CAMBRIDGE
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FIRST LANGUAGE ENGLISH **0500/12**

Paper 1 Reading **May/June 2026**

MARK SCHEME

Maximum Mark: 80

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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English & Media-Specific Marking Principles
(To be read in conjunction with the General Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptions:

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions 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).

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

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Annotations

Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
	partially effective	Y	Y	Y	Y	Y
	point, detail or choice from text	Y (point awarded)		Y (point awarded)	Y (relevant choice)	Y (supporting detail from the text)
	development					Y
	relevant idea		Y			Y (related to first bullet)
	relevant idea					Y (related to second bullet)
	relevant idea					Y (related to third bullet)
	explanation / meaning				Y	
	effect		Y (effective own words)		Y	Y (effective use of own words)
	overview or organisation		Y (effective organisation / overview)		Y (overview)	
	lifted material		Y			Y
Highlighter	copied from text	Y (where own words were required)	Y	Y (where own words were required / excess in 2(a)) [and choice in 2(c)]	Y	Y
	repetition		Y		Y	Y

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Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
Text box	summative comment		Y Reading Writing [& MS numbers]		Y Reading	Y Reading Writing
SEEN	viewed – including blank and additional pages	Y	Y	Y	Y	Y

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

Question 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R5 select and use information for specific purposes

and **Question 1(f) only** tests writing assessment objectives W2 and W3 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect
W3 use a range of vocabulary and sentence structures appropriate to context.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1 & R2	2
1(b)(ii)	R1 & R2	2
1(c)	R1	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	10
	W2 and W3	5
Total		**30**

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Question	Answer	Marks
1(a)	**How many species of rhinoceros are critically endangered?** • three	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by:** **'terrific fuss' (line 4).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • massive / overwhelming / huge / enormous / excessive / intense / extraordinary / incredible / great • protest / remonstrance / bother / agitation / uproar / panic / commotion	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by:** **'draw tourists' (line 5).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • attract / bring / make them want to come / like a magnet / pull in / entice • visitors / people on holiday / people on a trip / people who are not local to the area / travellers / sightseers	**2**
1(c)	**Reread paragraph 3 ('In any … new direction.').** **Give <u>two</u> potential effects on an ecosystem of losing one of its 'keystone' species.** Award 1 mark for each idea, up to maximum of 2. • end of the ecosystem / ecosystem cannot adapt to environmental changes / irreparable damage to environment • allow invasive species to take over / shifts ecosystem in a different direction	**2**
1(d)(i)	**Reread paragraphs 4 and 5 ('Surprisingly … to grow.').** **Identify <u>two</u> reasons why researchers had not previously looked closely at rhinos' roles in shaping the eco-system.** Award 1 mark for each idea, up to a maximum of 2. • less obvious eco-engineers / other species were more obvious eco-engineers • (previous studies) more concerned with the species itself	**2**

Question	Answer	Marks
1(d)(ii)	**Reread paragraphs 4 and 5 ('Surprisingly … to grow.').** **Explain what scientists did to identify the impact of the rhinos on the landscape.** Award 1 mark for each idea, up to a maximum of 3. • used aerial survey (records) • identified how rhino distributions had increased • pin-pointed places rhinos now inhabited • recorded the different plant species / analysed data about plant species	**3**
1(e)	**Reread paragraph 6 ('Rhinos have … many others.').** **<u>Using your own words</u>, explain why some people might not be convinced that rhinos should be referred to as a keystone species.** 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. • rhinos have only repopulated the park for a short while / their role there is not confirmed yet / need longer to study • need to study other locations / evidence is only from one location • not in agreement over the term itself / some think no animal is a keystone species / term is too simple	**3**

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Question	Answer	Marks
1(f)	**According to <u>Text B</u>, what will the judges be looking for in the winning name for the baby rhino?** **You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.** **Your summary should not be more than 120 words.** **Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.** Use the Marking Criteria for **Question 1(f)** (Table A, Reading and Table B Writing). INDICATIVE READING CONTENT Candidates may refer to any of the points below: **1** represents this rhino / the right name (for this rhino) / goes beyond a label **2** is both imposing and endearing / suggests both aspects **3** will still suit him when he is fully grown / he can grow into / name that works for adult and baby rhino **4** raises awareness / carries a message of conservation / reminds people they should be protecting rhinos **5** not a celebrity name / will stand the test of time / not fashionable **6** original / inventive **7** is not ridiculous / is not silly / not 'sweet' suggestions **8** is not trying to be funny / not relying on humour **9** represents the dignity of rhinos (as a whole species) / represents the calmness of rhinos **10** invites us to reflect(s) (on) the rhinos' place in nature / makes the connection to the rhinos' landscape **11** is simple to say / easy to pronounce	**15**

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Marking criteria for Question 1(f)
Table A, Reading

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

Level	Marks	Description
5	**9–10**	• A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	**7–8**	• An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	**5–6**	• A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	**3–4**	• A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	**1–2**	• A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	**0**	• No creditable content.

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Table B, Writing

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

Level	Marks	Description
3	**4–5**	• A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning.
2	**3–2**	• A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text.
1	**1**	• A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections.
0	**0**	• No creditable content.

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Note 1: All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated. Nonetheless, the content must be clearly related to and derived from the texts.

Question 2

This question tests reading assessment objectives R1, R2 and R4 (25 marks):

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes
R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

Item	Reading assessment objectives tested	Marks for reading assessment objectives
2(a)(i)	R1	1
2(a)(ii)	R1	1
2(a)(iii)	R1	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R1	1
2(b)(iii)	R1	1
2(c)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		**25**

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Question	Answer	Marks
2(a)(i)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The documentary film is about creatures that are critical to the wellbeing of the Earth.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (that are) **vital to our planet's health** [lines 1–2]	1
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Mina was concerned that rhinos as a species were disappearing.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (rhinos / species were / was) **vanishing** [line 32]	1
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The accommodation for volunteers coming from other countries was basic.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (was) **rudimentary** [line 34]	1
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **There was only just sufficient money to purchase the drugs needed to treat the rescued rhinos.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (there was / were) **barely enough funds** [line 36]	1

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Question	Answer	Marks
2(b)(i)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **The rhinos aren't exactly <u>cooperating</u> in their starring role. I'm keeping out of the way, enjoying the safe comfort of Izelle's brand-new support vehicle. The <u>mission</u>? To move this particular crash of adult rhinos from the reserve and back into the pasture for their <u>annual</u> vet check.** • **cooperating:** be helpful (by doing what someone asks you to do) / acting as they were expected to / working with us / following instructions / behaving well	**1**
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **The rhinos aren't exactly <u>cooperating</u> in their starring role. I'm keeping out of the way, enjoying the safe comfort of Izelle's brand-new support vehicle. The <u>mission</u>? To move this particular crash of adult rhinos from the reserve and back into the pasture for their <u>annual</u> vet check.** • **mission:** (important) job / the (particular) task / what they wanted to achieve / quest / objective / goal / target	**1**
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **The rhinos aren't exactly <u>cooperating</u> in their starring role. I'm keeping out of the way, enjoying the safe comfort of Izelle's brand-new support vehicle. The <u>mission</u>? To move this particular crash of adult rhinos from the reserve and back into the pasture for their <u>annual</u> vet check.** • **annual:** yearly / every twelve months **/** each year **/** once a year	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain the writer's attitude to the behaviour of the director.** **Use your own words in your explanation.** '**Come!' the director copies Izelle, strutting forwards.** **'Don't you call!' Izelle barks fiercely. Izelle knows how to give orders; she deals with rhinos. The chastened director recoils, shocked; he's usually the one in control. Still smarting, he ushers his camera operator perilously close as the rhinos, with Izelle leading, trot by.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of the writer's attitude to the behaviour of the director. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of the writer's attitude to the behaviour of the director. Award 1 mark for an example with an attempt at an explanation which shows awareness of the behaviour of the director. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. Responses **might** use the following: • **'Come!' the director copies Izelle, strutting forwards:** imitating Izelle; trying to pretend he knows what he's doing; pompous / false placed confidence • **'Don't you call!' Izelle barks fiercely:** anger at director, he is overstepping his role; need to protect the rhinos from his interference; his behaviour is dangerous • **chastened director recoils, shocked (he's usually the one in control):** has been told off; physically rocked by the experience; not used to being a subordinate; instinctively reacts by pulling back (as if a spring or electrical shock) • **still smarting, he ushers his camera operator perilously close**: has been insulted, pride has been hurt; forces his subordinate to risk their safety; cowardly / irresponsible	**3**

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Question	Answer	Marks
2(d)	**Reread paragraphs 8 and 9.** • **Paragraph 8 begins 'I run my hands …' and is about Mina's reactions to the adult rhino.** • **Paragraph 9 begins 'The world needs action …' and is about Mina's memories of her first day volunteering at the sanctuary.** **Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.** **Write about 200 to 300 words.** **Up to 15 marks are available for the content of your answer.** Use the Marking Criteria for **Question 2(d)** (Table A, Reading) **Notes on the task** This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements: ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any *sensible* comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 8 begins 'I run my hands …' and is about Mina's reactions to the adult rhino** Only credit comments on stylistic effect where these are explicitly linked to choices. **Overview:** nostalgic fondness, parental love; contrast between strength and vulnerability • **(I run my hands over the) broad sculpture of his forehead:** feeling the texture of the rhino's wide head; touching to confirm the shape and feel of it as if in disbelief; gentle and affectionate; natural artistic creation • **'Rhi-no!' I murmur:** softly calling it, as if talking to a small child or baby • (my hands) **exploring the landscape of this massive entity:** huge creature, natural size and shape part of the scenery; contrast between the size of the human and adult rhino; new, unchartered territory; familiar with the baby rhino but hardly recognising this • **My little Tank:** clearly no longer small, has grown into his name; loving attitude • **the traumatised baby rhino that started me on this journey;** meeting the scared, small, badly-treated animal changed her life • (is a) **big, beautiful full-grown rhino:** huge, impressive and gorgeous; admiration • **protected now in a stronghold by trained guards and cameras drones:** reassuringly high levels of security though reminiscent of a fortress; freedom restricted for their own safety • **I bend closer to him breathing in his sweet scent:** unafraid; drawing in his fragrance, recognising his pleasant smell, perfumed • **He smells of his morning (trees and the river through which he's been wading):** natural aroma; can tell what he has been doing and where he has been • **I rub the red, dry mud splotched across his leathery hide:** petting / cleaning him, has been wallowing; potential reminder of his trauma/blood/ever-present danger from poachers • **crumbles to dusty memories of the first day we met:** struggling to remember the details of the small rhino now faced with the adult; seems like a long time ago	

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Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 9 begins 'The world needs action …' and is about Mina's memories of her first day volunteering at the sanctuary.** **Overview:** passion and patience of volunteers; Tank's growing confidence Only credit comments on stylistic effect where these are explicitly linked to choices. • **'The world needs action not opinion,' Izelle's t-shirt screamed:** slogan on t-shirt; need to do something to help not just talk about it; desperation to get her message across • **she explained milk-mixing procedures:** complex, scientific • **She demonstrated precisely how the powder combined with lukewarm water:** goes through the technicalities, exact and scientific method, professionalism and care; as if human baby • **precious elixir:** expensive and liquid nourishment vital for life; capable of magical transformation • **dribbled into dented, plastic bottles:** steady, thin flow into the receptacles; recycled containers; inexpensive — suggests limited funds • (Tank was) **excellent at hiding:** as if a game; hard to locate • **Eventually, nervously, the tiny rhino was coaxed forward** (to try his warm milk) **:** takes patience to encourage him to move towards them, persuasion takes a long time lack of survival instincts • **crumpling the bottle flat in greedy relief:** sucks so hard the plastic collapses inwards; was extremely hungry; reassuring for volunteers as well as for the rhino • **an over-sized pebble of dark, grey stone:** both large and small at the same time — only a baby so smaller than the rock he will become, but nevertheless big for a baby • **he regarded me warily:** looks at her carefully with some mistrust; unsure	

Marking Criteria for Question 2(d)

Table A, Reading: Analysing how writers achieve effects

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

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

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

Question 3

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

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

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

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

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Question	Answer	Marks
3	**You are Izelle. Following the interest created by the documentary film shot at the sanctuary, you are interviewed for a television chat show about Saving Baby Rhinos.** **The interviewer asks you three questions only:** • **Why is the rhino sanctuary so important to you and what does your work there involve?** • **What is Saving Baby Rhinos and how did it become such a success?** • **In what ways has the sanctuary changed in recent years thanks to Saving Baby Rhinos?** **Write the words of the interview. Begin your interview with the first question.** **Base your interview on what you have read in Text C, but be careful to use your own words. Address each of the three bullet points.** **Write about 250 to 350 words.** **Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table A, Reading and Table B Writing) **Notes on the task** Candidates should select **ideas** from the text (see below) and **develop** them relevantly, supporting what they write with **details** from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. **Annotate A1** for references to why the rhino sanctuary is so important to you and what your work there involves **Annotate A2** for references to what Saving Baby Rhinos is and how it became such a success **Annotate A3** for references to ways the sanctuary has changed in recent years thanks to Saving Baby Rhinos	**25**

Question	Answer	Marks
3	**A1: Why is the rhino sanctuary so important to you and what does your work there involve?** • **rescuing rhinos** (det. world needs action not opinion) [dev. she is making a difference in practical terms not just talking about it / been part of her life for a long time / prevent extinction / feel like family / environmental concern / conservation] • **moving rhinos** (det. give orders) [dev. have to be firm / have to have authority / patience / experience / boss] • **medical treatments** (det. injured rhinos, yearly vet check) [dev. would not survive without interventions] • **dealing with film crew(s)** (det. director, rhinos' starring role) [dev. need publicity / have to put up with ignorance / intrusive] • **training (volunteers)** (det. international, milk mixing, bottle feeding) [dev. need to get the mixture right / important for baby rhino's health and survival chances] **A2: What is Saving Baby Rhinos and how did it become such a success?** • **adopt a rhino project** (det. rhino parents, regular donations) [dev. Izelle sceptical at first] • **Mina's involvement** (det. helped each summer holiday, her idea) [dev. passionate supporter / emotionally invested / appreciates her support / Mina's determination and drive] • **website** (det. volunteer designs it) [dev. attracts visitors to the site / increases interest] • **social media** (det. Tank's post) [dev. pulls on the heart strings / cute baby rhino / people understand perspective / went viral] • **updates** for rhino parents (det. access to 'Rhino Cam') [dev. (encourage) long term commitment / keep them engaged / watch them grow] • **education** (det. documentaries, virtual visits for schools) [dev. involving communities / attracting a younger audience] **A3: In what ways has the sanctuary changed in recent years thanks to Saving baby Rhinos?** • **improved transport** (det. new support vehicle) [dev. safer when moving rhinos] • **more room / pastures** (det. adult rhinos, space to play) [dev. free to roam within its confines / can deal with larger numbers of rhinos] • **improved security** (det. trained guards, camera drones) [dev. have been able to pay for new technology / prevent poaching] • **improved accommodation** (det. rudimentary cabins, no Wi-Fi) [dev. more volunteers now (thanks to improved facilities)] • **more funds** (det. barely enough funds for medicines) [dev. able to pay for regular vet checks now / employ (more) staff]	

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Marking Criteria for Question 3
Table A, Reading
Use the following table to give a mark out of 15 for Reading.

Level	Marks	Description
5	**13–15**	• The response reveals a **thorough** evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	**10–12**	• The response demonstrates a **competent** reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	**7–9**	• The text has been read **reasonably** well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	**4–6**	• There is some evidence of **general understanding** of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	**1–3**	• The response is either **very general**, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	**0**	• There is very little or no relevance to the question or to the text.

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Table B, Writing: Structure and order, style of language

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

Level	Marks	Description
5	**9–10**	• Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout.
4	**7–8**	• Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced.
3	**5–6**	• Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure.
2	**3–4**	• There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text.
1	**1–2**	• Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original.
0	**0**	• The response cannot be understood.

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