



Cambridge IGCSE™ (9-1)

CANDIDATE
NAME

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FIRST LANGUAGE ENGLISH

0990/11

Paper 1 Reading

May/June 2022

2 hours

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.
- If additional space is needed, you should use the lined pages at the end of this booklet; the question number or numbers must be clearly shown.
- Dictionaries are **not** allowed.

INFORMATION

- The total mark for this paper is 80.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading texts.

This document has **16** pages. Any blank pages are indicated.



Read **Text A, *Endurance events***, in the insert and then answer **Questions 1(a)–(e)** on this question paper.

Question 1

(a) Give the **two** examples of types of endurance events, other than ultra-marathons, according to the text.

.....
..... [1]

(b) (i) **Using your own words**, explain what the text means by:

‘challenge the limits’ (line 3):

.....
..... [2]

(ii) **Using your own words**, explain what the text means by:

‘mythical beast’ (line 4):

.....
..... [2]

(c) Re-read paragraph 3 (‘Somewhere ... you?’).

Identify **two** ways in which Tough Mudder always differs from other extreme events.

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- [2]

(d) Re-read paragraphs 4 and 5 ('I've no idea ... with life.').

(i) Give **two** reasons why the writer decided to drop their 'habitual laziness' and take up running.

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- [2]

(ii) Explain why extreme sports are growing in popularity according to the text.

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..... [3]

(e) Re-read paragraph 6 ('After completing ... achievement.').

Using your own words, explain why some Ironman competitors might still like to compete in marathons.

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..... [3]

Read **Text B, *Tough Mudder***, in the insert and then answer **Question 1(f)** on this question paper.

(f) According to Text B, why did Jayden Dee want to take part in this particular event?

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.

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Question 2

Read **Text C**, *What it's like to be married to a future Ironman*, in the insert and then answer **Questions 2(a)–(d)** on this question paper.

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) The writer was slightly unsure that it was a good idea to publish their blog entry.

..... [1]

(ii) Her husband's training had little effect on the daily life of the family to begin with.

..... [1]

(iii) Fitting in bike rides to the family's weekend schedule was perfectly manageable.

..... [1]

(iv) The writer accepted grumpily that they hadn't changed their mind about Sam competing in the Ironman.

..... [1]

(b) **Using your own words**, explain what the writer means by each of the words underlined:

June was all about Ironman. Endless weekends with Sam gone until 5pm each day. After exercise he would need to sleep for an hour or so, thus he was technically gone for longer. I was desperate for us to go away and have a break from it.

(i) endless [1]

(ii) technically [1]

(iii) desperate [1]

- (c) Use **one** example from the text below to explain how the writer suggests their feelings about Sam’s approach to training for the Ironman event.

Use your own words in your explanation.

There was so much laundry (‘different road conditions’) so much extra food (‘fuel’) and so much gear (multiple pairs of goggles with different tints ‘because you never know...’)! Smiling understandingly, Sam assured me the next one will be cheaper. Next one?

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[3]

Re-read **Text C**, *What it's like to be married to a future Ironman*, in the insert and then answer **Question 3** on this question paper.

Question 3

You are Sam. After completing the race you are interviewed for a podcast about your experience and the advice you would offer to anyone thinking of entering an Ironman.

The interviewer asks you three questions only:

- How exactly do you need to prepare for a challenge like Ironman **and** why is each aspect of that preparation important?
- How do you think preparing for Ironman affected other areas of your life **and** what advice would you offer anyone considering entering an Ironman for the first time?
- What were the rewards of completing an Ironman for you and your family?

Write the words of the interview.

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.

Begin your interview with the first question.

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.

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Read **Text A**, and then answer **Questions 1(a)–1(e)** on the question paper.

Text A: Endurance events

I'm not sure when endurance events like triathlons, adventure races and ultra-marathon running races (through jungle, desert and mountainous terrains) started to become popular, but they are here to stay and continue to challenge the limits of every competitor.

Not so long ago, a marathon runner was a mythical beast – we all knew someone who knew someone who had run a 42 km marathon, but most of us had only actually seen them on TV. Now everyone knows a marathon runner and they just look like normal people.

5

Somewhere along the way, marathons became commonplace and a whole new breed of extreme activities arrived: the Ironman triathlon, crazy ultra-marathons and adventure races that defy description, like the Tough Mudder. While a lot of extreme challenges are to do with ultra-endurance, the Tough Mudder is short but involves getting hurt. Sometimes by electric shocks. And fire. Why would you?

10

I've no idea what has made extreme sports such a phenomenon, but I do know what happened for me. After many years of corporate life and habitual laziness I found myself with a large belly, unable to get to the buffet without puffing. Horrified, I signed up immediately for a 10 km run, then a marathon. And then an Ironman. It becomes a rapidly escalating obsession. What seemed like a hardcore event reserved solely for proper endurance fanatics soon becomes just within reach.

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My personal theory for the rise of extreme sports is that life has become sterile. The chances of getting an adrenaline rush in the average workplace are minimal, so, tired of the rat-race, people search out ways to re-engage with life.

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After completing two Ironman events, I can testify that the feeling of sweeping down the finish chute after 226 km to pumping pop music, flashing lights and a cheering crowd is the ultimate buzz. But to the true athlete, finishing a classic marathon, quietly in an empty car park, in pouring rain, is easily its equal for an overwhelming inner sense of achievement.

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Read **Text B**, and then answer **Question 1(f)** on the question paper.

Text B: Tough Mudder

Jayden Dee is a participant in Tough Mudder, an obstacle course endurance race. In this article, he has been interviewed by his local newspaper, the Redmond Gazette (RG).

Jayden Dee knows about hard work and dedication, as the 27-year-old athlete and army captain is keen to prove. Despite missing the deadline to enter this year's Tough Mudder World Championship, airing on national television this weekend, he repeatedly emailed the company responsible for the event, asking to be included in the endurance contest. Eventually, they gave in and allowed Dee to compete. 5

Tough Mudder isn't his first competition. Dee, who spent four years at a prestigious military school on a wrestling scholarship, competed in his first Ironman triathlon a few months ago. But the Tough Mudder event is something different altogether. It's billed as 'the most insane race around', featuring obstacles with names such as 'Kong' and 'Devil's Beard'. Participants bench-press sandbags, climb walls, crawl and run through mud, among other things that will make them wet, tired and dirty. 10

Tough Mudder was held earlier this summer, with entrants competing for a substantial cash prize. We spoke to Dee beforehand about his preparation.

RG: How did you find out about Tough Mudder?

Dee: I found out online through social media, and I was like, 'I think I can compete with these guys'. I literally stayed up all night watching the one-hour special from last year's competition, and that's when I was hooked. I said to myself, 'I need to find a way to get into this.' 15

RG: Is that typical of you?

Dee: Well I was super-competitive through school, and then I kinda needed a break, which was good because I went to Hawaii. So the last four years in Hawaii, I stayed active, but also made a point to relax. I always knew I'd come back and compete in something. I just was waiting for the right time. Then I did the Ironman competition and got the bug again. I was in really good shape when I found out about this event. It seemed like now was the time to come back. 20
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RG: How do you see yourself doing?

Dee: I want to win the whole thing! A lot of my role models, people I really look up to are in this competition, so I'm extremely realistic, but I also truly believe I can win. So I'm gonna do my best. I want to represent Redmond well. It's easy for people to forget where they come from, but I don't. This way while I'm home on leave I can get a chance to inspire kids as the 'Redmond Guy'. 30

Read **Text C**, and then answer **Questions 2(a)–(d)** and **Question 3** on the question paper.

Text C: What it's like to be married to a future Ironman

In this blog post the writer looks back on their husband's preparations to compete in an Ironman event.

I'm a little hesitant to publish this because there's a risk that I'll just be moaning and I'll come across as whiny, but it's information I wish someone had given me before we signed up for the whole Ironman thing.

My husband, Sam, started training in January for Ironman Canada at the end of July. He got himself an expert coach and monthly training plans. I felt reassured this meant he might at least survive the 3.86 km swim, a 180.25 km bicycle ride and a marathon (42.20 km) run, raced in that order. 5

His training ramped up as you'd expect. Initially, it didn't really impact our lives too much. If anything, it was a good thing. Now, we were both training for things – it felt like a real partnership as we plotted our weekends to give us time to train and time together as a family. It was fun. If we went away, we had to fit his bike ride of 1–3 hours into the weekend but that was totally do-able. We've a pool where we live which really helped – not having to drive to/from water at least saved travelling time. 10

By May he was training early and most of both weekend mornings. Being honest, I resented that. I agreed sullenly, yes, I still wanted him to do the Ironman, and no, I didn't expect him to drop out. I was just fed up with his absences. 15

June was all about Ironman. Endless weekends with Sam gone until 5pm each day. After exercise he would need to sleep for an hour or so, thus he was technically gone for longer. I was desperate for us to go away and have a break from it.

I tried to book a weekend camping but abandoned it. We would have spent the whole time fitting Sam's training around what we were doing, and it wasn't worth it. That year the kids didn't go camping at all. 20

My own freedom to run was curtailed. Saturdays became all about childcare. I only managed one Saturday trail-run with the girls from April onwards and that was thanks to wonderful friends who got up at 6.45 on a Saturday to watch my son. I got fed up with not being able to say yes to invitations. 25

We didn't do any family hiking for months. Sam justifiably didn't want to hike after exercising.

There was so much laundry ('different road conditions') so much extra food ('fuel') and so much gear (multiple pairs of goggles with different tints 'because you never know...')! Smiling understandingly, Sam assured me the next one will be cheaper. Next one? 30

'Because it's there,' I'd snarl to anyone who dared question why any sane mortal would tackle an Ironman. I enjoyed mercilessly shaming his less-than-supportive business partner into recognising the potentially boundless benefits of Sam's well-publicised adventure for their newly-established, fledgling travel company. A flurry of online articles described me as 'a runner married to a triathlete' – it took me a few moments to recognise our family and beam with immeasurable pride. 35

Our son missed having Dad around at the weekends, especially if he woke up after Sam had left to train on a Saturday when sometimes there were tears. But he got used to the different dynamic. He was given an 'Ironman' superhero toy as a birthday gift by some relatives and immediately started making it swim, bike and run! The poor child thinks that this is how normal families operate.

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Having said all that, watching Sam emerge god-like from the water, power past us on his bike and rocket down the finishing chute, head held high as our kids cheered with the crowd – utterly incredible and intoxicating, one of life's rare pinnacles of perfection. It had been an epic journey for all of us. I'm so glad we did it. And next year? Well yes, it's my turn...

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Question	Answer	Marks
1(a)	<p>Give the <u>two</u> examples of types of endurance events, other than ultra-marathons, according to the text.</p> <p>Award 1 mark for two correct responses.</p> <ul style="list-style-type: none"> • triathlon(s) / Ironman • adventure race(s) / Tough Mudder 	1
1(b)(i)	<p><u>Using your own words</u>, explain what the text means by: ‘challenge the limits’ (line 3):</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation.</p> <p>Credit alternatives explaining the whole phrase.</p> <ul style="list-style-type: none"> • test (your) / push (yourself) to / force(d) / prove (to themselves) • extremes (of abilities) / the most you can do / boundaries (of what you can do) / beyond comfort zone / what is possible 	2
1(b)(ii)	<p><u>Using your own words</u>, explain what the text means by: ‘mythical beast’ (line 4):</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation.</p> <p>Credit alternatives explaining the whole phrase</p> <ul style="list-style-type: none"> • imaginary / fictitious / not real / of legends / legendary • creature / animal (allow non-human) / monster 	2
1(c)	<p>Re-read paragraph 3 (‘Somewhere ... you?’). Identify two ways in which Tough Mudder always differs from other extreme events.</p> <ul style="list-style-type: none"> • short(er) • involves getting hurt / more dangerous / fire / electric shock <p>Award 1 mark for each idea, up to a maximum of 2.</p> <p><i>Do not credit ‘dangerous’.</i></p>	2
1(d)(i)	<p>Re-read paragraphs 4 and 5 (‘I’ve no idea ... with life.’).</p> <p>Give <u>two</u> reasons why the writer decided to drop their ‘habitual laziness’ and take up running.</p> <ul style="list-style-type: none"> • large belly / became overweight / to lose weight • was unfit / got out of breath easily / to get fit <p>Award 1 mark for each idea, up to a maximum of 2.</p>	2

Question	Answer	Marks
1(d)(ii)	<p>Re-read paragraphs 4 and 5 ('I've no idea ... with life.').</p> <p>Explain why extreme sports are growing in popularity according to the text.</p> <ul style="list-style-type: none"> • life has become sterile / life is too safe / lack of risk • no adrenaline rush (in workplace) / crave excitement / boring • tired of rat-race / fed up with 9–5 routine / pressure to keep doing the same thing • looking for a way to re-engage with life / doing something fulfilling / feeling alive <p>Award 1 mark for each idea, up to a maximum of 3.</p>	3
1(e)	<p>Re-read paragraph 6 ('After completing ... achievement.').</p> <p>Using your own words, explain why some Ironman competitors might still like to compete in marathons.</p> <p>Answers which are <u>entirely</u> in the words of the text should not be credited.</p> <ul style="list-style-type: none"> • less flashy / quieter • true sporting challenge / classic race / sense of nostalgia / (for) real athletes • equal buzz / same thrill • (inner) sense of achievement <p>Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.</p> <p><i>Do not credit 'ultimate thrill'.</i></p>	3

Question	Answer	Marks
1(f)	<p>According to Text B, why did Jayden Dee want to take part in this particular event?</p> <p>You must <u>use continuous writing</u> (not note form) and <u>use your own words</u> as far as possible.</p> <p>Your summary should not be more than 120 words.</p> <p><u>Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.</u></p> <p>Use the Marking Criteria for Question 1(f) (Table A, Reading and Table B Writing).</p> <p>INDICATIVE READING CONTENT</p> <p>Candidates may refer to any of the points below:</p> <ol style="list-style-type: none"> 1 likes to be seen as hardworking / wanted to show his dedication 2 going to be on national television / likes attention / keen for fame 3 competitive nature 4 different from other endurance events / bigger challenge / most insane race 5 the (big) cash prize 6 social media 7 besotted with last year's event / had become hooked through watching last year's event on TV / obsessed with idea of the race / caught bug again through Ironman 8 timing was right / in good shape (at the time / now) 9 wants to win it / thinks he can win it 10 people he admires are competing in it 11 represent his region / represent Redmond / the man from Redmond 12 be an inspiration (to young people) 	15

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

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

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> • A very effective response that demonstrates a thorough understanding of the requirements of the task. • Demonstrates understanding of a wide range of relevant ideas and is consistently well-focused. • Points are skilfully selected to demonstrate an overview.
4	7–8	<ul style="list-style-type: none"> • An effective response that demonstrates a competent understanding of the requirements of the task. • Demonstrates understanding of a good range of relevant ideas and is mostly focused. • Points are carefully selected and there is some evidence of an overview.
3	5–6	<ul style="list-style-type: none"> • A partially effective response that demonstrates a reasonable understanding of the requirements of the task. • Demonstrates understanding of ideas with occasional loss of focus. • Some evidence of selection of relevant ideas but may include excess material.
2	3–4	<ul style="list-style-type: none"> • A basic response that demonstrates some understanding of the requirements of the task. • Demonstrates general understanding of some relevant ideas and is sometimes focused. • There may be some indiscriminate selection of ideas.
1	1–2	<ul style="list-style-type: none"> • A response that demonstrates a limited understanding of the task. • The response may be a simple list of unconnected ideas or show limited focus. • There is limited evidence of selection.
0	0	<ul style="list-style-type: none"> • No creditable content.

Table B, Writing

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

Level	Marks	Description
3	4–5	<ul style="list-style-type: none"> • A relevant response that is expressed clearly, fluently and mostly with concision. • The response is well organised. • The response is in the candidate's own words (where appropriate), using a range of well-chosen vocabulary which clarifies meaning. • Spelling, punctuation and grammar are mostly accurate.
2	3–2	<ul style="list-style-type: none"> • A relevant response that is generally expressed clearly, with some evidence of concision. • There may be some lapses in organisation. • The response is mainly expressed in the candidate's own words (where appropriate) but there may be reliance on the words of the text. • Errors in spelling, punctuation and grammar which do not impede communication.
1	1	<ul style="list-style-type: none"> • A relevant response that lacks clarity and concision. • There may be excessively long explanations or the response may be very brief. • The response may include lifted sections. • Frequent errors of spelling, punctuation and grammar, which occasionally impede communication.
0	0	<ul style="list-style-type: none"> • No creditable content.

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

Question 2

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

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R4 demonstrate understanding of how writers achieve effects and influence readers.

Overview of items for Question 2

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

Question	Answer	Marks
2(a)(i)	<p>Identify a word or phrase from the text which suggests the same idea as the words underlined:</p> <p>The writer was <u>slightly unsure</u> that it was a good idea to publish their blog entry.</p> <p>(a) little hesitant (line 1)</p>	1
2(a)(ii)	<p>Identify a word or phrase from the text which suggests the same idea as the words underlined:</p> <p>Her husband’s training <u>had little effect</u> on the daily life of the family to begin with.</p> <p>(Initially it) didn’t really impact (our lives too much) (line 8)</p>	1
2(a)(iii)	<p>Identify a word or phrase from the text which suggests the same idea as the words underlined:</p> <p>Fitting in bike rides to the family’s weekend schedule was <u>perfectly manageable</u>.</p> <p>totally do-able (line 12)</p>	1
2(a)(iv)	<p>Identify a word or phrase from the text which suggests the same idea as the words underlined:</p> <p>The writer <u>accepted grumpily</u> that they hadn’t changed their mind about Sam competing in the Ironman.</p> <p>(I) agreed sullenly (line 15)</p>	1
2(b)(i)	<p>Using your own words, explain what the writer means by each of the words underlined:</p> <p>June was all about Ironman. <u>Endless</u> weekends with Sam gone until 5pm each day. After exercise he would need to sleep for an hour or so, thus he was <u>technically</u> gone for longer. I was <u>desperate</u> for us to go away and have a break from it.</p> <p>Endless: interminable / (weekend) seemed to last forever / continuous / going on weekend after weekend / infinite</p>	1
2(b)(ii)	<p>Using your own words, explain what the writer means by each of the words underlined:</p> <p>technically: strictly speaking / in reality (that meant) / in literal terms / to be exact / taking account of detail(s) / actually / as a matter of fact / realistically / basically</p> <p><i>Do not credit ‘practically’.</i></p>	1
2(b)(iii)	<p>Using your own words, explain what the writer means by each of the words underlined:</p> <p>desperate: longing (for) / badly wanted / strongly desired / unable to cope without having / needed</p>	1

Question	Answer	Marks
2(c)	<p>Use one example from the text below to explain how the writer suggests their feelings about Sam’s approach to training for the Ironman event.</p> <p><u>Use your own words in your explanation.</u></p> <p>There was so much laundry (‘different road conditions’) so much extra food (‘fuel’) and so much gear (multiple pairs of goggles with different tints ‘because you never know...’)! Smiling understandingly, Sam assured me the next one will be cheaper. Next one?</p> <p>Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests their feelings about Sam’s approach to training</p> <p>Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests some of their feelings about Sam’s approach to training</p> <p>Award 1 mark for an example with an attempt at an explanation which shows awareness of their feelings. The explanation may be partial.</p> <p>The explanation must be predominantly in the candidate’s own words.</p> <p>Responses <i>might</i> use the following:</p> <ul style="list-style-type: none"> • so much ... so much ... so much ...: suggests the build-up and increasing tension (‘.’) use of parenthesis / quotation marks to suggest her frustration with his reasons / excuses; she feels their arguments and her frustration has been building up. • (‘different road conditions’): appears to be accepting his defence here though understatement may suggest she is unimpressed by the state and scope of the laundry, resents having to do it. • (‘fuel’): suggests she is mocking his ‘scientific’ defence here, feels he is consuming /burning it up at an immense rate. • (Multiple pairs of goggles with different tints ‘because you never know.’): suggests she does not feel such extensive range is required, feels it is excessive and wasteful / he feels that he is being careful. • Smiling understandingly: suggests she has been getting angry or impassioned, (slightly) annoyed by his patronising reaction / lack of sensitivity to effect or cost. • Sam assured me the next one will be cheaper. Next one?: suggests shock and some dismay that he might be planning to do this again. 	3

Question	Answer	Marks
2(d)	<p>Re-read paragraphs 10 and 12.</p> <ul style="list-style-type: none"> • Paragraph 10 begins ‘Because it’s there ...’ and is about the writer’s reactions to other people’s views. • Paragraph 12 begins ‘Having said all that ...’ and is about the writer’s feelings at the end of the race. <p>Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose <u>three</u> examples of words or phrases from <u>each</u> paragraph to support your answer. Your choices should include the use of imagery.</p> <p>Write about 200 to 300 words.</p> <p><u>Up to 15 marks are available for the content of your answer.</u></p> <p>Use the Marking Criteria for Question 2(d) (Table A, Reading)</p> <p>Notes on task</p> <p>This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning.</p> <p>Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them.</p> <p>The following notes are a guide to what good responses might say about the selections.</p> <p>Candidates can make any <i>sensible</i> comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.</p>	15

Question	Answer	Marks
2(d)	<p>Responses <i>might</i> use the following:</p> <p>Paragraph 10 begins ‘Because it’s there ...’ and is about the writer’s reactions to other people’s views.</p> <p><i>Overview: fiercely protective; over-reactions</i></p> <p>snarl: answer back fiercely; reminiscent of a wild creature’s aggressive growl with bared teeth, defending / threatening attack, instinctive reaction, protecting her own</p> <p>dared: had the courage to ask or challenge; (assumed) outrage</p> <p>any sane mortal: human thinking rationally, strongly questioning thinking; vulnerability / might be badly injured or die</p> <p>tackle: take on, attempt, grapple with; combat and determined effort in face of a potentially insurmountable challenge</p> <p>enjoyed mercilessly shaming: taking pleasure in chiding, was unrelenting in attempts to make him feel bad; punishment, no remorse, irony of her reaction</p> <p>potentially boundless benefits: could be no limits to positive effects on business; may have been over-stated / exaggerated claims</p> <p>adventure: presented as quest, new and difficult but positive experience, exciting / childlike enthusiasm</p> <p>fledgling: immature, new, like a young bird just able to fly; needs attention</p> <p>flurry: a number arriving together from different directions; excitement and dynamism / snowflakes that will not last / huge and sudden interest</p> <p>beam with immeasurable pride: wide smile, radiating pleasure, immense satisfaction, no bounds to (apparent) joy</p>	15
2(d)	<p>Paragraph 12 begins ‘Having said all that ...’ and is about the writer’s feelings at the end of the race.</p> <p><i>Overview: revelling in the sense of power and achievement</i></p> <p>emerge god-like from the water: dramatic and powerful exit from the water, suggests strength and conquering hero; achieved more than a mere ‘mortal’, transformed, in awe of him</p> <p>power past us: forceful, full of strength and energy even at the end of the race</p> <p>rocket (down the finishing chute) : incredible speed, as if fuelled / propelled</p> <p>head held high: looking up towards finish, pleasure in his own achievement, boosted self-esteem</p> <p>utterly incredible: amazing, unbelievable</p> <p>intoxicating: dizzying, takes over senses, addicted</p> <p>rare pinnacles of perfection: few instances, particularly special and memorable moment of achievement, reminiscent of arriving at the highest point of a mountain, unlikely to be replicated</p> <p>epic journey: the shared experience of training and the race had been really hard and long for the whole family, heroic adventure, amazing tale coming to its successful conclusion</p> <p>And next year? Well yes, it’s my turn ... : time for the focus to be on her, would do the whole thing again, acknowledges a shift in perspective, more balanced conclusions and a sense of more of their story to come / defiant / determined</p> <p>Only credit comments on stylistic effect where these are explicitly linked to choices.</p>	15

Marking Criteria for Question 2(d)**Table A, Reading: Analysing how writers achieve effects**

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

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

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

Question 3

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

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R3 analyse evaluate and develop facts, ideas and opinions, using appropriate support from the text

and writing assessment objectives W1, W2, W3, W4 and W5 (10 marks):

W1 articulate experience and express what is thought, felt and imagined

W2 organise and structure ideas and opinions for deliberate effect

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

W4 use register appropriate to context

W5 make accurate use of spelling, punctuation and grammar.

Question	Answer	Marks
3	<p>You are Sam. After completing the race you are interviewed for a podcast about your experience and the advice you would offer to anyone thinking of entering an Ironman.</p> <p>The interviewer asks you three questions only:</p> <ul style="list-style-type: none"> • How exactly do you need to prepare for a challenge like Ironman <u>and</u> why is each aspect of that preparation important? • How do you think preparing for Ironman affected other areas of your life <u>and</u> what advice would you offer anyone considering entering an Ironman for the first time? • What were the rewards of completing an Ironman for you and your family? <p><u>Write the words of the interview.</u></p> <p>Base your interview on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullets.</p> <p><u>Begin your interview with the first question.</u></p> <p>Write about 250 to 350 words.</p> <p><u>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</u></p> <p>Use the Marking Criteria for Question 3 (Table A, Reading and Table B Writing)</p> <p>Notes on task</p> <p>Candidates should select ideas from the text (see below) and develop them relevantly, supporting what they write with details from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words.</p> <p>Annotate A1 for references to how exactly you need to prepare for a challenge like Ironman and why each aspect of that preparation.</p> <p>Annotate A2 for references to how Sam thinks preparing for Ironman affected other areas of his life and what advice he would offer anyone considering entering an Ironman for the first time.</p> <p>Annotate A3 for references to the rewards of completing an Ironman for Sam and his family.</p>	25

Question	Answer	Marks
3	<p>A1: How exactly do you need to prepare for a challenge like Ironman and why is each aspect of that preparation important?</p> <ul style="list-style-type: none"> • dedicating time to training (det. started January, six months before event) [dev. there is a lot to do, need time to make progress] • get a coach (det. expert) [dev. help avoid costly mistakes of an amateur] • plan targets (det. monthly training plans) [dev. build up strength and fitness / reason it gets progressively harder / help to remain focused] • bike rides (det. 1-3 hour rides initially) [dev. significant part of the race / don't want to fail at one or more of the disciplines] • swims (det. visits to local pool / own pool) [dev. need to ensure you are practising the other disciplines not just the easiest / could be difficult if no water resource easily accessible locally] • kit (det. special goggles) [dev. keep you safe / want to look good] • focus on health (det. food as fuel, sleep for an hour) [dev. recovering / for energy] <p>A2: How do you think preparing for Ironman affected other areas of your life and what advice would you offer anyone considering entering an Ironman for the first time?</p> <ul style="list-style-type: none"> • holidays / excursions (det. no camping for the kids; no family hiking) [dev. sacrifice you have to make] • relationship with wife (det. fed up, initially bonding experience) [dev. try to build in training together for as long as you can / annoying having to justify / unfair on her] • problems at work / negative reactions of others (det. less than supportive business partner, others questioning decision) [dev. difficult to balance everything / talk through (potential) issues] • restricted social life / limited leisure time (det. no time at weekends, not being able to say yes to invitations) [dev. don't be put off] • family / relationship with children / responsibilities as a parent (det. childcare, tears from son after he had gone) [dev. plan for extra help in advance / wasn't aware of the effect on them] • finance (det. cost of all the extras) [dev. be realistic / consider whether you really need as much / budget in advance] 	
	<p>A3: What were the rewards of completing an Ironman for you and your family?</p> <ul style="list-style-type: none"> • excitement of the finish (det. crowd) [dev. lifted by the sense of occasion, special memory to cherish] • own sense of achievement (det. head held high) [dev. feeling mentally stronger / more powerful mentally / belief in self / all worth it] • proud reaction of family (det. children cheering him on) [dev. team effort / bonding as a family] • inspiration for others (det. wife planning to enter next year) [dev. role model for children] • publicity (for the travel company / personal) (det. interview / podcast / articles) [dev. may offer new/increased opportunities, proving doubters wrong / buoyed by the articles] 	

Marking Criteria for Question 3
Table A, Reading

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

Level	Marks	Description
5	13–15	<ul style="list-style-type: none"> • The response reveals a thorough evaluation and analysis of the text. • Developed ideas are sustained and well related to the text. • A wide range of ideas is applied. • There is supporting detail throughout, which is well integrated into the response, contributing to a strong sense of purpose and approach. • All three bullets are well covered. • A consistent and convincing voice is used.
4	10–12	<ul style="list-style-type: none"> • The response demonstrates a competent reading of the text with some evidence of basic evaluation or analysis. • A good range of ideas is evident. • Some ideas are developed but the ability to sustain them may not be consistent. • There is frequent, helpful supporting detail, contributing to a clear sense of purpose. • All three bullets are covered. • An appropriate voice is used.
3	7–9	<ul style="list-style-type: none"> • The text has been read reasonably well. • A range of straightforward ideas is offered. • Opportunities for development are rarely taken. • Supporting detail is present but there may be some mechanical use of the text. • There is uneven focus on the bullets. • The voice is plain.
2	4–6	<ul style="list-style-type: none"> • There is some evidence of general understanding of the main ideas, although the response may be thin or in places lack focus on the text or the question. • Some brief, straightforward reference to the text is made. • There may be some reliance on lifting from the text. • One of the bullets may not be addressed. • The voice might be inappropriate.
1	1–3	<ul style="list-style-type: none"> • The response is either very general, with little reference to the text, or a reproduction of sections of the original. • Content is either insubstantial or unselective. • There is little realisation of the need to modify material from the text.
0	0	<ul style="list-style-type: none"> • There is very little or no relevance to the question or to the text.

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

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

Level	Marks	Description
5	9–10	<ul style="list-style-type: none"> • Effective register for audience and purpose. • The language of the response sounds convincing and consistently appropriate. • Ideas are firmly expressed in a wide range of effective and/or interesting language. • Structure and sequence are sound throughout. • Spelling, punctuation and grammar almost always accurate.
4	7–8	<ul style="list-style-type: none"> • Some awareness of an appropriate register for audience and purpose. • Language is mostly fluent and there is clarity of expression. • There is a sufficient range of vocabulary to express ideas with subtlety and precision. • The response is mainly well structured and well sequenced. • Spelling, punctuation and grammar generally accurate.
3	5–6	<ul style="list-style-type: none"> • Language is clear but comparatively plain and/or factual, expressing little opinion. • Ideas are rarely extended, but explanations are adequate. • Some sections are quite well sequenced but there may be flaws in structure. • Minor, but more frequent, errors of spelling, punctuation and grammar
2	3–4	<ul style="list-style-type: none"> • There may be some awkwardness of expression and some inconsistency of style. • Language is too limited to express shades of meaning. • There is structural weakness and there may be some copying from the text. • Frequent errors of spelling, punctuation and grammar.
1	1–2	<ul style="list-style-type: none"> • Expression and structure lack clarity. • Language is weak and undeveloped. • There is very little attempt to explain ideas. • There may be frequent copying from the original. • Persistent errors of spelling, punctuation and grammar impede communication.
0	0	<ul style="list-style-type: none"> • The response cannot be understood.