

W24 / v2

Read **Text A** and answer **Question 1** and **Question 2** on the question paper.

Text A: The puma

12

Laura is backpacking in South America for three months and has volunteered to work in an animal sanctuary. The sanctuary rescues monkeys, birds and wild cats (such as pumas and jaguars) and brings them back to health.

- 1 I'm 24 years old, from England. I don't know that monkeys can make jokes or be depressed. I don't even know what a puma looks like. 1
- 2 We've been rumbling along in a rickety bus for five bruising hours. The bus stops. I rub the grimy window. Squinting through streaks in the condensation I see only jungle. The woman next to me reluctantly hauls her child off my lap. I scramble over other passengers, chickens and sacks of rice towards the exit. 5
'Seriously?' I can't keep my voice steady.
'Yes,' confirms the driver.
Then I'm standing by myself on an empty road, watching the bus lights fade.
- 3 A soft haze makes the thin, broken tarmac float like water. Leaves of every shade melt into looming vastness, tall trees overhang the banks. I struggle to breathe – it smells hot. The jungle hums, speaking no language I've heard before. I wave my arms wildly at mosquitos buzzing around my ears, whimpering, spinning on the spot. The jungle is everywhere. 10
- 4 As I turn, I see a monkey sitting on a signpost. I yelp and leap back. The signpost says, 'NO MONKEYS ON THE ROAD'. He just stares, challenging me. Yeah? So, what are you going to do about it? I'm not going to do anything. I'm on my own in the jungle. I think I may faint. 15
- 5 Over the jungle hum, I hear a thundering. A huge black boar suddenly catapults out of the undergrowth. She raises her head – a red sock clasped between her teeth – locking eyes with me. I'm about to run when a man bursts out after her, pulling twigs and leaves from his hair. 'Rita!' The boar spins and hurtles away with her prize. 20
- 6 'I'm the vet here,' the man explains, as if random foreigners turn up here regularly to be greeted by such creatures. I don't. I don't turn up in places like this. Backpacking was meant to give me the perspective I needed after quitting my job. I planned to return transformed: a person who makes good decisions and knows what she wants to do with her life. I'd picked up a leaflet for the sanctuary with a cheerful-looking monkey on it. It said they took volunteers. For no reason other than a desperate lack of purpose, I'm here. I don't know anything about this place, just that there are monkeys and they're supposed to look cheerful. 25
- 7 'Laura?' I turn. A woman is approaching along the road. 'I'm Mila. I'm in charge.' She talks. I follow her. 'We look after monkeys, boars, cats...' I stop her. 'Cats?' 30
'Yes. We have 16 – jaguars and pumas.' I stare at her dumbly. Right. Not house cats, then. 'I have a puma you can work with.'
'A puma?'
She nods. 'But you must commit to one month, minimum.' She hesitates, staring at me hard.
- 8 I barely hear anything after the word 'puma'. I'm not quite sure what a puma is. I think it must be large, wild and powerful. I'm not sure if I'm the sort of person she wants. 35
'This puma's called Wayra.'
A puma. Me.
I find that I'm nodding, dazed. But Mila's smile when she sees me nodding is thrillingly contagious. 40

- 9 Early next morning, Mila says, 'Let's walk Wayra,' as if she's worried I might change my mind. She's right.
 'You walk pumas? Outside their cages? On ropes?' I'm trying to look unruffled. 'And that's what we're going to do now?'
 'Wayra's a wild animal,' Mila explains. 'We get her out of her cage for some kind of freedom.' 45
 I nod rapidly. What I've understood: we're working with rescued animals that can never be released again. I'd probably feel more sad about this if there wasn't one huge question pounding my brain.
 I whisper it to Mila who doesn't answer at first.
 'Maybe,' she finally says. 'But we each have to decide whether we think these animals are worth it.' 50
- 10 I don't know what I expected. Light dapples the cage's mud floor, but mostly it's in shade. Wayra's hard to spot: smaller than I imagined, similar in colour to the shadows. 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. 55
- 11 Mila unlocks the cage, beckoning me over. When I don't move, she smiles.
 A real-life Wayra has materialised in the doorway. 'Don't make any sudden movements,' Mila says clipping a rope onto Wayra's collar. 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. 60
- 12 'Come!' Mila grabs my hand. 'We go in front – to protect her.'
 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. 65
- 13 'Go!' repeats Mila.
 One moment, I'm thinking, no way. The next, we're all running. I'm running. I've never run like this.
 'Is she chasing us?' I pant.
 'No,' says Mila. 'She just wants to run!' 70
 Some fear, the top layer, blows away.



Read Text A, *The puma*, in the insert and answer Question 1 and Question 2.

Question 1

Explicit

(a) In paragraph 1, what evidence is there that Laura knew very little about wild cats before she arrived at the sanctuary?

She doesn't even know what a puma looks like.

[1]

(b) Using your own words, explain what Laura means when she describes the bus journey as 'rumbling along in a rickety bus'. (line 3)

road

bumpy ride loud / noisy

She was travelling on a bumpy road in a loud bus

[2]

(c) From paragraph 2, identify two reasons why it is difficult for Laura to see through the bus window.

The window is grimy

There is condensation on the window

[2]

(d) Explain what Laura is thinking when she asks the bus driver 'Seriously?' (line 7)

She is shocked because she can't believe it is her destination.

[1]

(e) In paragraph 3, how does Laura feel about being in the jungle when she first arrives?

Give two details from the text to support your answer.

Laura's feeling

Uneasy / overwhelmed / Uncomfortable

details

"I struggle to breathe"

"spinning on the spot"

"waving my arms wildly."

[3]

(f) Identify two things the monkey does to make Laura think that he is 'challenging' her. (line 15)

Monkey is sitting on a signpost that says, "No monkeys!"

He is staring directly at her.

[2]



- (g) (i) In paragraph 5, when a huge black boar suddenly appears, Laura notices something surprising about her. What is surprising about the boar?

— She has a red sock in her death

— she has a name — Rita

[1]

- (ii) Why does the boar run away from the man?

The man is chasing after her and

she does not want to give up the sock.

[1]

- (h) Explain **using your own words** Laura's different feelings about working at an animal sanctuary in South America.

Give **three** details from anywhere in the text to support your answer.

Firstly, she is confused / inexperienced which is shown by,

"I don't know anything about this place."

Secondly, she feels lost which is shown by,

"I don't show up in places like this."

lastly, she has self doubt, "I'm not sure if I'm

the kind of person she wants."

[3]

[Total: 16]



Question 2

Question 2

(a) Read this extract from the text:

'I'd probably feel more sad about this if there wasn't one huge question pounding my brain. I whisper it to Mila who doesn't answer at first. "Maybe," she finally says.' (lines 47-50)

What does the writer want to suggest to the reader about what Mila and Laura are about to do?

They are about to do something scary - a critical moment. [1]

(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.' (lines 50-51)

Each tells us that they have individual opinions. They can choose different things. [1]

(c) What two impressions does the writer want to convey to the reader about the puma in the sentence:

① '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)?

② The puma moves quickly, it's all very sudden. Wayra is only briefly, so she is hidden. Wayra is a part of the nature. They have used different colours to describe, she is beautiful. [2]

(d) Read this sentence from the text:

'A real-life Wayra has materialised in the doorway.' (line 57)

What effect does the writer suggest about Wayra by using the word 'materialised' to describe the way she has moved?

Synonym: Appear out of nowhere
Association: Magic
Result: Quick, unexpected [2]



(e) Identify **one** example of how the writer uses language effectively to describe Wayra in this extract from the text:

memorized.

'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."

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)

Explain the impression the writer creates in the example you have identified.

example Princess wayra ✓ *Reward*

Association ← She is like royalty. She is treated like a

explanation *Adjective!* queen. Wayra is beautiful. The writer

wants to convey wayra is respected. ← *writer's feeling.*

[3]

[Total: 9]



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>In paragraph 1, what evidence is there that Laura knew very little about wild cats before she arrived at the sanctuary?</p> <ul style="list-style-type: none"> • (she / I) did not know what a <u>puma</u> looked like 	1	<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><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)</p> <p>(The bus is:</p> <ul style="list-style-type: none"> • travelling) slowly / slow / making a noise / rattly / loud • shaky / bumpy / moving all over / unsafe / old /in a bad condition / uncomfortable <p>Award 2 marks for full explanation (both strands) Award 1 mark for partial explanation</p>	2	<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>From paragraph 2, identify <u>two</u> reasons why it is difficult for Laura to see through the bus window.</p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • grimy / dirty / dusty / unclean (glass) • (streaks in the) condensation / (window / it is) steamed / misted / fogged (up) 	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>

Question	Answer	Marks	Guidance
1(d)	<p>Explain what Laura is thinking when she asks the bus driver ‘Seriously?’ (line 7)</p> <ul style="list-style-type: none"> 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) 	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>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.</p> <p>Feeling</p> <p>Reward any sense of Laura feeling uneasy or overwhelmed or scared however expressed. (1)</p> <ul style="list-style-type: none"> e.g. uncomfortable / cannot cope / lost / panicky / frightened <p>Details</p> <p>Award 1 mark for each detail up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> ‘struggle to breathe’ / ‘smells hot’ ‘looming’ / ‘vastness’ / ‘jungle is everywhere’ (jungle is ‘speaking) no language I’ve heard before’ ‘wave my arms wildly’ / ‘whimpering’ / ‘spinning on the spot’(2) <p>Award 1 mark max 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>Identify <u>two</u> things the monkey does to make Laura think that he is ‘challenging’ her. (line 15)</p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • sits on a sign (that says ‘no monkeys on the road’) • stares / looks (at her) / watches (her) 	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>ACCEPT: (the monkey) is on a sign</i></p>
1(g)(i)	<p>In paragraph 5, when a huge black boar suddenly appears, Laura notices something surprising about her. What is surprising about the boar?</p> <ul style="list-style-type: none"> • carrying / has a (red) sock / called Rita / has a name 	1	<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>Why does the boar run away from the man?</p> <p>Award 1 mark for any of the following:</p> <ul style="list-style-type: none"> • (the boar) has stolen / taken / wants to keep the sock / prize / (the boar) does not want to be caught • the man is chasing / running after / wants to catch her / the man wants his sock / the prize 	1	<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>Explain <u>using your own words</u> Laura’s different feelings about working at an animal sanctuary in South America. Give <u>three</u> details from anywhere in the text to support your answer.</p> <p>NOTE: Focus should be on <u>working at the sanctuary</u>. Do not 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="331 488 1464 1327"> <thead> <tr> <th data-bbox="331 488 696 560">Laura feels ✓</th> <th data-bbox="696 488 1464 560">Supporting textual detail: quote or paraphrase DET</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 560 696 727">1 inexperienced / confused / clueless / useless</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">2 out of her comfort zone / in alien environment / lost 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 1031">3 foolish / it’s not been well thought-out / regret</td> <td data-bbox="696 895 1464 1031">‘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 1031 696 1166">4 unconfident / self-doubt / hesitant / unsure</td> <td data-bbox="696 1031 1464 1166">‘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 1166 696 1327">5 hopeful / she wants to change / to be a new person / to find direction / a focus</td> <td data-bbox="696 1166 1464 1327">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 DET	1 inexperienced / confused / clueless / useless	‘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	2 out of her comfort zone / in alien environment / lost 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	3 foolish / it’s not been well thought-out / regret	‘I’d picked up a leaflet’ / ‘For no reason other than a desperate lack of purpose’ / not ‘a person who makes good decisions’	4 unconfident / self-doubt / hesitant / unsure	‘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	5 hopeful / she wants to change / to be a new person / to find direction / a focus	seeks ‘transformation’ – to be a ‘person who makes good decisions’, ‘knows what to do with her life’ / to gain ‘perspective’ in life	3	<p>Do NOT</p> <ul style="list-style-type: none"> -accept line references (only) -credit words which are substituted by ellipses -accept generalisation, e.g. ‘she feels bad / good / negative’ -credit repeated/similar feelings, e.g. ‘scared’ and ‘worried’
Laura feels ✓	Supporting textual detail: quote or paraphrase DET														
1 inexperienced / confused / clueless / useless	‘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														
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Question	Answer		Marks	Guidance
1(h)	6 excited	Mila's smile 'is thrillingly contagious' / 'I'm running. I've never run like this'		<ul style="list-style-type: none"> • The feeling must be predominantly in the candidate's own words. • The supporting textual detail can be quoted <u>or</u> paraphrased. Allow slips in copying.
	7 scared / shocked / worried / anxious / nervous	'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'		
	8 fear / tension has gone / a sense of change / confidence / brave / Accept: happy	'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>Read this extract from the text: 'I'd probably feel more sad about this if there wasn't one huge question pounding my brain. I whisper it to Mila who doesn't answer at first. "Maybe," she finally says.' (lines 47–50)</p> <p>What does the writer want to suggest to the reader about what Mila and Laura are about to do?</p> <ul style="list-style-type: none"> it is dangerous / risky / (Laura/Mila) could get hurt / it is scary 	1	
2(b)	<p>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.' (lines 50–51)</p> <ul style="list-style-type: none"> 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 	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>What <u>two</u> impressions does the writer want to convey to the reader about the puma in the sentence:</p> <p>‘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)?</p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • sudden / unpredictable / quick movement (of tail) • (whip suggests) power / violence / danger / (is) frightening • seen briefly / mysterious • vivid / striking colour(s) / bright green / pink (of eyes / nose) / colour(s) contrast with darkness / can <u>only</u> see eyes / nose / colour(s) • part of nature / the jungle / is wild/ doesn’t belong in a cage • (eyes / nose / she is) beautiful / captivating / amazing / unique / striking 	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>Read this sentence from the text:</p> <p>‘A real-life Wayra has materialised in the doorway.’ (line 57)</p> <p>What effect does the writer suggest about Wayra by using the word ‘materialised’ to describe the way she has moved?</p> <p>Award 1 mark for each up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> • (Wayra) is there / has appeared / has taken form / can be seen / is revealed / has become real / has emerged • suddenly / unexpectedly / quickly • (as if by) magic 	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>Identify <u>one example</u> of how the writer uses language effectively to describe Wayra in this extract from the text:(1)</p> <p>‘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.”</p> <p>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)</p> <p>Explain the impression the writer creates in the example you have identified. (2)</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="338 791 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">1 ‘transfixed by her bristling tail’</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">2 ‘the tense snake of her spine, her low growl’</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">3 ‘A pause. Then – she’s away!’</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">4 ‘Erupting from the cage’</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	1 ‘transfixed by her bristling tail’	Wayra is frightening / mesmerising, hypnotising / Laura cannot move / tail is rigid, standing up / suggests aggression, anger	2 ‘the tense snake of her spine, her low growl’	stretches her body like a predator, in position to attack / sense of danger, threat / warning growl	3 ‘A pause. Then – she’s away!’	(punctuation creates) drama, suspense / captures the moment before she moves / energy / escape, freedom / it all happens quickly	4 ‘Erupting from the cage’	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												
1 ‘transfixed by her bristling tail’	Wayra is frightening / mesmerising, hypnotising / Laura cannot move / tail is rigid, standing up / suggests aggression, anger												
2 ‘the tense snake of her spine, her low growl’	stretches her body like a predator, in position to attack / sense of danger, threat / warning growl												
3 ‘A pause. Then – she’s away!’	(punctuation creates) drama, suspense / captures the moment before she moves / energy / escape, freedom / it all happens quickly												
4 ‘Erupting from the cage’	leaps out of the cage / energy / speed / freedom, unrestrained / like a volcano, explosive / dangerous												

Question	Answer		Marks	Guidance
2(e)	Example	Explanation		
	5 ‘turns, shooting me a look of disgust’	humanises Wayra / she looks at Laura with dislike, scorn / feels superior / ‘shooting me’ suggests ferocity		
	6 ‘There’s tension on the rope’ / ‘she’s reached as far as she can get’	straining, impatient to be free / can’t get any further		
	7 ‘Her growl has got louder an engine deep in her belly’	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		
	8 ‘It was an illusion before – her size, thinking she wasn’t big’	appearance v reality / thought she was small / in real life she is large, big / has misjudged her size / hidden power		
	9 ‘I realise she hadn’t looked small in the cage; she’d looked squashed’	contrast inside and outside the cage / she is squeezed in / cage is too small / cage is cruel / cage is unnatural		
	10 Now, outside, she’s expanded’	outside she grows, is big, gains power / is impressive / feels freedom / she belongs outside, in nature		
	11 ‘Princess Wayra’	like royalty / beautiful, stunning / inspires awe, wonder, respect / (freedom gives her) power, dignity		

W24/

W12/

(P1)

Jaweria Amer

Read Text B and answer Question 3 on the question paper.

Text B: Going at my own pace

Yesterday, I met a former colleague who asked why I hadn't been riding my bike recently. I corrected her: 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). To which she said, 'Oh I just haven't seen you on the fitness app.' 'I don't use that fitness app anymore,' I confirmed. She looked shocked.

obsolete out-of-date

NO points

5

Though no doubt teenagers have already moved on, the fitness app she was talking about is still popular among people of my age. It records your rides and runs like a GPS device, telling you where you've been and how far you've gone. I downloaded the free version of the app to my smartphone last year and was soon paying the significant monthly subscription to 'upgrade' to the full service.

Hefty / expensive fees

10

The app collects your kilometres per hour, route, distance and elevation. It also shares this information with other users via social media - whether you want it to or not. You can see who else has completed the same route, compare your workout to theirs and leave comments.

Intatuated with the application

Shares your data without your consent

2

15

Initially I was addicted to the app, using it all the time. Whenever I went for a ride, I'd take my phone with me to upload my achievements for others to see - 'proof' that I had actually ridden. I felt unnecessarily competitive when other riders had higher ride totals each month and discouraged when they had ridden faster. Soon, the enjoyment of just riding for the sake of riding faded.

The app promoted useless rivalry and demotivants

The recreation was eradicated

20

The effect wasn't all negative; often it was helpful, encouraging me to get out and ride. The app breaks popular courses into segments, recording each rider's best time on each segment. That's where the competition creeps in though: the fastest athlete on the segment is named 'Champion'. This mentality made me feel as though if I rode, I had to ride fast.

Mandated to overshare

I felt overwhelming peer pressure to put everything on the app. True, I write a blog about cycling, but any stuff I don't feel like sharing, doesn't get shared. The app puts your failures into numbers.

When someone made mean comments about my statistics, I'd sulk for days. Wounded. 'You're too hard on yourself,' Ned noted perceptively last time I was tempted to overtrain.

people can leave negative comments

It quantifies your setbacks/defeats.

25

Now, I simply track my workouts with my sports watch, keeping records so I can check my history when I want to. It's great to see improvement, I agree, but I don't need to see what everyone else is doing. True, friends and colleagues have shown me some of the awesome rides and runs that they have recorded on the app - and they are really awesome, motivating even. But daily comparisons would not make me feel good about my own goals and efforts. 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.

13

30

I don't want an app to run down my phone battery while I'm out exercising. I don't want to track an epic bike ride and not have the ability to call someone for help or look for directions. 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.

35

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>Summarise the disadvantages of the fitness app, according to Text 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 Question 3 (Table R, Reading and Table W, Writing).</p>	20	

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

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>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.</p> <p>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?</p> <p>INDICATIVE CONTENT</p> <p>Relevant perspective: <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="338 724 1458 1414"> <thead> <tr> <th data-bbox="338 724 898 796">Supporting details from the text ✓</th> <th data-bbox="898 724 1458 796">Developments DEV</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 796 898 906">1 personal trainer can become a friend</td> <td data-bbox="898 796 1458 906"> <ul style="list-style-type: none"> • get to know the client really well / client will trust you / privacy / no mean comments </td> </tr> <tr> <td data-bbox="338 906 898 1016">2 recommends relaxation / healthy eating / good diet</td> <td data-bbox="898 906 1458 1016"> <ul style="list-style-type: none"> • not just going to improve running, but impact on general fitness / will advise about both physical and mental health </td> </tr> <tr> <td data-bbox="338 1016 898 1126">3 perceptive –alert to when ‘you’re too hard on yourself’</td> <td data-bbox="898 1016 1458 1126"> <ul style="list-style-type: none"> • in tune with your feelings / will restore confidence / encouraging / will ensure running remains enjoyable </td> </tr> <tr> <td data-bbox="338 1126 898 1236">4 stops you overtraining / running ‘faster and further’ than you should / makes you work at your own pace</td> <td data-bbox="898 1126 1458 1236"> <ul style="list-style-type: none"> • helps you to avoid injury / helps you pace your progress sensibly </td> </tr> <tr> <td data-bbox="338 1236 898 1414">5 gives advice / guidance / tips when needed / asked for</td> <td data-bbox="898 1236 1458 1414"> <ul style="list-style-type: none"> • no pressure to have trainer with you the whole time / will give you space / advice is specific to each individual </td> </tr> </tbody> </table>	Supporting details from the text ✓	Developments DEV	1 personal trainer can become a friend	<ul style="list-style-type: none"> • get to know the client really well / client will trust you / privacy / no mean comments 	2 recommends relaxation / healthy eating / good diet	<ul style="list-style-type: none"> • not just going to improve running, but impact on general fitness / will advise about both physical and mental health 	3 perceptive –alert to when ‘you’re too hard on yourself’	<ul style="list-style-type: none"> • in tune with your feelings / will restore confidence / encouraging / will ensure running remains enjoyable 	4 stops you overtraining / running ‘faster and further’ than you should / makes you work at your own pace	<ul style="list-style-type: none"> • helps you to avoid injury / helps you pace your progress sensibly 	5 gives advice / guidance / tips when needed / asked for	<ul style="list-style-type: none"> • no pressure to have trainer with you the whole time / will give you space / advice is specific to each individual 	5	<p><i>Note: Developments are examples; candidates may offer other creditworthy suggestions</i></p>
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