



Cambridge IGCSE[®] (9–1)

FIRST LANGUAGE ENGLISH

0990/01

Paper 1 Reading

For examination from 2020

MARK SCHEME

Maximum Mark: 80

Specimen

This document has **20** pages. Blank pages are indicated.

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 descriptors 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.

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, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect

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

W5 make accurate use of spelling, punctuation and grammar

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 | 2 |
| 1(c) | R2 | 2 |
| 1(d)(i) | R1 and R5 | 2 |
| 1(d)(ii) | R1 and R5 | 3 |
| 1(e) | R1 and R2 | 3 |
| 1(f) | R1, R2 and R5 W2, W3 and W5 | 10 5 |
| Total | | 30 |

| Question | Answer | Marks |
|----------|--|----------|
| 1(a) | <p>Give <u>two</u> examples of extinct species (other than the mammoth) according to the text.</p> <p>Award 1 mark for both responses.</p> <ul style="list-style-type: none"> • passenger pigeon • dodo | 1 |
| 1(b)(i) | <p><u>Using your own words</u>, explain what the text means by:</p> <p>‘candidates for “de-extinction”’ (line 2)</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining whole phrase.</p> <ul style="list-style-type: none"> • possible choices / (extinct) species they might choose / animals being considered • bringing back (a species that has died out) | 2 |
| 1(b)(ii) | <p><u>Using your own words</u>, explain what the text means by:</p> <p>‘not just distant dreams.’ (line 5)</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining whole phrase.</p> <ul style="list-style-type: none"> • (de-extinction for scientists) is more than a hope / not just an ambition / not a fantasy; (de-extinction) is a realistic possibility / could work • (likely to be) not far off / imminent / in the near future / projects are already underway | 2 |
| 1(c) | <p>Re-read paragraph 3, (‘Scientists working on such projects ... climate change.’).</p> <p>Give <u>two</u> reasons why scientists might be excited by the possible birth of a woolly mammoth.</p> <ul style="list-style-type: none"> • woolly mammoths disappeared some 4000 years ago / mammoths have been extinct for 4000 years. (1) • they hope mammoths will play a key role in slowing or reversing the effects of climate change. (1) | 2 |
| 1(d)(i) | <p>Re-read paragraphs 4 and 5, (‘The basic idea ... Siberia’s permafrost.’).</p> <p>Identify <u>two</u> main tasks that scientists will need to complete in order to breed the hybrid.</p> <ul style="list-style-type: none"> • retrieve DNA from (frozen remains of a woolly) mammoth (1) • (use that mammoth DNA to) alter the DNA of a (modern) Asian elephant (1) | 2 |

| Question | Answer | Marks |
|----------|--|----------|
| 1(d)(ii) | <p>Re-read paragraphs 4 and 5, ('The basic idea ... Siberia's permafrost.').</p> <p>Explain why Asian elephants were chosen for Project Mammoth.</p> <p>Award 1 mark for each idea, up to a maximum of 3.</p> <ul style="list-style-type: none"> • closely related to mammoths / DNA very similar • potential to breed with mammoths • (Asian elephants are) under threat of extinction from humans • project could improve chances of survival | 3 |
| 1(e) | <p>Re-read paragraphs 6 and 7, ('The project is not without ... chance of survival.').</p> <p><u>Using your own words</u>, explain why some people disagree with Project Mammoth.</p> <p>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.</p> <p>Critics think the project will:</p> <ul style="list-style-type: none"> • be of no real value, be just a (publicity) stunt (do not credit 'gimmick' alone) • fool scientists into thinking this is the answer to the Earth's problems • stop (people/scientists) dealing with the real issue(s) of protecting species from extinction • excuse environmentally damaging actions now (as people can claim they can sort out any problems afterwards). | 3 |

| Question | Answer | Marks |
|----------|--|-----------|
| 1(f) | <p>According to Text B, what made Lyuba such a remarkable and precious scientific specimen <u>and</u> what did scientists hope to discover by studying her?</p> <p><u>You must use continuous writing (not note form) and use your own words as far as possible.</u></p> <p>Your summary should not be more than 120 words.</p> <p><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></p> <p>Use the Marking Criteria for Question 1(f) (Table A, Reading and Table B Writing).</p> <p>INDICATIVE READING CONTENT</p> <p>Candidates may refer to any of the points below:</p> <p>What made Lyuba such a remarkable and precious scientific specimen:</p> <ol style="list-style-type: none"> 1 only a handful of mammoths have ever been found 2 most perfectly preserved woolly mammoth ever discovered 3 discovered by accident 4 man who found her did not disturb (or sell) her remains 5 scientists were able to carefully retrieve her, avoiding damage 6 had remained frozen (for so long) <p>What scientists hoped to discover by studying her:</p> <ol style="list-style-type: none"> 7 better understanding of woolly mammoths as a species 8 how she had died 9 what life in the Ice Age was like / what Pleistocene life was like 10 information related to climate change 11 where she came from 12 her DNA / mammoth(s)' DNA | 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • No creditable content. |

Table B, Writing

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

| Level | Marks | Description |
|--------------|--------------|---|
| 3 | 4–5 | <ul style="list-style-type: none"> • 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. • Spelling, punctuation and grammar are mostly accurate. |
| 2 | 2–3 | <ul style="list-style-type: none"> • 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. • Errors in spelling, punctuation and grammar which do not impede communication. |
| 1 | 1 | <ul style="list-style-type: none"> • 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. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication. |
| 0 | 0 | <ul style="list-style-type: none"> • No creditable content. |

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.

Note 2: Words underlined in the answers to the questions are required for the full mark(s) to be awarded.

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) | R2 | 1 |
| 2(a)(iv) | R1 | 1 |
| 2(b)(i) | R1 | 1 |
| 2(b)(ii) | R2 | 1 |
| 2(b)(iii) | R1 | 1 |
| 2(c) | R2 and R4 | 3 |
| 2(d) | R1, R2 and R4 | 15 |
| Total | | 25 |

| Question | Answer | Marks |
|-----------|--|-------|
| 2(a)(i) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>Natalia was expecting the quietness of their walk to be <u>broken suddenly</u>.</p> <p>(I assumed the silence of our walk would be) <i>shattered</i> (lines 1–2) (1)</p> | 1 |
| 2(a)(ii) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>Natalia <u>slowed herself down and made herself as tall as possible</u> before refusing to go any further.</p> <p><i>drew myself up</i> (and stopped) (line 8) (1)</p> | 1 |
| 2(a)(iii) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>Her grandfather <u>spoke to her in a low, angry voice</u>.</p> <p>(he) <i>hissed</i> (line 9) (1)</p> | 1 |
| 2(a)(iv) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>The homeless person was <u>fast asleep</u>.</p> <p><i>sleeping</i> (so) <i>soundly</i> (that I would have thought him dead) (line 13) (1)</p> | 1 |
| 2(b)(i) | <p>Using your own words, explain what the writer means by each of the <u>words underlined</u>:</p> <p>peered</p> <p>peered: look intently (ahead), stare (ahead), try to see (ahead) (accept any appropriate synonym) (1)</p> | 1 |
| 2(b)(ii) | <p>Using your own words, explain what the writer means by each of the <u>words underlined</u>:</p> <p>dying</p> <p>dying: fading (light), becoming fainter and fainter, about to go out, dimming (light) (accept any appropriate synonym) (1)</p> | 1 |
| 2(b)(iii) | <p>Using your own words, explain what the writer means by each of the <u>words underlined</u>:</p> <p>enormous</p> <p>enormous: huge, massive (accept any appropriate synonym – do not accept 'big' alone) (1)</p> | 1 |

| Question | Answer | Marks |
|----------|---|----------|
| 2(c) | <p>Use <u>one</u> example from the text below to explain how the writer suggests Natalia’s experiences and feelings that night.</p> <p><u>Use your own words in your explanation.</u></p> <p>I peered out into the street. On the other side, there was a street lamp with a dying bulb. I was opening my mouth to say ‘What?’ and then I saw it. Half a block from us, an enormous shadow was moving along the street.</p> <p>Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Natalia’s experiences and feelings.</p> <p>Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Natalia’s experiences and feelings.</p> <p>Award 1 mark for an example with an attempt at an explanation which shows awareness of Natalia’s experiences and feelings. The explanation may be partial.</p> <p>The explanation must be predominantly in the candidate’s own words.</p> <p>Responses <i>might</i> use the following:</p> <ul style="list-style-type: none"> • peered out: suggests difficulty in seeing clearly what is ahead; Natalia is unsure what she is meant to be looking for or what might happen; uncertainty / curiosity suggested by tentative / hesitant action • dying bulb (image): suggests it is getting darker, adding to the atmosphere of suspense and mystery; metaphor might suggest privation and emphasise the contrast with the excitement / sign of hope to follow • I was opening ... and then: describes being in the middle of one action when suddenly interrupted by the entrance of the elephant; emphasises the drama of the moment because Natalia is rendered speechless • then I saw it: gives a matter of fact simple statement, as if giving evidence / recalling seeing something out of this world; arouses curiosity by not specifying what ‘it’ is • enormous shadow: Natalia is amazed or surprised by the sheer size of the thing; she doesn’t recognise the elephant at first; noun is unspecific, undefined form; builds tension and anticipation ahead of the revelation that it is an elephant later in the text • moving along the street: sense of threat and tension building, increased anticipation as the thing is clearly getting nearer | 3 |

| Question | Answer | Marks |
|----------|--|-----------|
| 2(d) | <p>Re-read paragraphs 9 and 12.</p> <ul style="list-style-type: none"> • Paragraph 9 begins ‘At first I thought it was a tram ...’ and is about the elephant and how it was moving when Natalia first saw it. • Paragraph 12 begins ‘Its ears were folded back ...’ and gives Natalia’s impression of the elephant as she watches it come towards her. <p>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.</p> <p>Write about 200 to 300 words.</p> <p><u>Up to 15 marks are available for the content of your answer.</u></p> <p>Use the Marking Criteria for Question 2(d) (Table A, Reading)</p> <p>Notes on task</p> <p>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 (listed in the mark scheme on page 12) that carry connotations additional to general meaning.</p> <p>Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them.</p> <p>The following notes are a guide to what good responses <i>might</i> say about the selections. Candidates can make any <i>sensible</i> 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.</p> | 15 |

| Question | Answer | Marks |
|----------|--|-------|
| 2(d) | <p>Responses <i>might</i> use the following:</p> <ul style="list-style-type: none"> <p>the elephant and how it was moving when Natalia first saw it in paragraph 9, beginning ‘At first I thought it was a tram ...’</p> <p><i>Overview: the elephant’s movement is described in terms reminiscent of a boat on the sea as if travelling from far away / powerful natural movement of the sea itself; out of place / incongruous in the context of the city</i></p> <p>too organic, too lumpy: with bumps and soft curves, not a defined or geometric shape, difficult to recognise, natural shape of something living, suggests soft, out of place in the city, ‘lumpy’ is almost comical</p> <p>going far too slowly: measured, unhurried movement, pace that suggests progress is difficult</p> <p>making almost no noise: the smallest of sounds, contrasts with the size of the animal, suggests secrecy</p> <p>(it was) swaying, swaying up the street: moving side to side with a swinging motion; the use of repetition is effective in describing the movement like a ship on an ocean.</p> <p>an even momentum: moving forwards at a constant pace, calm, steady force</p> <p>a rolling motion (image): smooth continuous action, as if turning / rotating forwards; suggests ship’s movement on waves</p> <p>drawing it away from us like a tide (image): irresistible force of nature that pulls the sea back; tide going in/out is inevitable/unstoppable, as is the movement of the elephant</p> <p>it rocked forward (image): move back and forth or from side to side, especially gently or rhythmically</p> <p>soft dragging sound on the rails: some part of the animal is trailing, or being pulled along with some difficulty / effort; sound of flesh on metal; nature meets man-made and seems vulnerable, possibly injured</p> <p>the thing sucked in air and then let out a deep groan: use of ‘the thing’ creates mystery, draws in air and moans; sound shows ‘the thing’ is an animal, out of place and suffering</p> <p>Natalia’s impression of the elephant as she watches it come towards her in paragraph 12, beginning ‘Its ears were folded back ...’</p> <p><i>Overview: the majestic, noble animal is portrayed as suffering, pitiable yet still proud</i></p> <p>ears folded back: not sticking out, as if packed away, non-threatening, suggests submission, reminiscent of something soft and pliable</p> <p>domed: curved like a vaulted ceiling, suggests religious / sacred connections (possible link with ‘arched’)</p> <p>bouldered head (image): huge; connotations of solid stone and colour grey, like part of a moving mountain</p> <p>big-lidded eyes: size emphasised; suggests drooping eyes, tired / exhausted and dejected;</p> <p>arched roll of the spine: rounded form; sense of huge skeleton, arch is reminiscent of architectural structures / buildings</p> | |

| Question | Answer | Marks |
|----------|---|-------|
| 2(d) | <p>fell away into the hips: no muscles mass; skin / bone of back seems to just disappear into hips; as if disintegrating; suggests animal is weak and vulnerable, despite size, and also undernourished.</p> <p>dry folds of skin shook around the shoulders and knees: the looseness of its skin makes it seem elderly; evokes pity</p> <p>shifted its weight: slight change of position, immense effort seemed to take up the whole street: huge, imposing, overwhelming, out of place</p> <p>dragged its curled trunk like a fist (image): moves trunk along with some effort now, as if too heavy; can be interpreted as reluctance to move or latent aggression / remaining fighting spirit suggested by fist; alternatively, may have lost the will or ability to fight anymore as exhausted</p> <p>Only credit comments on stylistic effect where these are explicitly linked to choices.</p> | |

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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin. |
| 0 | 0 | <ul style="list-style-type: none"> • The response does not relate to the question. • Inappropriate words and phrases are chosen or none are selected. |

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, W4 and W5 (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

W5 make accurate use of spelling, punctuation and grammar

| Question | Answer | Marks |
|----------|--|-------|
| 3 | <p>You are the grandfather. Some years later you are interviewed about your memories of that night for a radio programme about local history. The interviewer asks you the following three questions only:</p> <ul style="list-style-type: none"> • What did you see <u>and</u> feel during your journeys through the city that night? • What do you remember of your granddaughter’s behaviour <u>and</u> reactions that night? • What were your reasons for taking your granddaughter out that night <u>and</u> what do you think she gained from the experience? <p><u>Write the words of the interview.</u></p> <p>Base your interview on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullet points.</p> <p>Begin your interview with the first question.</p> <p>Write about 250 to 350 words.</p> <p><u>Up to 15 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 Question 3 (Table A, Reading and Table B Writing)</p> <p>Notes on task</p> <p>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.</p> <p>Annotate A1 for references to what the grandfather saw and felt on his journeys through the city Annotate A2 for references to Natalia’s behaviour and reactions that night Annotate A3 for references to his reasons for taking Natalia out that night and what he hoped she might gain from the experience.</p> <p>Responses <i>might</i> use the following ideas:</p> <p>A1: The journeys through the city that night, what he saw and felt</p> <ul style="list-style-type: none"> • elephant at train station (det. visiting patients, back late) [dev. moved by the animal’s condition / kindness of the soldiers who recognised its suffering] • silent / noiseless (det. no sirens) [dev. peaceful, calm] • dark (det. lightless buildings, middle of the night) • empty / no one around (det. nothing happening, no people / traffic on boulevard) [dev: soulless, no life anymore] • signs of neglect / poverty (det. empty windows of shops, beggar asleep, overturned bin, dying street light) [dev. regret, nostalgia, the effect of war] | 25 |

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <ul style="list-style-type: none"> • magical / surreal (det. hazy moon, sensation that they were the only people awake in city) [dev. significance of the moment] • clandestine / eerie (det. no rats in the bins, street lamp with a dying bulb) [dev. aware of breaking rules] • excitement (det. hand shaking, glasses fogged up) [dev. had been eager to get there quickly / did not want to miss the elephant] <p>A2: granddaughter's behaviour and reactions that night</p> <ul style="list-style-type: none"> • followed instructions initially (det. woke her late at night, asked her to follow him) [dev. trusting / forgiving that he has been away so late on her birthday] • lagging behind him (det. had to stop at the end of the street) [dev. tired] • refused to carry on (det. demanded to know where they were going) [dev. strength of character, stubborn, disappointed she did not share excitement] • speaking loudly (det. had to tell her to lower her voice) [dev. might have betrayed secret] • amazement / surprise on realising it was an elephant (det. held hands and watched it) [dev. precious moment] • was planning on telling people (det. stared at her in disbelief) [dev. disappointed she did not understand it had to be a secret] <p>A3: reasons for taking his granddaughter out that night and looking back what he thinks she gained from the experience</p> <ul style="list-style-type: none"> • a surprise / an adventure (det. doesn't tell her where they are going / why) [dev. cheer her up] • a gift / treat to enjoy at that time (det. her birthday, sees elephant before other children) [dev. compensate her for being late back on her birthday] • an experience to remember / treasure [dev. inspire her, awaken her imagination / hope of better] • sense of awe at seeing elephant (det. second time for him) [dev. instil a sense of wonder(s) of nature; admiration for the stoicism of the elephant despite its suffering] • sharing something together / shared understanding [dev. something to remember him by; realisation that there was more to life than war] | |

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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • There is very little or no relevance to the question or to the text. |

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 | <ul style="list-style-type: none"> • 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. • Spelling, punctuation and grammar almost always accurate. |
| 4 | 7–8 | <ul style="list-style-type: none"> • 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. • Spelling, punctuation and grammar generally accurate. |
| 3 | 5–6 | <ul style="list-style-type: none"> • 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. • Minor, but more frequent, errors of spelling, punctuation and grammar. |
| 2 | 3–4 | <ul style="list-style-type: none"> • 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. • Frequent errors of spelling, punctuation and grammar. |
| 1 | 1–2 | <ul style="list-style-type: none"> • 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. • Persistent errors of spelling, punctuation and grammar impede communication. |
| 0 | 0 | <ul style="list-style-type: none"> • The response cannot be understood. |