



Cambridge IGCSE™ (9-1)

CANDIDATE
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FIRST LANGUAGE ENGLISH

0990/12

Paper 1 Reading

October/November 2024

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, *The forest elephant***, in the insert and then answer **Questions 1(a)–(e)** on this question paper.

Question 1

(a) Which type of African elephant can many children identify just from a picture, according to the text?

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

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

(i) 'Very little' (line 4)
..... [2]

(ii) 'highly elusive' (lines 4 and 5).
..... [2]

(c) Re-read paragraph 3 ('In March 2021 ... their preservation.').

Give **two** possible reasons why the IUCN updated the forest elephant's status to 'critically endangered'.

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[2]

(d) Re-read paragraphs 4 and 5 ('Genetic analysis ... curved tusks.').

(i) Identify **two** methods by which scientists could tell that the savannah elephant and the forest elephant were different types.

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[2]

(ii) Explain how the physical features of forest and savannah elephants are different.

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(e) Re-read paragraph 6 ('If we care about ... many other animals.').

Using your own words, explain how the rainforest may be affected if the forest elephant ceases to exist.

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

- (f) What makes volunteer tourism in an elephant park worthwhile for the animals **and** for the human volunteers, according to Text B?

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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Read **Text C, River Game Reserve**, in the insert and then answer **Questions 2(a)–(d)** on this question paper.

Question 2

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

(i) Different terrains and landscapes were spread far and wide over River Game Reserve.
..... [1]

(ii) The rain on the night that the elephants arrived was extremely heavy.
..... [1]

(iii) The elephants escaping the game reserve were moving quickly and with heavy footsteps towards their former home.
..... [1]

(iv) Celia was strong enough to have pulled Lawrence into the elephant enclosure.
..... [1]

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

Just as the trucks pulled into the game reserve, a tyre exploded, and the vehicle tilted dangerously in the mud. My heart froze at the elephants' terrified trumpeting and screeching. It wasn't until dawn that we managed to get them into the secure enclosure.

(i) exploded [1]

(ii) froze [1]

(iii) screeching [1]

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- (c) Use **one** example from the text below to explain how the writer suggests Lawrence’s feelings about the situation with the elephants.

Use your own words in your explanation.

Night after night, Lawrence stayed as close to the secure enclosure as he dared, singing to those angry elephants, talking to them and telling them stories until he was hoarse. With tender determination and no shortage of foolhardiness, Lawrence breached Celia’s terror of humans and gained her trust.

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[3]

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[Total: 25]



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Re-read **Text C, River Game Reserve**, in the insert and then answer **Question 3** on this question paper.

Question 3

You are Lawrence. You are interviewed about the elephants in River Game Reserve for a magazine article about animal conservation.

The interviewer asks you the following three questions only.

- How did you come to be responsible for the elephants **and** what were your concerns before they arrived?
- What challenges did you face when the elephants came into your care **and** how did you deal with them?
- How are the elephants settling now **and** what advice would you give other game reserve owners about elephants?

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 bullets.

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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Additional Page

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Additional Page

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

Text A: *The forest elephant*

Many children can identify the savannah elephant as an inhabitant of Africa just by looking at a picture of it. However, most people are unaware that there are two different kinds of elephant living on the same continent.

Very little is known about the other African elephant: the magnificent, intelligent and highly elusive forest elephant. 5

In March 2021, after their population had suddenly declined by a staggering 86%, the International Union for Conservation of Nature (IUCN) set the status of the forest elephant to ‘critically endangered’. At the time, most people had never heard of them, let alone taken steps to aid their preservation.

Genetic analysis has demonstrated to scientists that forest and savannah elephants diverged from their common ancestor around 5.5 million years ago. It can also be observed that the two elephant types live separate existences and are as genetically distinct as lions and tigers. 10

In common with other rainforest-dwelling mammals of Central Africa, the forequarters of the forest elephant are lower than the hindquarters. The resulting compact shape, along with its dark colouring, allows the forest elephant to melt quietly into the rainforest, maybe explaining why the species has been less studied than its savannah counterpart, which occupies more open spaces. Compared to the larger lighter-coloured savannah elephant, the forest elephant has smaller, more rounded ears, while the savannah elephant boasts thicker and more curved tusks. 15

If we care about the future of our rainforests, we should care about the conservation of the forest elephant. Known as the ‘mega-gardener of the forest’, the forest elephant eats mainly fruit then disperses the seeds while it moves around, meaning that a range of fruit trees are spread about the rainforest and kept plentiful. They also eat small trees, thereby thinning out space for larger ones to flourish. Large trees have high carbon absorption levels and are very much associated with combatting climate change. Large trees also support the existence of primates and many other animals. 20

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

Text B: Volunteering with elephants

Text B is a young person's account of their experience volunteering in an elephant park.

For someone like me, volunteer tourism can be an ideal first way to travel solo into a safe and structured environment. Dedicated social media sites offered me an opportunity to learn about the elephant park and make friends with other volunteers in advance.

Before I started volunteering, I already knew that some elephant species were endangered, but I naively believed that all wild animals should be free. That's a sweet sentiment, but it's just not that simple. Due to poachers and loss of wildland, it is generally better for an elephant to be in captivity than to be in the wild. 5

Unfortunately, some projects are unethical and frankly damaging to the well-being of elephants. I dismissed working for one elephant orphanage, as it was clearly focused on lucrative tourism rather than actual conservation. Pictures on their website showed smiling child visitors poking at baby elephants and perching on their backs. I had no intention of supporting such blatant exploitation. Fortunately, I found another elephant park that gave conservation a better image. 10

My first week there was mostly training, not actively helping, enabling me to realise that short programmes are not particularly useful. The money that you pay to volunteer will help the animals, but you, the animals and the programme will get a greater benefit the longer you stay. I met one girl who was just finishing up ten weeks' volunteering with elephants. In my first week, we newcomers stood round unsure about instructions, while she confidently examined a daily rota before putting herself straight to work. 15

I volunteered with elephants for one month straight and it was exhilarating. We saw how our elephants had such very different personalities. For example, when tourists came to the elephant park, they could buy fruit and vegetables to feed the elephants. Often, one particular elephant would amble across to the humans for food. Others in the herd were too shy to make contact, though cheekily expected the brave member of the herd to bring back any exciting goodies to share. 20 25

As time passed, we volunteers collaborated well over the daily rota and my self-confidence soared. You get to spend so much time with these animals. I cleaned elephant enclosures, prepared their food, observed and took notes on their behaviour, picked up elephant dung for research (seriously!) and input elephant data into the computer.

Our evenings and weekends were free. Fridays were a half-day. I found this a good balance. I used my free time to visit nearby towns and soak up the culture. 30

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

Text C: River Game Reserve

The narrator, Frances, and her husband, Lawrence, own River Game Reserve. This text is about a herd of elephants coming to live at the reserve.

Whenever Celia, the lead elephant, and her herd visit, their trunks immediately curl up like periscopes to scan our house. They start to wonder: ‘Are they at home? Is that appetising whiff coming from their bountiful fruit trees? Would a daring fruit-raid be within the realms of possibility?’ Our cat finds his blissful slumbers on the patio rudely disturbed, then the exuberant elephant babies gleefully charge after him along the length of the wire fence that borders our garden, their bodies a gangling bundle of floppy ears and tiny swinging trunks. 5

Celia has a soft spot for Lawrence. It has been a long-term comfortable friendship which, to this day, still requires regular opportunities for a gossipy catch-up. Lawrence parks his jeep a kilometre away from the herd and waits. Celia, catching human scent in the air, quietly separates from the others and ambles towards him through the dense scrubland, trunk high in delighted greeting. He tells her about his day and she tells him about hers with soft throaty rumbles and gentle trunk-tip touches. 10

But I need to go back a few years to when we bought River Game Reserve, a beautiful mix of river, savannah and forest sprawled over rolling hills with an abundance of animals.

Almost immediately, an animal welfare representative asked us to adopt a herd of elephants. We knew nothing about keeping elephants, nor had we anticipated the significant monetary outlay required for a secure enclosure within the reserve where elephants could stay until they adjusted to their surroundings. 15

But there was no one else to accommodate the herd safely, so, two weeks later in the middle of a night of torrential rain, three huge articulated trucks brought the elephants to us. When I saw the size of the trucks, I was hit by the full impact of what was arriving: two adult females and three little ones under the age of ten. 20

Just as the trucks pulled into the game reserve, a tyre exploded, and the vehicle tilted dangerously in the mud. My heart froze at the elephants’ terrified trumpeting and screeching. It wasn’t until dawn that we managed to get them into the secure enclosure. 25

They weren’t there for long.

By the next day, they’d figured out a way to get past the electric fence’s brutal 8000 volts by pushing a large tree onto it. The wires shorted and off went the elephants, pounding northwards in the direction of their previous home. Many villages dot the hills and valleys around our game reserve, so this was a serious concern. 30

You’d think it would be easy to find a herd of elephants, but it isn’t. Animals, big and small, instinctively know how to make themselves disappear in the bush, and disappear they did. At first, people on foot, in cars and helicopters couldn’t find them.

It was ten days before the herd was returned. Ten exhausting days. We survived on adrenalin, coffee and very little sleep. The pressure to settle them and avoid a repeat incident was immense. Night after night, Lawrence stayed as close to the secure enclosure as he dared, singing to those angry elephants, talking to them and telling them stories until he was hoarse. 35

With tender determination and no shortage of foolhardiness, Lawrence breached Celia's terror of humans and gained her trust.

One afternoon he came home and literally bounced up the steps to me. 'You won't believe what happened,' he said. 'Celia put her trunk through the fence and touched my hand.'

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I was shocked. Celia could have slung her trunk around his body and yanked him through the wires.

'How did you know she wouldn't hurt you?'

'I could sense her mood. She isn't angry or frightened anymore. In fact, she was telling me that they're ready to leave the secure enclosure. Tomorrow, I'm going to open it and let them explore the rest of the reserve.'

45

| Question | Answer | Marks |
|----------|---|-------|
| 1(a) | <p>Which type of African elephant can many children identify just from a picture, according to the text?</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> savannah (elephant) | 1 |
| 1(b)(i) | <p><u>Using your own words</u>, explain what the text means by:</p> <p>‘Very little’ (line 4).</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation.</p> <ul style="list-style-type: none"> significant(ly) / extreme(ly) / incredibly / much small(er) amount(s) / limited amount(s) / less <p>Credit alternatives explaining the whole phrase.</p> <p>For example: almost nothing / next to nothing / just a small amount / practically nothing / hardly anything / not much / negligible / not a lot / lack of (knowledge)</p> | 2 |
| 1(b)(ii) | <p><u>Using your own words</u>, explain what the text means by:</p> <p>‘highly elusive’ (lines 4 and 5).</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation.</p> <ul style="list-style-type: none"> very / extremely / hugely / exceptionally / really / significantly / importantly difficult to find / secretive / avoids detection / evasive / mysterious / hard to spot / not seen often / likes to hide / rarely reveals itself <p>Credit alternatives explaining the whole phrase.</p> | 2 |
| 1(c) | <p>Re-read paragraph 3 (‘In March 2021 their preservation.’).</p> <p>Give <u>two</u> possible reasons why the IUCN updated the forest elephant’s status to ‘critically endangered’.</p> <p>Award 1 mark for each idea, up to a maximum of 2.</p> <ul style="list-style-type: none"> sudden decline in numbers / (population suddenly) declined by 86% / huge drop in numbers / might go (on the way to going) extinct publicity / to draw attention to their plight / needed to raise public awareness / most people had not heard of them nothing had been done to aid their conservation / so steps would be taken to aid their conservation | 2 |

| Question | Answer | Marks |
|----------|--|----------|
| 1(d)(i) | <p>Re-read paragraphs 4 and 5 ('Genetic analysis curved tusks.').</p> <p>Identify <u>two</u> methods by which scientists could tell that the savannah elephant and the forest elephant were different types.</p> <p>Award 1 mark for each idea, up to a maximum of 2.</p> <ul style="list-style-type: none"> • genetic analysis / (established they are) genetically distinct • noted physical features of each / compared physical features / (compared) different physical features • observed them / (observed that they) live separate existences | 2 |
| 1(d)(ii) | <p>Re-read paragraphs 4 and 5 ('Genetic analysis curved tusks.').</p> <p>Explain how the physical features of forest and savannah elephants are different.</p> <p>Award 1 mark for each idea, up to a maximum of 3.</p> <ul style="list-style-type: none"> • different sizes / the forest elephant is smaller / forest one is more compact / savannah elephant is larger • different in colour / forest elephant is darker / savannah elephant is lighter • different ears / forest elephant has smaller ears / forest one has rounder ears • different tusks / savannah elephant has thicker tusks / savannah type has more curved tusks | 3 |
| 1(e) | <p>Re-read paragraph 6 ('If we care about many other animals.').</p> <p><u>Using your own words</u>, explain how the rainforest may be affected if the forest elephant ceases to exist.</p> <p>Award 1 mark for each idea, predominantly in own words, up to a maximum of 3.</p> <ul style="list-style-type: none"> • less variety in fruit trees / fewer fruit trees / no-one to spread fruit seeds around • fewer small trees culled / more small trees (in rainforest) / less space for big trees / rainforest (will become) less effective in combating carbon emissions • the existence of primates / other animals in the rainforest may be jeopardised / reduction in (some) animals' habitats <p>Answers which are entirely in the words of the text should not be credited.</p> | 3 |

| Question | Answer | Marks |
|----------|---|-------|
| 1(f) | <p>What makes volunteer tourism in an elephant park worthwhile for the animals <u>and</u> for the human volunteers, according to text B?</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> <p>A1 Human volunteers:</p> <ol style="list-style-type: none"> 1. safe (first independent) travelling experience 2. social benefits / make friends 3. growth in self-confidence 4. learn about elephant behaviour / recognise elephant personalities 5. range of work skills / work experience / learn to collaborate 6. free time / good balance between work and leisure time 7. opportunities to learn about the local culture <p>A2 Elephants:</p> <ol style="list-style-type: none"> 1. supports elephant conservation / helps protect elephants / elephants are safer in captivity 2. money paid by volunteers is used to help elephants 3. volunteers staying longer / volunteers not just coming for a short while / mutually beneficial if stay longer 4. looked after well / fed well / clean enclosures 5. elephant research | 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. |
| 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. |
| 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. |
| 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) | R2 | 1 |
| 2(a)(ii) | R1 | 1 |
| 2(a)(iii) | R1 | 1 |
| 2(a)(iv) | R1 | 1 |
| 2(b)(i) | R1 | 1 |
| 2(b)(ii) | R2 | 1 |
| 2(b)(iii) | R1 | 1 |
| 2(c) | R1, 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 <u>words underlined</u>:</p> <p>Different terrains and landscapes <u>were spread far and wide</u> over River Game Reserve.</p> <ul style="list-style-type: none"> • sprawled (over rolling hills) (line 14) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p> | 1 |
| 2(a)(ii) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>The rain on the night that the elephants arrived was <u>extremely heavy</u>.</p> <ul style="list-style-type: none"> • torrential (rain) (line 20) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p> | 1 |
| 2(a)(iii) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>The elephants escaping the game reserve were <u>moving quickly and with heavy footsteps</u> towards their former home.</p> <ul style="list-style-type: none"> • (off went the elephants,) pounding (northwards) (line 28) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p> | 1 |
| 2(a)(iv) | <p>Identify a word or phrase from the text which suggests the same idea as the <u>words underlined</u>:</p> <p>Celia was strong enough to have <u>pulled</u> Lawrence into the elephant enclosure.</p> <ul style="list-style-type: none"> • yanked (him) (line 42) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p> | 1 |
| 2(b)(i) | <p><u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:</p> <p>Just as the trucks pulled into the game reserve, a tyre <u>exploded</u>, and the vehicle tilted dangerously in the mud. My heart <u>froze</u> at the elephants' terrified trumpeting and <u>screeching</u>. It wasn't until dawn that we managed to get them into the secure enclosure.</p> <ul style="list-style-type: none"> • exploded: burst, blew (apart), shattered into pieces, popped | 1 |

| Question | Answer | Marks |
|-----------|---|-------|
| 2(b)(ii) | <p><u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:</p> <ul style="list-style-type: none">• <u>froze</u>: stood still, (felt like it) stopped (beating) | 1 |
| 2(b)(iii) | <p><u>Using your own words</u>, explain what the writer means by each of the <u>words underlined</u>:</p> <ul style="list-style-type: none">• <u>screeching</u>: (high pitched) screaming, howling, shrieking, wailing, shrill sound | 1 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(c) | <p>Use <u>one</u> example from the text below to explain how the writer suggests Lawrence’s feelings about the situation with the elephants.</p> <p><u>Use your own words in your explanation.</u></p> <p>Night after night, Lawrence stayed as close to the secure enclosure as he dared, singing to those angry elephants, talking to them and telling them stories until he was hoarse. With tender determination and no shortage of foolhardiness, Lawrence breached Celia’s terror of humans and gained her trust.</p> <p>Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Lawrence’s feelings about the situation with the elephants.</p> <p>Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Lawrence’s feelings about the situation with the elephants.</p> <p>Award 1 mark for an example with an attempt at an explanation which shows awareness of Lawrence’s feelings about the situation with the elephants. 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"> • night after night: ongoing, every night; extreme pressure; huge commitment • stayed as close to the secure enclosure as he dared: very near to the elephants; potentially risking his personal safety; bravely; prepared to do whatever it takes • singing to those angry elephants, talking to them and telling them stories until he was hoarse: use of listing to build up idea of many different methods; trying his best to communicate to them in as many different ways as he can; as if they were children who need settling at bed time; wants them to trust him like a father; keeps going until he can barely speak anymore; physically draining / exhausting • with tender determination and no shortage of foolhardiness: oxymoron; a mixture of love/ compassion and sheer grit; was not going to fail; took extreme/ ridiculous personal risks; badly wanted to succeed | 3 |

| Question | Answer | Marks |
|----------|---|-------|
| 2(d) | <p>Re-read paragraphs 1 and 2.</p> <ul style="list-style-type: none"> • Paragraph 1 begins ‘Whenever Celia, the lead elephant ...’ and is about Celia and her elephant babies visiting the narrator and Lawrence’s home on River Game Reserve. • Paragraph 2 begins ‘Celia has a soft spot ...’ and is about Celia’s attitude to Lawrence. <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 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.</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>Paragraph 1 begins ‘Whenever Celia, the lead elephant, ...’ and is about Celia and her elephant babies visiting the narrator and Lawrence’s home on River Game Reserve.</p> <p>Overview might include: <i>confident and cheerful herd of elephants on a mission to find food or mischief, from the elephants’ perspectives</i></p> <ul style="list-style-type: none"> • immediately curl up like periscopes to scan our house: trunks are curved upwards, lifted as soon as they arrive to check out who is there; reminiscent of a military/naval operation; act in unison; on a mission • wonder: think through the possibilities; as if planned, always looking for an opportunity; strategising • appetising whiff: strong smell, something tasty; always hungry; irresistibly delicious, attracted • (their) bountiful fruit trees: generous, produce plenty of fruit; far more fruit than the humans could possibly need; hugely tempting • daring fruit raid: brave, intrepid, fearless, invasion, attack on / theft of (the fruit); illegal break-in and entry; mischievous; greedy; cheeky, not scared of humans; planned this all along • realms of possibility: something manageable; bounds of what could be done • blissful slumbers: peaceful sleep; pleasant dreams; completely unaware of elephants’ presence • rudely disturbed: suddenly, roughly interrupted; completely unexpected; received a shock; supercilious attitude of sedentary cat to younger, bouncy animals • exuberant (elephant babies) gleefully charge: energetic, lively baby elephants happily race; high spirited; enjoy tormenting the cat; innocently playing; the cat is the enemy • (their bodies) a gangling bundle of floppy ears and tiny swinging trunks: collectively they look like one small body mainly made up of soft wobbly ears and very small swaying trunks; all act as one; teaming up on the cat; enjoying themselves; carefree, high-energy levels; clumsy, uncoordinated; cute <p>Only credit comments on stylistic effect where these are explicitly linked to choices.</p> | |

| Question | Answer | Marks |
|----------|--|-------|
| 2(d) | <p>Paragraph 2 begins ‘Celia has a soft spot’ and is about Celia’s attitude to Lawrence.</p> <p><i>Overview might include: an endearing meeting between Celia and the human she has come to trust, displaying a reciprocal affection</i></p> <ul style="list-style-type: none"> • soft spot: (singles him out for) a tender place in her heart; likes him very much, romanticised • long-term comfortable friendship: a well-established relationship that has continued over an extended period; where both feel at ease with each other’s company; equals; relaxed in each other’s presence • (requires) regular opportunities for a gossipy catch-up: meetings to socialise, chats to share news and keep up-to-date with each other; scheduled / frequent, well-established • catching human scent in the air: detecting his presence; becoming aware that he is nearby; recognises Lawrence • quietly separates: leaves the rest of the herd without fuss; wants the time with Lawrence alone • ambles (towards him): (elephant’s) plod, stroll; suggests her rather clumsy, heavy gait; not appearing to be in a rush but has a destination; drawn to him, unhurried; confident he will be there waiting for her • trunk high in delighted greeting: using her trunk like a human hand as if waving to say hello / attract his attention/tell him she’s coming; very pleased to see him • soft throaty rumbles: quiet, low sounds; hum of conversation, communication; no language barrier • gentle trunk-tip touches: affectionate contact, part of the way she communicates; demonstrating affection; tactile communication; careful contact, restraining her strength (contrast with her capacity for ‘yanking’ and similar to ‘touched my hand’; Celia’s way of showing pleasure / acceptance) <p>Only credit comments on stylistic effect where these are explicitly linked to choices.</p> | |

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 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.

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <p>You are Lawrence. You are interviewed about the elephants in River Game Reserve for a magazine article about animal conservation.</p> <p>The interviewer asks you the following three questions only.</p> <ul style="list-style-type: none"> • How did you come to be responsible for the elephants <u>and</u> what were your concerns before they arrived? • What challenges did you face when the elephants came into your care <u>and</u> how did you deal with them? • How are the elephants settling now <u>and</u> what advice would you give other game reserve owners about elephants? <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>Begin your interview with the first question.</p> <p>Write about 250–350 words.</p> <p>Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.</p> <p>Use the Marking Criteria for Question 3 (Table A, Reading and Table B Writing)</p> <p>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.</p> <p>Annotate A1 for references to how they first came to be responsible for the elephants and their concerns before they arrived. Annotate A2 for references to the challenges faced when the elephants first came into their care and how they dealt with them. Annotate A3 for references to how the elephants are settling in now and advice to other game reserve owners about elephants.</p> | 25 |

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <p>A1: How did you come to be responsible for the elephants <u>and</u> what were your concerns before they arrived?</p> <ul style="list-style-type: none"> • bought a game reserve (det. beautiful, savannah, forest, rolling hills) [dev. ideal habitat for different species] • asked to adopt (det. animal welfare representative) [dev. herd needed a safe home / herd was at risk / felt obliged to help] • lack of knowledge (det. only just taken over the reserve, only two weeks before their arrival) [dev. pressure of time to learn about elephants / huge responsibility] • lack of suitable accommodation / security (det. set up an enclosure, nowhere to keep them) [dev. needed protecting while they acclimatised / (insufficient funds to cover) worried about cost to build] • delivered to them (det. huge articulated trucks) [dev. hadn't known what to expect / horrified when realised how big the elephants must be / worried they had made a mistake by agreeing] <p>A2: What challenges did you face when the elephants came into your care <u>and</u> how did you deal with them?</p> <ul style="list-style-type: none"> • arrived in the middle of the night (det. torrential rain, took all night to get them in the enclosure) [dev. awful conditions / nightmarish] • elephants were traumatised (det. noise of exploding tyre, screeching of the mothers and their babies) [dev. potentially dangerous / instinctively protecting their young] • worked out how to escape their enclosure (det. bypassed electric fence using a tree) [dev. more temporary than intended / whole night's work wasted] • locating the elephants (det. took 10 days to find them) [dev. fear of what might happen to the elephants / fear for safety of local residents / exhausted physically and mentally] • local support (det. cars, helicopters and people on foot searched) [dev. community effort / all pulled together / relief when elephants found] | |

| Question | Answer | Marks |
|----------|---|-------|
| 3 | <p>A3 How are the elephants settling now <u>and</u> what advice would you give other game reserve owners about elephants?</p> <ul style="list-style-type: none"> • herd moves freely round reserve (det. visit Lawrence and Frances' home) [dev. no longer scared of humans / feel(s) like they belong / even Frances is relaxed about them now] • Celia is now confident (det. leads the herd, greets him with delight, 'chats') [dev. fully rehabilitated / relief / jokes about relationship] • baby elephants playing happily (det. chasing the cat, energetic) [dev. cheeky / growing up healthily] • build trust gradually (det. singing, storytelling) [dev. patience required / elephants need to adjust in their own time / (will) form strong bonds] • personal safety (det. touch with trunk, could pull you through a fence) [dev. worth the risk / rewarding / importance of touch as a means of communication] • do not underestimate intelligence / cunning (det. took less than a day to escape, instinctively know how to hide) [dev. expect the unexpected / do your research before they arrive / (raise / need) funds for eventualities] | |

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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 0 | 0 | <ul style="list-style-type: none"> • The response cannot be understood. |