comments</li> </ul> </td> </tr> <tr> <td data-bbox="338 906 898 1018">2 <b>recommends relaxation / healthy eating / good diet</b></td> <td data-bbox="898 906 1458 1018"> <ul style="list-style-type: none"> <li>• not just going to improve running, but impact on general fitness / will advise about both physical and mental health</li> </ul> </td> </tr> <tr> <td data-bbox="338 1018 898 1129">3 <b>perceptive –alert to when ‘you’re too hard on yourself’</b></td> <td data-bbox="898 1018 1458 1129"> <ul style="list-style-type: none"> <li>• in tune with your feelings / will restore confidence / encouraging / will ensure running remains enjoyable</li> </ul> </td> </tr> <tr> <td data-bbox="338 1129 898 1241">4 <b>stops you overtraining / running ‘faster and further’ than you should / makes you work at your own pace</b></td> <td data-bbox="898 1129 1458 1241"> <ul style="list-style-type: none"> <li>• helps you to avoid injury / helps you pace your progress sensibly</li> </ul> </td> </tr> <tr> <td data-bbox="338 1241 898 1414">5 <b>gives advice / guidance / tips when needed / asked for</b></td> <td data-bbox="898 1241 1458 1414"> <ul style="list-style-type: none"> <li>• no pressure to have trainer with you the whole time / will give you space / advice is specific to each individual</li> </ul> </td> </tr> </tbody> </table>	Supporting details from the text ✓	Developments <span style="border: 1px solid red; padding: 2px;">DEV</span>	1 <b>personal trainer can become a friend</b>	<ul style="list-style-type: none"> <li>• get to know the client really well / client will trust you / privacy / no mean comments</li> </ul>	2 <b>recommends relaxation / healthy eating / good diet</b>	<ul style="list-style-type: none"> <li>• not just going to improve running, but impact on general fitness / will advise about both physical and mental health</li> </ul>	3 <b>perceptive –alert to when ‘you’re too hard on yourself’</b>	<ul style="list-style-type: none"> <li>• in tune with your feelings / will restore confidence / encouraging / will ensure running remains enjoyable</li> </ul>	4 <b>stops you overtraining / running ‘faster and further’ than you should / makes you work at your own pace</b>	<ul style="list-style-type: none"> <li>• helps you to avoid injury / helps you pace your progress sensibly</li> </ul>	5 <b>gives advice / guidance / tips when needed / asked for</b>	<ul style="list-style-type: none"> <li>• no pressure to have trainer with you the whole time / will give you space / advice is specific to each individual</li> </ul>	5	<p><i>Note: Developments are examples; candidates may offer other creditworthy suggestions</i></p>
Supporting details from the text ✓	Developments <span style="border: 1px solid red; padding: 2px;">DEV</span>														
1 <b>personal trainer can become a friend</b>	<ul style="list-style-type: none"> <li>• get to know the client really well / client will trust you / privacy / no mean comments</li> </ul>														
2 <b>recommends relaxation / healthy eating / good diet</b>	<ul style="list-style-type: none"> <li>• not just going to improve running, but impact on general fitness / will advise about both physical and mental health</li> </ul>														
3 <b>perceptive –alert to when ‘you’re too hard on yourself’</b>	<ul style="list-style-type: none"> <li>• in tune with your feelings / will restore confidence / encouraging / will ensure running remains enjoyable</li> </ul>														
4 <b>stops you overtraining / running ‘faster and further’ than you should / makes you work at your own pace</b>	<ul style="list-style-type: none"> <li>• helps you to avoid injury / helps you pace your progress sensibly</li> </ul>														
5 <b>gives advice / guidance / tips when needed / asked for</b>	<ul style="list-style-type: none"> <li>• no pressure to have trainer with you the whole time / will give you space / advice is specific to each individual</li> </ul>														

**Table R, Reading**

Use the following table to give a mark out of 5 for reading.

<b>Level</b>	<b>Marks</b>	<b>Description</b>
<b>3</b>	<b>4–5</b>	<ul style="list-style-type: none"><li>• Consistent and relevant perspective offered</li><li>• Ideas are supported <u>and</u> developed</li></ul>
<b>2</b>	<b>2–3</b>	<ul style="list-style-type: none"><li>• Generally relevant perspective offered</li><li>• Some attempt to support <u>or</u> develop</li></ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"><li>• Some awareness of opinion or attitude</li></ul>
<b>0</b>	<b>0</b>	<ul style="list-style-type: none"><li>• No creditable content</li></ul>