CAMBRIDGE
International Education

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FIRST LANGUAGE ENGLISH **0500/13**

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.

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)
DEV	development					Y
A1	relevant idea		Y			Y (related to first bullet)
A2	relevant idea					Y (related to second bullet)
A3	relevant idea					Y (related to third bullet)
EXP	explanation/ meaning				Y	
	effect		Y (effective own words)		Y	Y (effective use of own words)
LM	overview or organisation		Y (effective organisation / overview)		Y (overview)	
LM	lifted material		Y			Y

Annotations	Meaning	Questions 1(a)–1(e)	Question 1(f)	Questions 2(a)–2(c)	Question 2(d)	Question 3
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
REP	repetition		Y		Y	Y
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

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

Question	Answer	Marks
1(a)	**Give <u>one</u> thing that scientists regard as the most unusual feature of an octopus, according to paragraph 1.** • (remarkable) intelligence / how smart they are	**1**
1(b)(i)	**<u>Using your own words</u>, explain what the text means by: 'fans point to' (line 4).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • admirers / enthusiasts / supporters • give as example(s) / direct attention to / use as illustration / highlight / draw notice to / refer to	**2**
1(b)(ii)	**<u>Using your own words</u>, explain what the text means by: 'escape a predator' (line 6).** Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • get away from / avoid / not be caught by / evade (capture by) / flee • creature trying to eat them / something further up the food chain / meat eater / enemy / hunter / carnivore	**2**
1(c)	**Reread paragraph 3 ('Later … out to sea.').** **Give <u>two</u> examples that suggest octopuses might be capable of planning for the future.** Award 1 mark for each idea, up to a maximum of 2. • stacks the coconut shells away / stores the shells / retains tools • Inky escaped at night / waited until the keepers had gone home • Inky used a drainpipe to get down / had an escape route / seemed to be aiming for the sea	**2**
1(d)(i)	**Reread paragraphs 4 and 5 ('None of this … beak.').** **Identify <u>two</u> reasons why Dr Lanver is <u>not</u> surprised by Inky's escape.** Award 1 mark for each idea, up to a maximum of 2. • not atypical octopus behaviour / other similar examples • physical attributes mean they can get through small openings • octopuses learn quickly about their environment / observe carefully / use suckers on tentacles to explore	**2**

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Question	Answer	Marks
1(d)(ii)	**Reread paragraphs 4 and 5 ('None of this … beak.').** **Explain the similarities researchers have observed between octopus behaviour and human behaviour.** Award 1 mark for each idea, up to a maximum of 3. • change how they behave when necessary / continuously adapt (to conditions) • ability to solve problems / innovative • can recognise (human) faces • show their dislike towards (individual) people	**3**
1(e)	**Reread paragraph 6 ('Octopuses evolved … to other octopuses.').** **<u>Using your own words</u>, explain what human brains can do that octopuses' brains cannot do.** 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. • complex reasoning • abstract thinking • use language(s)	**3**

Question	Answer	Marks
1(f)	**According to Text B, why is the writer not convinced by the film that octopuses and humans could really be friends?** **You must use continuous writing (not note form) and use your own words 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: • filmmaker wanted a friend, so imagined one / his fantasy / humans want there to be a connection • an octopus is unlikely to trust a human / octopuses are wary of people • romanticised view presented in the film / film is for entertaining audience so not necessarily realistic / film designed to draw in audiences with the idea of an octopus friend • we may be misinterpreting the behaviour / anthropomorphism / projecting human feelings onto octopus / what looks to us like friendship might just be curiosity • more likely with other species than octopus / less likely as not domesticated / not in close proximity • true friendship only human to human • naturally reclusive creatures / (considered) antisocial • based mostly on observations in captivity / claims based on artificial situations • wishful thinking from octopus enthusiasts / admirers see what they want to see / claims cannot be trusted as from fans of octopus • fundamentally different biology / (some) science experts do not think it is possible • still do not really understand octopus / not enough is known about them • no common language / humans and octopuses cannot communicate with each other	**15**

Marking criteria for Question 1(f)

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

Level	Marks	Description
5	**9–10**	• 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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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)	R2	1
2(a)(iv)	R1	1
2(b)(i)	R2	1
2(b)(ii)	R2	1
2(b)(iii)	R2	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:** **Marcellus is discovered by Cameron as he is attempting to go out of the rear entrance of the aquarium.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (He is / it is) **trying to exit** (line 6)	**1**
2(a)(ii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Cameron is surprised when Tova appears behind him in the storeroom.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (Cameron / he is) **startled** (line 9)	**1**
2(a)(iii)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **Terry had told Cameron that Tova's injury meant that she would not be at work for some time.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (Tova / she would / she'd / you'd be) **off** (work for) **a while** (line 24)	**1**
2(a)(iv)	**Identify a word or phrase from the text which suggests the same idea as the words underlined:** **The newly delivered octopus is shaking in her travel container.** Accept cloze responses that repeat all / some of the question stem with the correct answer. • (she is / octopus is) **quivering** (in her travel container) (line 45)	**1**
2(b)(i)	**Using your own words, explain what the writer means by each of the words underlined:** **'I came to see Marcellus,' Tova explained. 'Marcellus wanders at night, although he's never headed outside before.' She frowns, wishing Marcellus had stuck to his usual adventures: teasing the seahorses, poking around in the other tanks for a midnight snack.** **'And no one else knows,' Cameron nods, understanding dawning.** • **wanders:** moves around (casually) / roams / roves / explores	**1**

Question	Answer	Marks
2(b)(ii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **'I came to see Marcellus,' Tova explained. 'Marcellus <u>wanders</u> at night, although he's never headed outside before.' She frowns, wishing Marcellus had <u>stuck</u> to his usual adventures: teasing the seahorses, poking around in the other tanks for a midnight snack.** **'And no one else knows,' Cameron nods, understanding <u>dawning</u>.** • **stuck:** kept (to) / not deviated from / stayed (with) / limited himself (to) / not gone beyond	**1**
2(b)(iii)	**<u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:** **'I came to see Marcellus,' Tova explained. 'Marcellus <u>wanders</u> at night, although he's never headed outside before.' She frowns, wishing Marcellus had <u>stuck</u> to his usual adventures: teasing the seahorses, poking around in the other tanks for a midnight snack.** **'And no one else knows,' Cameron nods, understanding <u>dawning</u>.** • **dawning:** starting (to happen) / beginning (to emerge) / getting (an) / gradually / forming / growing	**1**

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Question	Answer	Marks
2(c)	**Use <u>one</u> example from the text below to explain how the writer suggests Cameron's feelings about Marcellus at this point in the story.** **Use your own words in your explanation.** **The octopus shifts slightly, blinking its creepy eyes. 'It's okay.' She smiles, climbing up and offering her hand. Incredibly, the creature extends one of its arms and winds it around her wrist. 'I'm going to help you down, right?'** **The octopus nods.** **Wait, no. It didn't. Did it? Cameron rubs his eyes.** **'There you go,' the woman whispers once the thing is directly over its tank. Cold, briny water sloshes as the creature plops back in.** Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of Cameron's feelings about Marcellus at this point in the story Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of Cameron's feelings about Marcellus at this point in the story Award 1 mark for an example with an attempt at an explanation which shows awareness of Cameron's feelings at this point in the story. The explanation may be partial. The explanation **must** be predominantly in the candidate's **own** words. Responses **might** use the following: • **The octopus shifts slightly, blinking its creepy eyes:** appears to be considering moving; would not move for him, scary, unsettling, unpredictable; judgement is from Cameron's perspective • **Incredibly, the creature extends one of its arms and winds it around her wrist:** amazed; this animal is responding to Tova; tentacles compared to human limbs • **The octopus nods. Wait, no. It didn't. Did it? Cameron rubs his eyes:** sign of apparent agreement; as if responding; questions what he has seen; stunned reaction; disbelief • **once the thing is directly over its tank:** not calling it Marcellus, as if an object; distaste, as if some kind of alien being; does not understand him • **Cold, briny water sloshes as the creature plops back in:** salty water**,** unappealing noise, inelegant, relief, uncooperative; suggestive of slimy, undefined mass; should be in the sea not in a tank	**3**

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Question	Answer	Marks
2(d)	**Reread paragraphs 1 and 16.** • **Paragraph 1 begins 'Cameron rubs …' and is about Cameron's first encounter with Marcellus.** • **Paragraph 16 begins 'Back in his tank …' and is about Cameron's attempts to make friends with Marcellus.** **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 assesses candidates' ability to select powerful or unusual words and to demonstrate an understanding of how language is used effectively. Responses should identify words or phrases with connotations beyond their general meaning. This question assesses candidates' ability to select powerful or unusual words and to demonstrate an understanding of how language is used effectively. Responses should identify words or phrases with connotations beyond their literal meaning. Do not deduct marks for inaccurate statements; simply disregard them. The notes below indicate what strong responses may comment on. Candidates may make any sensible comment, but credit only those that are relevant to the meaning of the words in context and that show valid interpretation. Alternative explanations that are plausible should also be credited. Comments on effects created by non-vocabulary features (such as grammar, syntax, or punctuation) may be rewarded, provided they are additional to comments on vocabulary.	**15**

Question	Answer	Marks
2(d)	Responses **might** use the following: **Paragraph 1 begins 'Cameron rubs …' and is about Cameron's first encounter with Marcellus** Only credit comments on stylistic effect where these are explicitly linked to choices. **Overview:** sharing Cameron's frustration at trying to return Marcellus to his tank after he escapes • **rubs his throbbing (head):** massaging his injury; extremely painful • **busted:** ladder has broken in the fall; was already broken; casual tone suggests hearing Cameron's own thoughts • **vengeful kick:** physical reaction**,** impulse; futile attempt at revenge, anger • **You!:** directly addressing Marcellus; livid and blaming him • **He glares at the creature:** stares angrily at the octopus; unnamed animal; monstrous • **The thing is hunkered down:** crouched down, hiding; as if waiting to pounce; trying to escape notice, refers to Marcellus as an object, monster-like**;** defiant and obstinate • **burrowed into tangled electrical cables high above the tanks:** seeking comfort; hiding in the mass of wires powering the aquarium; unnatural surroundings; should not be there, precarious, dangerous • **scrambled up there, somehow:** frantically managed to climb; scared; desperate to evade recapture • **Cameron tried to corner it with the broom:** used the broom as a weapon trying to move the octopus without touching it; attempting to trap it	

Question	Answer	Marks
2(d)	**Paragraph 16 begins 'Back in his tank …' and is about Cameron's attempts to make friends with Marcellus** Only credit comments on stylistic effect where these are explicitly linked to choices. **Overview:** endearing appeal contrasted with their wild, unpredictable nature and capacity for aggression • **(Marcellus looks how he always looks) floating around like some weird alien:** considers the octopus as strange, other-worldly; unsettling, scary • **Cameron steadies his hand in the water:** stops himself shaking; trying to be brave • **Marcellus prods his veins, explores his knuckles:** as if investigating him, curious; like a scientist discovering a new creature • **then flicks a grasping tentacle around his wrist:** sudden fast movement, appears vicious/teasing • **Each individual sucker feels like its own tiny creature tickling Cameron's skin:** amusing and/or unpleasant sensation**;** childlike behaviour; playful • **Surprised, he giggles nervously:** laughs as he was not expecting it; unsure what will happen next • **Marcellus's eyes gleam:** Marcellus also seems to be enjoying it; mischievous • **the tentacle wrapping tighter:** latent threat; cannot escape; affection, trust from Marcellus • **How strong is this thing?** Worried he will be injured; not able to shake it off • **another tentacle winding behind him, until it taps on his shoulder, making Cameron whirl around:** another arm of the octopus sneaks up behind Cameron; playing a joke • **'He got you!' Tova's eyes sparkle; (Cameron smiles):** deliberate trick, vicarious enjoyment; pride, affection in Tova; bonding	

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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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 Tova. You hear that Cameron has been dismissed from his job because Marcellus cannot be found. You write a letter to Terry to persuade him to give Cameron his job back.** **In your letter, you should explain:** • **your concerns about what Marcellus has been doing** • **how and why Cameron was good at his job and why he deserves to be re-employed** • **what you did on the night of the delivery after Terry left and why.** **Write the words of the letter.** **Base your letter 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 250–350 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 your concerns about what Marcellus has been doing **Annotate A2** for references to how and why Cameron was good at his job and why he deserves to be reemployed **Annotate A3** for references to what you did on the night of the delivery after Terry left and why.	**25**

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Question	Answer	Marks
3	**A1: your concerns about what Marcellus has been doing** • **wandering at night** (det. around the aquarium, out of his tank) [dev. regular occurrence / exploring / bored] • **visiting other tanks** (det. teasing seahorses, snacks) [dev. not fair on the others / welfare concern / eating other exhibits] • **trying to leave the building** (det. tried to exit the back door, trying to reach the beach) [dev. opportunist / planned it / sneaky / intelligent] • **not being there to keep an eye on him** (det. injured / off work) [dev. could get into trouble as no one realised / Marcellus is difficult to handle] • **dangerous for Marcellus** (det. corralled with a broom, in electric cables) [dev. should not be out of water / unsafe environment for him / good at hiding] • **dangerous for staff** (det. broken stepladder, Cameron's fall) [dev. trying to catch Marcellus was how she got injured / potential health and safety concerns around equipment] **A2: how and why Cameron was good at his job and deserves to be reemployed** • **physical fitness / strength** (det. climbing, sweeping with broom, carrying rubbish sacks) [dev. Cameron is young(er) / hard working] • **caring / compassion for others / friendly** (det. knew she was sad, saw Marcellus was sad) [dev. tries to do the right thing / willing to take time to connect with Marcellus / offers to help if escapes again] • **responsibility** (det. questioned who she was) [dev. willing to challenge her / loyal to Terry] • **able to deal with emergencies (**det. escaping octopus) [dev. new octopus may do the same thing] • **really wants this job** (det. temporary, has lost previous job(s)) [dev. worried about losing it] • **it was her fault Marcellus disappeared** (det. secret) [dev. she is the one who should lose her job / wants to retire anyway / she will need permanently replacing] • **unfairly dismissed** (det. compensation claim) [dev. expensive legal battle] **A3: what you did on the night of the delivery after Terry left and why** • **filled bucket with water** (det. cold, briny, wheels) [dev.to transport Marcellus / too heavy to carry] • **(did not) tell Cameron her plans** (det. I think you know etc.) [dev. (would have) tried to stop her / provided no assistance] • **take Marcellus to the ocean** (det. beach nearby) [dev. he wanted to get back to the ocean / would have made it if Cameron hadn't stopped him] • **natural home** (det. rescued, Pacific Ocean) [dev. not bred in captivity / not happy in the tank / for his benefit / unethical to imprison wild creature] • **age(d)** (det. Marcellus very old, Tova old) [dev. not long left anyway / do not want him euthanised / want quality of life] • **replacement has arrived** (det. younger creature, schedule) [dev.no longer needed / will feel unwanted]	

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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