

# Cambridge O Level

---

**ENGLISH LANGUAGE****1123/11**

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 **25** 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 what way does the geography of the Strait of the Dardanelles make it ‘one of the busiest shipping lanes in the world’? (line 2)</b></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• it is / flows between four seas</li> <li>• can be accessed from Europe and Asia // can give access to Europe and Asia</li> <li>• connects four seas / two continents / Europe and Asia</li> </ul>	1	<p><i>NOT: ‘can be accessed from different points’ (alone)</i></p>
1(b)	<p><b>Explain what Calum is feeling when he says ‘Whoa!’ (line 6)</b></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• (he is) amazed / shocked / surprised / impressed (by the ships / tankers) // nervous (of the ships / tankers)</li> </ul>	1	<p><i>NOT: excited, happy = 0</i> <i>Award the mark if given with correct response eg ‘excited and shocked’</i></p>

**PUBLISHED**

Question	Answer	Marks	Guidance
1(c)	<p><b>From paragraph 2, give <u>two</u> ways in which the waters of the strait are different from the waters Calum and Matt are used to swimming in.</b></p> <p>Award 1 mark for each bullet up to a maximum of 2 marks:</p> <p>(waters of the strait are)</p> <ul style="list-style-type: none"> <li>• noisy / busy / not peaceful / not relaxing (to swim in)</li> <li>• dirty / (possibly) polluted / not clear</li> <li>• industrial</li> </ul> <p><b>Allow</b> focus on Calum and Matt’s known swimming places, provided this is explicitly stated: waters / rivers / lakes they are <u>used to swimming in</u> // water / rivers / lakes <u>at home</u> are</p> <ul style="list-style-type: none"> <li>• quiet / calm / relaxing / peaceful</li> <li>• are clear / not dirty / not industrial / not polluted</li> </ul>	2	<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>NOT: rough / large / violent</i></p> <p><i>ACCEPT: crowded</i></p> <p><i>ACCEPT: <u>their</u> rivers / lakes for ‘at home’ etc</i></p>
1(d)	<p><b>Identify <u>two</u> details that show why ‘people call this the “World’s Oldest Swim”.’ (line 13)</b></p> <p>Award 1 mark for each bullet up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• ruins of / ancient castles (on its shores)</li> <li>• (legendary city of) Troy (situated / was there)</li> <li>• (in Greek) legends / myths // Leander swam across / it</li> <li>• Romantic poet swam it / (Lord) Byron swam it (in 1810) // someone swam it in 1810</li> </ul>	2	<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>NOT: ‘Lord Byron <u>died</u> there’</i></p>

**PUBLISHED**

Question	Answer	Marks	Guidance
1(e)	<p><b>Explain what Matt is thinking when he says, ‘They weren’t really talking to me.’ (line 24)</b></p> <p>Award 1 mark for each bullet up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• he is capable / strong / confident / optimistic // he is a good swimmer</li> <li>• the remarks are (intended) for less capable / weaker swimmers // they are underestimating him</li> <li>• he <i>is</i> nervous / worried (about the weather)</li> <li>• he is trying to hide his nerves</li> </ul>	<b>2</b>	<p><i>they were talking to less experienced swimmers than him</i> = 2</p> <p><i>NOT: it / the remarks didn’t mean him / me</i> <i>(paraphrase of question)</i></p>

**PUBLISHED**

Question	Answer	Marks	Guidance
1(f)	<p>(i) <b>In paragraph 6, how does Matt feel on the morning of the swim?</b></p> <p>(ii) <b>Give <u>two</u> details from the text to support your answer.</b></p> <p><b>Feeling</b> Reward any sense of Matt feeling <b>nervous</b> or <b>embarrassed</b>, however expressed:</p> <ul style="list-style-type: none"> <li>• anxious / apprehensive / stressed / tense / serious</li> <li>• awkward / (a bit) silly(1)</li> </ul> <p><b>Details</b> Award 1 mark for each detail up to a maximum of 2 marks:</p> <p><b>nervous</b></p> <ul style="list-style-type: none"> <li>• ‘assembled solemnly’</li> <li>• ‘The tension was palpable’</li> <li>• ‘Conversations were muted’</li> </ul> <p><b>embarrassed</b></p> <ul style="list-style-type: none"> <li>• ‘passing amused early risers watching’</li> <li>• ‘It was quite a sight’ / “clad in nothing more than swimming suits”(2)</li> </ul> <p><b>Award 1 mark max</b> if 1 or 2 details are correct <u>but</u> the feeling is incorrect <u>or</u> if the feeling is not given</p>	<b>3</b>	<p><i>Accept feeling and details wherever they appear</i></p> <p><i>NOT: scared / challenged / overwhelmed</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> <p><i>Do NOT accept ‘embarrassed’ details for ‘nervous’ details and vice versa</i></p> <p><i>NOT: ‘slow herd’ for detail</i></p>
1(g)(i)	<p><b>In paragraph 8, Matt and Calum discover a problem that they will face during the swim. What is the problem?</b></p> <p>Award 1 mark for either of the following:</p> <ul style="list-style-type: none"> <li>• <u>two</u> currents in opposite / different directions</li> <li>• strong undercurrent</li> </ul>	<b>1</b>	

**PUBLISHED**

Question	Answer	Marks	Guidance
1(g)(ii)	<b>What does the guide suggest Matt and Calum should do to solve the problem?</b>  Award 1 mark for any of the following: <ul style="list-style-type: none"><li>• aim / swim left // aim / swim for the flagpole</li></ul>	1	

## PUBLISHED

Question	Answer	Marks	Guidance								
1(h)	<p><b>Explain <u>using your own words</u> Ed’s different feelings about the swim. Give <u>three</u> details from anywhere in the text to support your answer.</b></p> <table border="1" data-bbox="338 352 1122 1262"> <thead> <tr> <th data-bbox="338 352 730 456">Ed feels ✓</th> <th data-bbox="730 352 1122 456">Supporting textual detail <b>DET</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="338 456 730 791"><b>1. nervous / scared / worried / anxious / cautious</b></td> <td data-bbox="730 456 1122 791">‘particularly animated at the mention of jellyfish’ / ‘narrowly avoiding choking’ / ‘interrogated us about the minor details of our own race preparations’ / ‘a flustered Ed’ / he asked us how we had trained for the swim</td> </tr> <tr> <td data-bbox="338 791 730 991"><b>2. shocked</b></td> <td data-bbox="730 791 1122 991">‘particularly animated at the mention of jellyfish’ / ‘narrowly avoiding choking’ / he was upset by the mention of jellyfish</td> </tr> <tr> <td data-bbox="338 991 730 1262"><b>3. unprepared / unconfident / self-doubt / unsure</b></td> <td data-bbox="730 991 1122 1262">‘interrogated us about the minor details of our own race preparations’ / ‘Keen to get in the water before he could change his mind’ / he asked us about our training for the swim</td> </tr> </tbody> </table>	Ed feels ✓	Supporting textual detail <b>DET</b>	<b>1. nervous / scared / worried / anxious / cautious</b>	‘particularly animated at the mention of jellyfish’ / ‘narrowly avoiding choking’ / ‘interrogated us about the minor details of our own race preparations’ / ‘a flustered Ed’ / he asked us how we had trained for the swim	<b>2. shocked</b>	‘particularly animated at the mention of jellyfish’ / ‘narrowly avoiding choking’ / he was upset by the mention of jellyfish	<b>3. unprepared / unconfident / self-doubt / unsure</b>	‘interrogated us about the minor details of our own race preparations’ / ‘Keen to get in the water before he could change his mind’ / he asked us about our training for the swim	3	<p><b>NOT:</b> line references (only)  <b>NOT:</b> words which are substituted by ellipses  <b>NOT:</b> generalisation, e.g. ‘he feels bad / good / negative’  <b>NOT:</b> repeated/similar feelings, e.g. ‘nervous’ <u>and</u> ‘anxious’  <b>NOT:</b> animated /apologetic for feelings</p> <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>
Ed feels ✓	Supporting textual detail <b>DET</b>										
<b>1. nervous / scared / worried / anxious / cautious</b>	‘particularly animated at the mention of jellyfish’ / ‘narrowly avoiding choking’ / ‘interrogated us about the minor details of our own race preparations’ / ‘a flustered Ed’ / he asked us how we had trained for the swim										
<b>2. shocked</b>	‘particularly animated at the mention of jellyfish’ / ‘narrowly avoiding choking’ / he was upset by the mention of jellyfish										
<b>3. unprepared / unconfident / self-doubt / unsure</b>	‘interrogated us about the minor details of our own race preparations’ / ‘Keen to get in the water before he could change his mind’ / he asked us about our training for the swim										

**PUBLISHED**

Question	Answer		Marks	Guidance
1(h)	<b>4. determined / eager / impatient / ready</b>	'Keen to get in the water before he could change his mind' / 'he'd weaved his way through the chaos to the front' / he wanted to get into the water quickly before changing his mind		
	<b>5. unsettled / confused / panicky / flustered / uneasy / overwhelmed</b>	'a flustered Ed' / 'forgot to step on the starter mat, so was sent back' / he had got sent back as he'd forgotten to step on the starter mat		
	<b>6. enjoyment / enthusiastic / excited / happy</b>	"We're only here once,' Ed called / 'disappeared recklessly' / Ed called out that they were only there once		
	<b>7. embarrassed</b>	'a flustered Ed' / 'apologetically' / Ed was agitated as he was sent back from the water		
	<b>8. headstrong / carefree / careless / reckless / confident</b>	'We're only here once,' Ed called / 'disappeared recklessly' / he rushed into the mass of swimmers		

**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 sentence from the text:</b></p> <p><b>‘Unexpectedly, the weather suddenly calmed, and the morning sun lit up the water as we waded in with the heat on our bare backs.’ (lines 47–48)</b></p> <p><b>What does the writer want to suggest to the reader about the swim at this point?</b></p> <p>Award 1 mark for one of the following:</p> <ul style="list-style-type: none"> <li>• (it / the swim is going to be / will be) OK / go well / be easier / safer / more enjoyable // (the swim) is becoming / now enjoyable</li> <li>• (sense of) optimism / relief</li> <li>• it is a turning point (in the story)</li> </ul>	<b>1</b>	<p><i>Focus should be on the swim not the weather or the sea.</i></p> <p><i>NOT: enjoyable / safe / easy (alone)</i></p> <p><i>NOT: relaxing / peaceful / calm / comfortable</i></p>
2(b)	<p><b>Explain why the writer uses the word ‘paused’ rather than ‘stopped’ in the phrase ‘We paused in the middle of the rush of bodies’. (line 48)</b></p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> <li>• they stopped (very) briefly / momentarily // didn’t stop for long / completely // they carried on</li> </ul>	<b>1</b>	

**PUBLISHED**

Question	Answer	Marks	Guidance
2(c)	<p><b>What <u>two</u> impressions does the writer want to convey to the reader in this sentence?:</b></p> <p><b>‘Splashes of water erupted in all directions and then we slumped forward, went under and pulled ourselves through the swirling green, quiet, veil of bubbles.’ (lines 50–52)</b></p> <p>Award 1 mark for each bullet up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• noise / chaos (above the water) // water going everywhere // like explosion(s) / a volcano</li> <li>• fall heavily (into the water) / force / energy / strength</li> <li>• whirling / rippling (water)</li> <li>• calm / no noise (under water)</li> <li>• other-worldly</li> <li>• delicacy / beauty</li> </ul>	<b>2</b>	<p><i>ACCEPT: ‘the swim was chaotic’</i>  <i>NOT: swimmers everywhere</i></p>
2(d)	<p><b>Read this sentence from the text:</b></p> <p><b>“‘We’re only here once,” Ed called, disappearing recklessly into the squirming mass of swimmers.’ (lines 53–54)</b></p> <p><b>What effect does the writer suggest about the swimmers by using the phrase ‘squirming mass’ to describe them?</b></p> <p>Award 1 mark for each bullet up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> <li>• like snakes / eels / worms / fish</li> <li>• twisting / wriggling / writhing // moving constantly / moving everywhere</li> <li>• a lot of them / (so) many // hard to distinguish individuals</li> </ul>	<b>2</b>	<p><i>NOT: rowdy / disorganised / confused</i></p>

## PUBLISHED

Question	Answer	Marks	Guidance				
2(e)	<p><b>Identify <u>one example</u> of how the writer uses language effectively to convey Matt’s feelings in this extract from the text: (1)</b></p> <p><b>‘For the next half hour, slow waves rocked us as we rose and we sank, a contented pod of swimmers. The sea bed disappeared quickly, but the sun still stretched its arrows down deep underwater, catching umbrellas of clear jellyfish rising from the murk, glowing hypnotically under faint shoals of shimmering fish. Calum and I timed our strokes evenly as we cut a path through the criss-crossing wakes of other swimmers. Finally, I let my feet trail, basking in the warmth washing over me, until we floated onto the glassy waters shielded by the harbour wall around the exit ramp.’ (lines 57–63)</b></p> <p><b>Explain the impression the writer creates in the example you have identified. (2)</b></p> <p>Responses should use any of the following relevant examples <u>in part</u>, <u>whole</u> or <u>combined</u>:</p> <table border="1" data-bbox="338 962 1122 1267"> <thead> <tr> <th data-bbox="338 962 680 1066">Example ✓ 1 mark</th> <th data-bbox="680 962 1122 1066">Explanation ✓ up to 2 marks</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 1066 680 1267">1. ‘slow waves rocked us as we rose and we sank’</td> <td data-bbox="680 1066 1122 1267">moving up and down / in rhythm with the waves / repetition of movement / sea is gentle, calm / feeling of safety, reassurance, relaxation</td> </tr> </tbody> </table>	Example ✓ 1 mark	Explanation ✓ up to 2 marks	1. ‘slow waves rocked us as we rose and we sank’	moving up and down / in rhythm with the waves / repetition of movement / sea is gentle, calm / feeling of safety, reassurance, relaxation	3	<p><i>For the Example: Do NOT accept line references (only). If ellipses are used, only accept the words which are given. If sense is lost, do not award the mark.</i></p> <p><i>For the 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 are suggestions. Candidates may offer <u>other creditworthy</u> explanations.</i></p>
Example ✓ 1 mark	Explanation ✓ up to 2 marks						
1. ‘slow waves rocked us as we rose and we sank’	moving up and down / in rhythm with the waves / repetition of movement / sea is gentle, calm / feeling of safety, reassurance, relaxation						

**PUBLISHED**

Question	Answer	Marks	Guidance
2(e)	<b>2. 'a contented pod of swimmers'</b>	happy / relaxed / swimming in a group / feeling of togetherness (with other swimmers) / like a group of sea creatures	
	<b>3. 'sun still stretched its arrows down deep underwater'</b>	long rays of sunlight / sun penetrates the water lighting up what's far below / reassuring	
	<b>4. 'catching umbrellas of clear jellyfish rising from the murk'</b>	(Matt appreciates) beauty in the darkness below / rounded shape of jellyfish / transparent jellyfish touched by the sunlight / contrast - darkness and jellyfish	
	<b>5. jellyfish 'glowing hypnotically under faint shoals of shimmering fish'</b>	light emitted from jellyfish / mesmerising, fascinating / strange, surreal / beautiful / unclear / groups of shining, glistening fish	
	<b>6. 'Calum and I timed our strokes evenly as we cut a path'</b>	confidence / swimming together / harmony / focused / smooth / penetrating	
	<b>7. 'we cut a path through the criss-crossing wakes of other swimmers'.</b>	penetrating / adventure / confidence / random movement of others / following the waves made by other swimmers	

Question	Answer	Marks	Guidance
2(e)	<b>8. ‘Finally I let my feet trail basking in the warmth washing over me’</b>	relaxed, calm / glow of achievement / pleasure, enjoyment, happiness / spreading all over him / relief	
	<b>9. ‘floated onto the glassy waters’</b>	moving gently on the water / at ease, restful / slowing down / sea is clear, smooth, shiny	

**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 arguments against volunteering to work with animals, according to Text B.</b></p> <p><b>You must <u>use continuous writing</u> (not note form). Use your own words as far as possible. Avoid copying long sections of the text. Your summary should be no more than 150 words.</b></p> <p><b><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></b></p> <p>Use the Marking Criteria for <b>Question 3</b> (Table <b>R</b>, Reading and Table <b>W</b>, Writing).</p> <p><b>INDICATIVE READING CONTENT</b> Candidates may refer to any of the points below:</p> <p>1 money / donations / fundraising could do more / be put to better use</p>	20	

**PUBLISHED**

Question	Answer	Marks	Guidance
3(a)	<p>2 (volunteers) want the cute / popular animals / big cats / elephants / primates // (sanctuaries) promote / encourage cute / cuddly experiences</p> <p>3 (volunteers / they) aren't helping // (volunteers / they) don't make a difference</p> <p>4 saving / focusing on individual animals is not a priority / worthwhile</p> <p>5 saving species is (more) worthwhile / useful</p> <p>6 protecting / managing habitats is (more) worthwhile / useful</p> <p>7 volunteers are not offered / do not want to do less glamorous / horrible conservation strategies / extermination</p> <p>8 sanctuaries exploit / use volunteers (to keep them in business)</p> <p>9 sanctuaries / they don't try to solve (the cause of) the problem // few sanctuaries try to solve the problem</p> <p>10 the environmental impact of flying / using non eco-friendly transport (to go to a sanctuary)</p> <p>11 hands off approach / less direct contact is required // volunteers want to handle the animals</p> <p>12 volunteers are not being educated // they should be educating / explaining to volunteers</p> <p>13 volunteers work for a short time</p>		

**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>	<b>A relevant response that is expressed clearly, fluently and mostly with concision</b> <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>	<b>A relevant response that is expressed clearly with some areas of concision</b> <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>	<b>A relevant response that is generally expressed clearly</b> <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>	<b>A relevant response that can generally be followed</b> <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>	<b>The response lacks clarity</b> <ul style="list-style-type: none"> <li>• There may be long explanations or the response may be brief (W2)</li> <li>• There may be occasional use of own words and/or structures (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 Rita Ni / responsible sanctuaries as guidance / prompts:**

Paragraph 2

- ‘There’s nothing more dispiriting than **people who think that they are helping,**’ agrees conservationist **Rita Ni, who manages a sanctuary which runs a captive breeding and reintroduction programme (the gold standard of working with animals), ‘but they really aren’t.’**

Paragraph 5

- **‘Keeping any animal in captivity is expensive** – that explains where all of your donations go’.

Paragraph 6

- **‘Where reintroduction is a key aim,’ Rita Ni explains, ‘a hands-off approach** from keepers and volunteers **is required, with less direct contact.**’ This, unfortunately, it seems is the opposite to what ‘sells’ volunteering opportunities to young people. Of course, I wouldn’t want to cast doubts on some of the **fantastic projects that exist and to make it harder for organisations like Rita Ni’s to raise funds.**

Paragraph 7

- **Any responsible sanctuary will be able to answer vital questions** such as: What is your **long-term plan?** Are your **animals released into the wild** wherever possible? And of course, what **safety precautions** do you have?

Paragraph 8

- I believe the **responsibility** lies with conservation organisations who should be **educating volunteers** about what to look for, rather than promoting ‘cute and cuddly’ experiences.

**PUBLISHED**

Question	Answer	Marks	Guidance
3(b)	<p><b><u>Imagine you are conservationist Rita Ni.</u></b></p> <p><b>You are interviewed by a journalist about your work with animals.</b></p> <p><b>Give your answer to the journalist’s question, using information from the text.</b></p> <p><b><u>Journalist’s question:</u> Some people think that sanctuaries like yours are irresponsible and exploit animals and volunteers.</b></p> <p><b>What is your opinion and why?</b></p>	5	

**PUBLISHED**

Question	Answer	Marks	Guidance				
3(b)	<p><b>INDICATIVE CONTENT</b></p> <p><b>Relevant perspective:</b> Rita Ni believes that sanctuaries like hers are responsible / do not exploit animals and volunteers.</p> <p>Responses might use any of the following ideas / details:</p> <table border="1" data-bbox="340 419 1122 1410"> <thead> <tr> <th data-bbox="340 419 732 491">Supporting text details ✓</th> <th data-bbox="732 419 1122 491">Development <span style="border: 1px solid red; padding: 2px;">DEV</span></th> </tr> </thead> <tbody> <tr> <td data-bbox="340 491 732 1410"> <ul style="list-style-type: none"> <li>• <b>1. Rita Ni’s fantastic / gold standard projects // captive breeding and reintroduction programme</b></li> <li>• <b>2. has a hands-off approach / less direct contact</b></li> <li>• <b>3. dispiriting to see volunteers not really helping (at other sanctuaries)</b></li> <li>• <b>4. responsible sanctuaries have long term plans</b></li> <li>• <b>5. there is a need for funds /harder for her to raise funds</b></li> <li>• <b>6. responsible sanctuaries educate volunteers</b></li> </ul> </td> <td data-bbox="732 491 1122 1410"> <ul style="list-style-type: none"> <li>• priority is increasing animal numbers rather than volunteer experience / helps ensure species do not become at risk / focus is on a species rather than an individual animal</li> <li>• may not be what volunteers want but this makes reintroduction easier / animal welfare more important than satisfying volunteers’ desire for contact</li> <li>• makes sure volunteers are used effectively / volunteers are educated about the bigger picture such as saving species / volunteers are not to be seen as profit-making</li> </ul> </td> </tr> </tbody> </table>	Supporting text details ✓	Development <span style="border: 1px solid red; padding: 2px;">DEV</span>	<ul style="list-style-type: none"> <li>• <b>1. Rita Ni’s fantastic / gold standard projects // captive breeding and reintroduction programme</b></li> <li>• <b>2. has a hands-off approach / less direct contact</b></li> <li>• <b>3. dispiriting to see volunteers not really helping (at other sanctuaries)</b></li> <li>• <b>4. responsible sanctuaries have long term plans</b></li> <li>• <b>5. there is a need for funds /harder for her to raise funds</b></li> <li>• <b>6. responsible sanctuaries educate volunteers</b></li> </ul>	<ul style="list-style-type: none"> <li>• priority is increasing animal numbers rather than volunteer experience / helps ensure species do not become at risk / focus is on a species rather than an individual animal</li> <li>• may not be what volunteers want but this makes reintroduction easier / animal welfare more important than satisfying volunteers’ desire for contact</li> <li>• makes sure volunteers are used effectively / volunteers are educated about the bigger picture such as saving species / volunteers are not to be seen as profit-making</li> </ul>		<p><i>Developments in the MS are suggestions, candidates may offer alternative creditworthy developments about Rita, her sanctuary or ‘responsible sanctuaries</i></p>
Supporting text details ✓	Development <span style="border: 1px solid red; padding: 2px;">DEV</span>						
<ul style="list-style-type: none"> <li>• <b>1. Rita Ni’s fantastic / gold standard projects // captive breeding and reintroduction programme</b></li> <li>• <b>2. has a hands-off approach / less direct contact</b></li> <li>• <b>3. dispiriting to see volunteers not really helping (at other sanctuaries)</b></li> <li>• <b>4. responsible sanctuaries have long term plans</b></li> <li>• <b>5. there is a need for funds /harder for her to raise funds</b></li> <li>• <b>6. responsible sanctuaries educate volunteers</b></li> </ul>	<ul style="list-style-type: none"> <li>• priority is increasing animal numbers rather than volunteer experience / helps ensure species do not become at risk / focus is on a species rather than an individual animal</li> <li>• may not be what volunteers want but this makes reintroduction easier / animal welfare more important than satisfying volunteers’ desire for contact</li> <li>• makes sure volunteers are used effectively / volunteers are educated about the bigger picture such as saving species / volunteers are not to be seen as profit-making</li> </ul>						

**PUBLISHED**

Question	Answer	Marks	Guidance
3(b)	<ul style="list-style-type: none"> <li>• reintroduction programme takes a long time / don't recruit volunteers for a short time only</li> <li>• cannot afford bad publicity around other sanctuaries (because keeping animals in captivity is expensive)/ Rita Ni would not risk damaging reputation</li> <li>• will not be giving in to the demand for stereotypical, cute and cuddly experiences / will teach volunteers about what endangers wildlife</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>