



Cambridge IGCSE™ (9-1)

CANDIDATE
NAME

CENTRE
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FIRST LANGUAGE ENGLISH

0990/12

Paper 1 Reading

October/November 2023

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, *Mountain River Cave***, in the insert and then answer **Questions 1(a)–(e)** on this question paper.

Question 1

(a) Re-read paragraph 1 ('Vietnam is home ... 200 metres.'). Give **two** examples of spectacular landscapes (apart from the Mountain River Cave) in Vietnam.

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

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

(i) 'located in the heart' (line 3):
..... [2]

(ii) 'formed between' (line 4):
..... [2]

(c) Re-read paragraph 2 ('Mountain River Cave ... he'd found the cave entrance.'). Give **two** reasons why Ho Khanh might have felt wary about investigating Mountain River Cave further.

•
• [2]

(d) (i) Re-read paragraphs 3 and 4 ('The cave was ... millions of years.'). Identify **two** reasons why a member of the public might be unable to visit the cave.

•
• [2]

(ii) Re-read paragraphs 3 and 4 ('The cave was ... millions of years.'). Give the evidence that Mountain River Cave has existed for a very long time.

.....
.....
..... [3]

- (e) Re-read paragraph 5 ('To reach Mountain River Cave ... Mountain River Cave entrance.'). **Using your own words**, explain why the journey to Mountain River Cave might be seen as difficult.

.....

.....

.....

[3]

Read **Text C, *The lost cave***, 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) The ivy completely covered the rock face.

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

(ii) Shaima thought about a time in the future when she might be able to attend a live excavation.

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

(iii) Shaima did not know what was happening in the garden.

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

(iv) Rohaan looked closely into the cave mouth.

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

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

Rohaan lifted himself to his elbows. He hadn't broken, twisted or pulled anything important, and he freed himself from the remaining foliage.

(i) lifted [1]

(ii) freed [1]

(iii) remaining [1]

- (c) Use **one** example from the text below to explain how the writer suggests Rohaan’s feelings when he first sees the cave entrance.

Use your own words in your explanation.

He looked at what was left of the rock face. A gaping hole stared defiantly back at him, as if inviting a stand-off. Rohaan dropped his eyes to break the gaze and received an immense surprise. Half a metre from the base was the floor of a cave entrance. It was surely inviting him to look inside.

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[3]

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

Text A: Mountain River Cave

This text is about the world's largest cave, located in Vietnam.

Vietnam is home to many spectacular landscapes. From cascading rice terraces to mazes of rivers with rice paddies, there are many sights to see. A little-known fact, however, is that Vietnam is also home to the world's largest cave, Mountain River Cave, located in the heart of Phong Nha-Ke Bang National Park. The cave was formed between 400 and 450 million years ago, stretches for over 5 kilometres and reaches heights of 200 metres.

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Mountain River Cave was first discovered in 1990 by a local called Ho Khanh who would trek the jungles of the national park in search of food and timber to sell. He saw a dark opening, and when he peered tentatively inside, he saw clouds and heard the strange gurgle of a river. He was wary about investigating further, so he went home and forgot where he'd found the cave entrance.

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The cave was re-discovered years later in 2008, by Ho Khanh again, just before August when heavy rains would have made the cave inaccessible. This time, Ho Khanh took note of the path and led two caving experts to the cave for the first expedition. Fortunately, they were physically fit, as exploring the cave fully would have been difficult otherwise. In 2013, the cave was opened to the public, but with a two-year waiting list to visit.

15

The ecosystem created within the cave has its own weather system. A visitor will find a stalagmite standing at 80 metres tall, which is impressive as cave stalagmites tend to grow no more than 10 centimetres per thousand years. Collapsed ceilings have created openings above, allowing foliage to grow inside the cave. There are jungles and rivers enveloped by misty clouds, and microorganisms thriving in the darkness. Fossils date back millions of years.

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To reach Mountain River Cave, a visitor needs to pass through the only village located inside the national park. This village is only accessible by foot, as it is surrounded by dense jungle. It is sometimes possible to buy some provisions here. It then takes two days of intense jungle trekking from the village to reach the Mountain River Cave entrance.

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

Text B: Visiting a cave

In this text, an experienced cave explorer gives advice to young people wanting to explore caves.

I have visited caves all over the world. With their distinct smells, creatures that you rarely see outside and multiple different sounds, these magical grottos tempt you to enter them. It's easy to act on impulse when out trekking and you see an unexpected cave mouth smiling invitingly at you.

But please don't enter! Caves can be treacherous: no two caves are alike and, exciting though the unknown may seem, safety must come first. It sounds boring, but, wherever possible, on my first visit to a cave, I join a guided tour. After that I am better positioned to decide whether a second visit by myself is viable.

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Maybe there are no available guides, but you have been reassured that a nearby cave is totally safe and everyone goes, apparently. Some foolhardy thrill-seekers even visit at night, without a torch!

10

That doesn't mean you should do the same. How well qualified are these people seeking to reassure you? Are they members of the area cave group or simply some local people you met in a café?

Okay, you have made sure that your cave visit will be safe. Your responsible guide tells you to enter the cave slowly. This allows your eyes to adjust to the dark, meaning that you don't miss any interesting rock features early on. Also, you are more likely to notice any potential hazards, such as uneven or wet and slippery floor formations. You are, of course, wearing appropriate footwear.

15

Switch on your torch (you didn't forget it, I hope) before daylight from the cave mouth disappears. Now comes a fun part: when you can see, what is enhanced by your artificial light? Are there any unusual colours in the rock formations? Did anything move or try to hide when your light came on?

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Some caves are barren and empty. Others are homes for bats, cave spiders, hibernating animals and many other life forms. Probably none of these creatures is dangerous, but do be careful not to scare them. Just remember where you are and don't get too distracted by the delights you have suddenly become aware of. If you're with a group, it could be unsafe to stray. Maybe ask the group leader to slow down if the group is moving too quickly for you, but if this isn't possible, you must do as you are told.

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

Text C: The lost cave

Rohaam wants to start up his own building company called RS Building Works. He has decided to build an office in the garden to work in and to meet his clients.

Rohaam was tugging at the thick green ivy plant smothering the three-metre rock face at the bottom of the garden.

Shaima looked at the ivy cascading down, curtain-like, over the natural wall. ‘It softens that overhanging rock,’ she commented.

‘It’s all in the way, I’m afraid, and I’m not sure what’s behind it,’ said Rohaam. ‘If RS Building Works is going to be successful, I need space to work in. We have to make some sacrifices if we are going to earn money.’ 5

‘I understand,’ said Shaima. She returned to the house. She was working on an important assignment for her college archaeology course. ‘One day, I will go on a real archaeological dig,’ she mused, ‘rather than just writing about other people’s discoveries.’ She smiled at an idea that they had neither the opportunity nor money for now. 10

In the garden, things had taken a more violent turn. Surrendering to one last mighty heave, the roots of the ivy suddenly collapsed away above the rock face with the completeness of a breaking chrysalis shell. Rohaam toppled heavily backwards, as eager green ivy tendrils sprang towards him. Taken by surprise, he writhed around under many stringy choking fingers for several seconds, before ripping his mischievous assailants away. 15

Unaware of events outside, Shaima paused at her laptop, thinking about the bees and the butterflies that the intrusive ivy attracted. She realised that she had mixed feelings about the building project.

Rohaam lifted himself to his elbows. He hadn’t broken, twisted or pulled anything important, and he freed himself from the remaining foliage. 20

He looked at what was left of the rock face. A gaping hole stared defiantly back at him, as if inviting a stand-off. Rohaam dropped his eyes to break the gaze and received an immense surprise. Half a metre from the base was the floor of a cave entrance. It was surely inviting him to look inside. 25

After brushing off dead leaf detritus, cobwebs and insects, Rohaam slowly approached the mouth of the cave. He peered inside, his heart pounding. The air was still, dry and cool, the smell, an age-old musty scent. Within a few metres, everything appeared lost in suffocating blackness.

Armed now with a torch, Rohaam advanced into the cave. At first, it was dry and vaguely warm. As he travelled deeper, Rohaam found himself contorting his shoulders and lowering his head to navigate an increasingly confined space. He walked down a gentle slope with caution, trying to avoid treacherously loose stones underfoot. The walls swallowed the light. He flashed the torch up to the ceiling then right and left ahead of his feet. 30 35

In front of him, the path suddenly ended. Rohaan could hardly believe what he had found. A huge cavern had appeared, dropping perhaps 10 metres below. The height looked to be the same. In the dim distance was the cavern wall.

‘Hello,’ sang out Rohaan and was greeted with a gratifying echo. He laughed out loud then stood in awe at his find. The bright spotlight shone down on animal bones, though which animals they belonged to was a mystery. It didn’t take a genius to realise that the remains of these creatures had once been animals that had run into the cave to escape a predator, only to fall headlong to their death. He spotted deer antlers, which solved one puzzle. Maybe Shaima could identify the other, old, maybe even extinct species? Would this be their new project? Could they hope to make money?

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Slowly Rohaan moved the beam around the cavern. He realised he had stopped breathing, and took in a large lungful of air. It was air that must have lingered in this place for thousands of years, and it left a dry ash-like taste on his tongue.

Suddenly he heard movement behind him. He turned quickly. ‘Oh, my goodness!’ he heard Shaima call out.

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Question	Answer	Marks
1(a)	<p>Re-read paragraph 1 ('Vietnam is home ... 200 metres.'). Give <u>two</u> examples of spectacular landscapes (apart from the Mountain River Cave) in Vietnam.</p> <p>Award 1 mark for both responses.</p> <ul style="list-style-type: none"> • (cascading) rice terraces • (mazes of) rivers / (rice) paddies 	1
1(b)(i)	<p><u>Using your own words</u>, explain what the text means by:</p> <p>'located in the heart' (line 3):</p> <p>Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation.</p> <ul style="list-style-type: none"> • situated (at the) / positioned (in the) / (can be) found (in) / placed • centre / middle / core <p>Credit alternatives explaining the whole phrase.</p>	2
1(b)(ii)	<p><u>Using your own words</u>, explain what the text means by:</p> <p>'formed between' (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"> • shaped / moulded / came into existence / developed / created / made / produced • about / approximately / around / in the time separating / in the middle of / in the range of / within / during <p>Credit alternatives explaining the whole phrase.</p>	2
1(c)	<p>Re-read paragraph 2 ('Mountain River Cave ... he'd found the cave entrance.'). Give <u>two</u> reasons why Ho Khanh might have felt wary about investigating Mountain River Cave further.</p> <p>Award 1 mark for each idea, up to a maximum of 2.</p> <ul style="list-style-type: none"> • dark • sounds of water / strange noises / strange gurgle of a river • clouds 	2

Question	Answer	Marks
1(d)(i)	<p>Re-read paragraphs 3 and 4 ('The cave was ... millions of years.'). Identify <u>two</u> reasons why a member of the public might be unable to visit the cave.</p> <p>Award 1 mark for each idea, up to a maximum of 2.</p> <ul style="list-style-type: none"> • arrived in the rainy season / heavy rains / inaccessible in August • not (physically) fit (enough to explore it) • did not book 2 years in advance / two-year waiting list 	2
1(d)(ii)	<p>Re-read paragraphs 3 and 4 ('The cave was ... millions of years.'). Give the evidence that Mountain River Cave has existed for a very long time.</p> <p>Award 1 mark for each idea, up to a maximum of 3.</p> <ul style="list-style-type: none"> • own ecosystem / own weather system / jungles and rivers have formed / microorganisms have formed • huge size of the stalagmite(s) / (80 m) tall stalagmite(s) • fossils 	3
1(e)	<p>Re-read paragraph 5 ('To reach Mountain River Cave ... Mountain River Cave entrance.'). <u>Using your own words</u>, explain why the journey to Mountain River Cave might be seen as difficult.</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"> • remote location / takes (more than) two days to get there • dense jungle / intense jungle trekking / thick forest • journey only possible on foot / no opportunity to use any other form of transport • restocking with provisions in the village not always possible <p>Answers which are entirely in the words of the text should not be credited.</p>	3

Question	Answer	Marks
1(f)	<p>According to Text B, what could make visiting a cave dangerous?</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 (entering on) impulse / being tempted (by something magical) / hypnotising effect / not putting safety first 2 not knowing what to expect / no two caves are the same / inexperience 3 not going on a guided tour (first time) / going in alone (first time) / no guides available 4 accepting unreliable reassurances / not questioning unrealistic claims / receiving poor advice / following advice from unqualified people 5 visiting at night 6 entering a cave too quickly / not giving your eyes time to adjust to the darkness 7 uneven underfoot / slippery floors 8 wearing inappropriate footwear 9 forgetting a torch / not using torch 10 scaring (potentially dangerous) creatures in the cave 11 being distracted / forgetting where you are 12 disobeying the group leader / not sticking with the group 	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)	R2	1
2(a)(ii)	R1	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)	R1, R2 and R4	3
2(d)	R1, R2 and R4	15
Total		25

Question	Answer	Marks
2(a)(i)	<p><u>Identify a word or phrase from the text</u> which suggests the same idea as the <u>words underlined</u>:</p> <p>The ivy <u>completely covered</u> the rock face.</p> <ul style="list-style-type: none"> • (the ivy plant / it was) smothering / smothered (line 1) • (the ivy / it was cascading down) curtain-like / (the ivy / it cascaded down) curtain-like (line 3) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p>	1
2(a)(ii)	<p>Shaima <u>thought about</u> a time in the future when she might be able to attend a live excavation.</p> <ul style="list-style-type: none"> • (Shaima / she) mused (about) (line 10) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p>	1
2(a)(iii)	<p>Shaima <u>did not know</u> what was happening in the garden.</p> <ul style="list-style-type: none"> • (Shaima / she was) unaware (of) (line 17) <p>Accept cloze responses that repeat all / some of the question stem with the correct answer.</p>	1
2(a)(iv)	<p>Rohaam <u>looked closely</u> into the cave mouth.</p> <ul style="list-style-type: none"> • (Rohaam / he) peered (inside) (line 27) <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>Rohaam <u>lifted</u> himself to his elbows. He hadn't broken, twisted or pulled anything important, and he <u>freed</u> himself from the <u>remaining</u> foliage</p> <ul style="list-style-type: none"> • lifted: raised / hoisted / pushed / pulled / got / brought / picked (himself) up 	1
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"> • freed: released / removed / liberated / relieved / untangled / got away / untied / detached / escaped 	1

Question	Answer	Marks
2(b)(iii)	<p><u>Using your own words</u>, explain what the writer means by each of the words underlined:</p> <ul style="list-style-type: none"> • remaining: still present / still there / last pieces of / left over / residual / left behind 	1
2(c)	<p>Use <u>one</u> example from the text below to explain how the writer suggests Rohaan’s feelings when he first sees the cave entrance.</p> <p><u>Use your own words in your explanation.</u></p> <p>He looked at what was left of the rock face. A gaping hole stared defiantly back at him, as if inviting a stand-off. Rohaan dropped his eyes to break the gaze and received an immense surprise. Half a metre from the base was the floor of a cave entrance. It was surely inviting him to look inside.</p> <p>Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests Rohaan’s feelings Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests Rohaan’s feelings Award 1 mark for an example with an attempt at an explanation which shows awareness of Rohaan’s 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"> • (what was left of the rock face.) A gaping hole stared defiantly back at him: huge space; looking back at him; opposing him; hostile encounter; expression of astonishment at what he has done; wide open mouth • (as if) inviting a stand-off: trying to lure him into a fight; waiting for someone to make the first move; challenging; combative; taunting • dropped his eyes to break the gaze: looked down/away; disengaging from the challenge; feels intimidated; cave is superior • received an immense surprise: got a shock; hugely unexpected; could hardly contain his disbelief • surely inviting him to look inside: seems to be asking him in; obvious entrance to something; wants him to explore; tempted; conflicted – excited but nervous 	3

Question	Answer	Marks
2(d)	<p>Re-read paragraphs 5 and 10.</p> <p>Paragraph 5 begins ‘In the garden ...’ and is about how Rohaan becomes momentarily covered by ivy when it suddenly comes loose from the rock.</p> <p>Overview: a relatively mild accident compared to exaggerated battle with the ivy.</p> <p>Responses <i>might</i> use the following:</p> <ul style="list-style-type: none"> • (things had taken) a more violent turn: (events had become) wilder; more physically rough; getting more serious; loss of control; Rohaan is fighting the ivy • surrendering to one last mighty heave: ivy giving into a final pull; great force; determination; the ivy had been resisting Rohaan's efforts but has now succumbed to his superior power; battle has been won • suddenly collapsed away with the completeness of a breaking chrysalis shell: in a moment, ivy came away all in one go; shock; something different is going to come out of this experience; life has changed • toppled heavily backwards: fell over; lost his balance; can't stop himself; forceful landing, potentially serious / humorous / silly / cartoon-like • eager green ivy tendrils sprang: younger, stronger curly bits of ivy bounce back; coming towards him; pounced, leapt; ambushing, predatory; desire to take revenge; had been pretending to surrender • (writhed around under) many stringy choking fingers: (struggled to escape from the imprisonment by / twisted about under) a lot of ivy twisting around his neck; exaggerated danger; dramatic / horrific • ripping his mischievous assailants away: removing the plants that are hanging on to him; tearing away the ivy; plants are hanging on to him; (removing them in a) rushed, violent action, aggressive movement; panic; 'mischievous' suggests cheeky / naughty rather than intending serious harm; 'attackers' are no real threat <p>Only credit comments on stylistic effect where these are explicitly linked to choices.</p>	15

Question	Answer	Marks
2(d)	<p>Re-read paragraphs 5 and 10.</p> <p>Paragraph 10 begins ‘Armed now with a torch ...’ and is about Rohaan’s first experiences as he enters the cave.</p> <p>Overview: Rohaan views the entry into the cave as a challenge.</p> <p>Responses <i>might</i> use the following:</p> <ul style="list-style-type: none"> • armed (now with a torch): equipped with a flashlight; prepared as if going to war; trepidation • advanced: moved forward purposefully; like an army • (dry and) vaguely warm: uncertain temperature, but not cold; reflects Rohaan’s own uncertainty about what he has discovered • contorting: twisting; unnatural movements; feeling uncomfortable or in pain • navigate an increasingly confined space: trying to find his way through an area that is getting smaller; steering his way; requires skill; uncertainty; claustrophobic • (walked down) a gentle slope with caution: a slight incline; moving slowly and carefully; misleadingly suggesting safety; concern about what is ahead • (trying to avoid) treacherously loose stones (underfoot): dangerous; pebbles and small rocks underfoot; unstable; potentially unsafe ground; working against him • (The walls) swallowed the light: walls of the cave do not let light in/through; light has completely disappeared; darkness engulfing him; eaten by something fearsome <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, 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 Shaima. A year after Rohaan discovered the cave in your garden, you have written a book about the experience and what has happened since then. You are interviewed for a television show to promote your book.</p> <p>The interviewer asks the following three questions only:</p> <ul style="list-style-type: none"> • Can you outline what Rohaan was doing at first in the garden <u>and</u> how he discovered the cave? • What made him realise that his discovery was significant? • How did the discovery affect your plans for the garden <u>and</u> have your lives changed since then? <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.</p> <p>Address each of the three bullet points.</p> <p>Begin your interview with the first question.</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 the 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 what Rohaan was doing at first in the garden and how he discovered the cave.</p> <p>Annotate A2 for references to what made him realise that his discovery was significant.</p> <p>Annotate A3 for references to how the discovery affected your plans for the garden and how your lives have changed since then.</p>	25

Question	Answer	Marks
3	<p>A1: what Rohaan was doing at first in the garden and how he discovered the cave</p> <ul style="list-style-type: none"> • business project (det. starting a building company, RS Building Works, garden office to work in and meet clients) [dev. (little) experience as a builder / named after the two of them] • garden clearance / creating space (det. removing ivy) [dev. Shaima agreed with the sacrifice of the garden for business purposes / hoped the sacrifice would be worth it] • overhanging rock (det. natural wall, 3 metres) [dev. needs to be moved / wanted to use it] • accident (det. ivy came away quickly, roots suddenly collapsed, toppled over backwards) [dev. (relieved) not seriously injured / glad she hadn't witnessed it] • discovery (det. gaping hole, cave entrance) [dev. anticipation / unexpected / excitement] <p>A2: what made him realise that his discovery was significant</p> <ul style="list-style-type: none"> • ancient (det. age-old musty scent, air had dry ash-like taste) [dev. been undiscovered for a very long time / historically significant] • darkness (det. suffocating blackness) [dev. had to get a torch / needed a torch because he wanted to explore] • path leading underground (det. gentle slope, loose stones, ended suddenly) [dev. constructed by humans / evidence of movement of living creature(s)] • cavern (det. 10 m drop/height) [dev. incredible to think this is underneath the garden] • animal bones (det. some unrecognisable species, possibly extinct, deer antlers) [dev. realised they could be of scientific interest] <p>A3: how the discovery affected your plans for the garden and how your lives have changed since then</p> <ul style="list-style-type: none"> • archaeology (det. student on a college course, assignment) [dev. opportunity for a real dig / make use of her studies / fulfil her dream of a dig] • garden (det. ivy used to attract bees and butterflies) [dev. wanted to keep wildlife / garden she once enjoyed is now taken over by people with an interest in the cave / security measures] • Rohaans business (det. new project) [dev. abandoned RS Building works / found a different office location] • financial position (det. no money previously) [dev. new money-making schemes related to cave discovery] • sharing experience (det. book, surprising experience) [dev. public interest] 	

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.