CAMBRIDGE
International Education

Cambridge O Level

ENGLISH LANGUAGE **1123/11**

Paper 1 Reading **May/June 2026**

MARK SCHEME

Maximum Mark: 50

Published

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

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

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

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

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General marking principles

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

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

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

Components using level descriptions:

- We use level descriptions as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptions are a means of general guidance and should not be interpreted as hurdle statements.
- Where indicative content notes are supplied for a question, these are *not* a prescription of required content and must not be treated as such. Alternative correct points and unexpected answers in candidates' scripts must be given marks that fairly reflect the knowledge and skills demonstrated.
- While we may have legitimate expectations as to the ground most answers may occupy, we must at all times be prepared to meet candidates on their chosen ground, provided it is relevant ground (e.g. clearly related to and derived from a relevant passage/text and meeting the mark scheme requirements for the question).

Components using point-based marking:

Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term).
b DO credit alternative answers/examples which are not written in the mark scheme if they are correct.
c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons…).
d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities.
f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
g DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. corrasion/corrosion).

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Annotations guidance for centres

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

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

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

Annotations

Annotation	Meaning
	Correct answer
	Relevant supporting detail
	Relevant Development of an idea or detail
	Relevant content point made (**Q3(a)** Summary)
	Candidate's own vocabulary and structures appropriately used (**Q3(a)** Summary)

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Question 1

This question tests the following reading assessment objectives (16 marks)

R1 demonstrate understanding of explicit meanings
R2 demonstrate understanding of implicit meanings and attitudes

Question	Answer	Marks	Guidance
1(a)	**In paragraph 1, how did the writer know when it was time to get up?** • (a pride of) lions roared (loudly) / noise / sound of the lions	**1**	*NOT (a pride of) lions (alone)* *Do NOT accept reference to cockatoos / shrieks with a correct answer*
1(b)	**<u>Using your own words</u>, explain what the text means by 'furious shrieks'. (line 4)** Award 1 mark for each bullet up to a maximum of 2 marks: • **('furious'):** angry / mad / fierce / intense / wild / uncontrolled • **('shrieks'):** screech / squawks / cries / scream / loud / noisy // high-pitched / harsh noise	**2**	*Do NOT credit repetition of the words: 'furious' / fury / 'shrieks' etc (alone)* *Bullet 2: credit sensible synonyms so NOT shout / yell / chirp etc* *a noise = 0* *an angry noise = 1 (bullet 1)* *angry and noisy = 2 (bullet 1 + bullet 2)*
1(c)	**Suggest a reason why Father says, 'We'll sail like great explorers'. (line 10)** Award 1 mark for any of the following: • they were going to explore the unknown // they were going to a new country // they were going on an adventure / a <u>long</u> journey • to make the family / writer / Ravi / them feel excited / eager / positive / encouraged (about the move)	**1**	*NOT they were going to / in search of a new land (alone)*

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Question	Answer	Marks	Guidance
1(d)(i)	**In paragraph 4, how did the family pay for their move to Canada?** • they sold the (zoo) animals (to American zoos) ACCEPT: 'we found new homes for our animals. These transactions covered the costs (of our journey).'	**1**	*NOT they found new homes for the animals (alone)* *NOT These transactions covered the costs (of our journey) (alone)* *NOT they sold the zoo (alone)* *NOT we/they sold the animals to zoos in India*
1(d)(ii)	**How did the lengthy pre-departure preparations help the writer and his brother?** • (it gave them time to) get used to / adapt to the idea / moving	**1**	*NOT it made departure easier (alone)* *NOT it gave them time to get the idea of moving (sense)*
1(e)	**In paragraph 5, how does Mother feel about leaving India?** **Give <u>two</u> details from the text to support your answer.** **Feeling** Reward any sense of being **sad** or **nervous** or **reluctant** however expressed. • unhappy / nostalgic / (sense of) loss / misses India / anxious / uncomfortable / uneasy / unwilling / hesitant / uncertain (1) **Details** Details must come from separate bullets Award 1 mark for each detail up to a maximum of 2 marks: • 'she lingered' • 'leaving the vibrance of India' • 'leaving (old) friends / (known) shopkeepers' • (leaving) 'everything so familiar' • 'dressed in her finest sari' (2) **Award 1 mark max** if 1 or 2 details are correct but the feeling is incorrect <u>or</u> if the feeling is not given	**3**	✓ Correct feeling DET Supporting textual detail *Accept feeling and details wherever they appear.* *NOT feeling scared / excited* *The supporting details can be quoted or paraphrased. Allow slips in copying. A paraphrase must clearly convey the original meaning.* *Do not accept line references (only) or ellipses for textual details.*

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Question	Answer	Marks	Guidance
1(f)	**From paragraph 7, give <u>two</u> details which show that the ship was 'no luxury liner'. (line 32)** Award 1 mark for each bullet up to a maximum of 2 marks: • loud noises (all the time) / it was noisy • not designed for comfort / uncomfortable	**2**	NOT reference to travelling with belongings (alone)
1(g)(i)	**In paragraph 7, what did the writer hope to see on the main deck?** Award 1 mark for any of the following: • dawn / first light / sunrise • a shooting star	**1**	
1(g)(ii)	**How did the writer think that Ravi would react on hearing what the writer had done?** Award 1 mark for any of the following: • he would be envious / wish he had been there too • he would be annoyed / displeased / angry / disappointed / shocked / surprised	**1**	NOT: he wouldn't like it (too vague) / curious / interested

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr>
<td>1(h)</td>
<td>
Explain <u>using your own words</u> the writer's different feelings about the move to Canada before 'the ship left port'. (line 27)

Give <u>three</u> details from anywhere in the text up to line 27 to support your answer.
<table>
<tr><th>The writer feels ✓</th><th>Supporting textual detail DET</th></tr>
<tr><td>1 reluctant / unwilling / not keen / unenthusiastic / unhappy / regretful / hopeless</td><td>'We did not want to go' / '(We did not want to live in) a country of freezing winters' / 'They didn't even play cricket (in Canada)' / 'two of the animals were being shipped off (to the Canada Zoo). That's what Ravi and I felt was happening to us'</td></tr>
<tr><td>2 annoyed / frustrated / resentful / angry / irritated</td><td>has to leave his 'luxuriant playground', his 'life as a prince' / 'We did not want to go' / 'They didn't even play cricket (in Canada)' / 'two of the animals were being shipped off (to the Canada Zoo). That's what Ravi and I felt was happening to us'</td></tr>
<tr><td>3 powerless / has no choice / forced</td><td>'Two of the animals were being shipped off (to the Canada Zoo). That's what Ravi and I felt was happening to us'</td></tr>
<tr><td>4 acceptance / at peace / convinced</td><td>'got used to the idea' / 'departure' was 'easier'</td></tr>
<tr><td>5 eager / impatient / anticipation / expectant</td><td>'we were all in a hurry' / 'couldn't wait to get going' / 'ready for the adventure' / 'wildly waved goodbye'</td></tr>
<tr><td>6 excited / happy</td><td>'couldn't wait to get going' / 'wildly waved goodbye' / 'ready for the adventure ahead' / 'map of the world, which I had bought before the trip'</td></tr>
</table>
</td>
<td>3</td>
<td>
<table>
<tr><td>✓</td><td>Each correct feeling</td></tr>
<tr><td>DET</td><td>Supporting textual detail</td></tr>
</table>

Do <u>NOT</u> accept

generalisation for a feeling,e.g. 'he feels bad'
line or paragraph references (only) for a text detail
ellipses to substitute key words in a text detail,
e.g. 'they didn't even… in Canada'

Use the following to award a mark out of 3:

feelings + details = mark

3 feelings + 3/2 details = 3

3 feelings + 1/0 detail = 2

2 feelings + 2/1 details = 2

2 feelings + 0 detail = 1

1 feeling + 1/0 detail = 1

detail/s only = 0
</td>
</tr>
</table>

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Question	Answer	Marks	Guidance
1(h)	***Question 1(h) Additional Guidance*** • *A **feeling 1–6** can only be credited once.* • *Example: he felt <u>miserable</u> and was <u>unenthusiastic</u> (feeling 1)* • *Only credit 3 feelings max. (so no more than 3 ticks).* • *A **detail** may support more than one feeling but only credit once as DET.* • *Examiners should use their own judgement to decide* • *if a feeling not in the MS matches a feeling 1-6:* • *Examples: unwilling = 1; irritated = 2; keen = 5; joy = 6* • *if a detail supports a feeling.* • *Credit a correct feeling even if the text detail is incorrect.* • *A detail can only be credited with a DET if it supports a correct feeling.* • *There should not be more DETs than ticks.* • *The supporting text detail can be quoted or paraphrased. Allow slips in copying.* • ***A paraphrase of a text detail must clearly convey the original meaning:*** *Example (i) he was unhappy because of the weather in Canada = feeling 1 only ('because of the weather' is too general so is <u>not</u> DET)* *Example (ii) he was unhappy because Canada has really cold winters = feeling 1 + DET* *('really cold winters' is an acceptable paraphrase of 'a country of freezing winters'*)		

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Question 2

This question tests reading assessment objective (9 marks)

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

Question	Answer	Marks	Guidance
2(a)	**Read this sentence from the text:** **'What I had before me was a spectacle of wind and water, that even the movies couldn't match.' (lines 43–44)** **What effects does the writer create about the storm in this sentence? Give <u>two</u> effects.** Award 1 mark for each bullet up to a maximum of 2 marks: • it is exciting / stunning / fascinating / entertaining / awesome / amazing / unimaginable / unreal • a display / show / production (of wind / water / nature) • strength / force / power / dominance / huge • better than a movie / film / the cinema • he is detached / a viewer // as if in an audience • it is frightening / harsh / wild / deadly ACCEPT: more exciting than a film = 2 marks (Bullet 1 + Bullet 4)	**2**	*Do NOT credit recycling of text vocabulary* *Bullet 1: NOT dramatic / drama / special / incredible (text)* *Bullet 2: NOT performance / like a stage (text)* *Bullet 5: NOT spectator (text)* *Bullet 6: NOT rough / serious (too weak)*

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Question	Answer	Marks	Guidance
2(b)	**Read this sentence from the text:** **'A shiver of cold went through me.' (line 46)** **What does the writer suggest to the reader about the situation at this point in the story?** Award 1 mark for any of the following: • something bad is about to happen // it is frightening / he is scared/	**1**	*ACCEPT any recognition of sense of danger / something serious* *Do NOT ACCEPT nervous / anxious (too weak)*
2(c)	**Read this sentence from the text:** **'A torrent of water, blocking my way downwards, surged from below like a riotous crowd, raging and frothing.' (lines 48-49)** **What <u>two</u> impressions does the writer convey about the water in this sentence?** Award 1 mark for each bullet up to a maximum of 2 marks: • strength / force / power / energy • fast-moving / speed / gushing / rushing / abrupt / sudden • no way of getting past it // a barrier / trapped • uncontrollable / confusion / moved in every direction / no order / chaotic • bubbling / foaming • large volume / excess / (water) was everywhere • it is frightening / violent / aggressive / dangerous	**2**	*Do NOT credit recycling of text vocabulary* *e.g. it was surging = 0* *e.g. it was surging <u>quickly</u> = 1*

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Question	Answer	Marks	Guidance
2(d)	**Explain why the writer uses the word 'monstrous' rather than 'loud' in the phrase 'a monstrous explosion'. (line 52)** Award 1 mark for any of the following: • it is very / incredibly loud // huge / massive / very big / intense • it is frightening / scary / violent	**1**	

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>2(e)</td><td>
Identify <u>one example</u> from the text below of how the writer uses language effectively to describe the ship sinking: (1)

‘The ship was sinking. It shuddered like an earthquake beneath my feet. There were deep structural groans from down below. The screeching sound of grinding metal penetrated the air. The ship lurched sideways, hurtling wooden crates across the deck. The crates launched themselves overboard, plunging desperately into watery darkness.’ (lines 52-56)

Explain the impression the writer creates in the example you have identified. (2)

Candidates must select from the following relevant examples <u>in part</u>, <u>whole</u> or <u>combined</u>:

<table>
<tr><th>Example ✓ 1 mark</th><th>Explanation ✓ up to 2 marks</th></tr>
<tr><td>1 ‘it shuddered like an earthquake beneath my feet’</td><td>• shaking
• breaking apart
• powerful / intense
• uncontrollable
• destruction / disaster / tragedy / danger
• frightening</td></tr>
<tr><td>2 ‘There were deep structural groans’</td><td>• making a low sound
• suggestion of pain
• comes from within / internal
• danger / warning / ship is in trouble</td></tr>
<tr><td></td><td>• loud / harsh / high-pitched / unpleasant (sound)
• metal rubbing together
• sound cut through / sliced / pierced (the air)
• abnormal / indication ship is in trouble</td></tr>
</table>
</td><td>3</td><td>
Example: Do NOT accept line references (only).

Example: If ellipses are included, only accept the words which are given. If sense is lost, do not award the mark, e.g. ‘The crates… overboard’

Example: If the example is embedded in the explanation rather than in the designated ‘example’ space, award a mark if it is creditworthy. Do NOT award if it is a second attempt at an example.

Example: ACCEPT a single word if rich enough to create an effect, e.g. ‘earthquake’, ‘lurched’ but not words which only carry a literal meaning, e.g. ‘sideways’, ‘watery’
</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr>
<td>2(e)</td>
<td>
<table>
<tr><th>Example ✓ 1 mark</th><th>Explanation ✓ up to 2 marks</th></tr>
<tr><td>4 ‘The ship lurched sideways’</td><td>• leaned, toppled to the side / unsteady / uncontrolled
• sudden, unexpected movement
• danger</td></tr>
<tr><td>5 ‘Hurtling wooden crates across the deck’</td><td>• throwing / flinging crates
• violence / force
• speed
• chaotic</td></tr>
<tr><td>6 ‘The crates launched themselves overboard’</td><td>• threw, flung themselves off the ship / took flight
• force
• speed
• as if to escape
• dramatic</td></tr>
<tr><td>7 ‘plunging desperately into watery darkness’</td><td>• falling / diving
• speed / sudden / urgent
• helpless / frantic
• blackness of the ocean / cannot see
• sinister / threat / danger
• dramatic</td></tr>
</table>
Explanation: these ideas are suggestions. <u>Candidates may offer other creditworthy ideas</u>.
</td>
<td></td>
<td>Explanation: Look for understanding of the connotations / impact / effect of particular word(s) / image / technique <u>in the identified example</u>.

Explanation: Look for up to 2 <u>different</u> ideas and credit each one with a tick. ✓

Explanation: Do NOT credit repeated / similar ideas
e.g. 3 a loud, horrible sound (= 1 tick / 1 mark)

Explanations should NOT rely on recycling the words in the extract
e.g. 2 the ship made <u>groaning</u> noises = 0
e.g. 7 the sea looked <u>dark</u> = 0</td>
</tr>
</table>

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Question 3(a)

This question tests the following reading assessment objectives (10 marks)

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

and the following writing assessment objectives (10 marks)

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

How to mark Question 3(a) Summary: 20 marks (10 + 10)

Annotations for Question 3(a)

●	**Reading**: In left-hand margin for each content point
Highlight	**Writing:** Stretches of copied text (in red)
+	**Writing**: In body of the summary to indicate creditworthy **original structures** and **vocabulary**

Award a maximum of 10 for Reading
Award a maximum of 10 for Writing

For this question, it is important that you are very familiar with the wording of the original text and refer regularly to the passage to help you identify copied text.

Please annotate for Reading and Writing on the same 'page': the Reading 'page'. Leave the Writing page blank.
You must enter the marks for Reading and Writing separately.
Check that the marks for Reading and Writing are entered correctly in the mark entry panel.

No comment is required. There may be comments on the Practice scripts in speech bubbles and/or the Comments box to explain the thinking behind the awarding of marks, but examiners are not to write any comments, including levels, in the Comments box or speech bubbles.

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Reading

- Place a dot ● in the **left-hand** margin for each **relevant content point** made, either in own words or in the words of the passage. (Copying from the passage is accounted for in the Writing mark.)
- The point has to be **fully made**, e.g. Point 9: *can live independently* is incomplete without *old(er) generation.*
- Focus on the words in bold in the **Summary Appendix**. Candidates do not have to use these words, but this is the idea we are looking for.
- **Identify each correct content point number** in the Comments box (not speech bubble) at the bottom of the response for all Standardisation scripts 1-10.
- **Continue to do this in live marking** until you are confident that you are accurately identifying the correct content points. Your TL may recommend that you continue this practice in live marking or you may choose to do so.
- **Do not credit / dot points twice**. You can use **REP** in the left margin if a point is repeated but this is optional.
- If a summary has no dots, it might deserve a Reading mark if the candidate has referred to some of the ideas but not made the points fully: Level 1 – 'some ideas referred to'.

Writing

- Highlight **stretches of copied text** (red), not short phrases or individual words
- do NOT take errors (e.g. incorrect verb ending, misspelling, missing article) as reworking or own words;
- do NOT highlight any reshaping of the text vocabulary, e.g. *it's time-saving* (text: 'that saves me time');
- do NOT 'blanket highlight' a large section unless it is copied verbatim. Candidates are not to be credited for content which is not their own, but it is also important that any reworking is not buried under highlighting.
- Place a plus **+** in the body of the summary to indicate creditworthy **original accurate structures**
- look for structures such as relative pronouns (e.g. *where / who / which*) and conjunctions (e.g. *as / if / although / since / not only… but also*) used correctly;
- do NOT plus simple conjunctions (e.g. *and*, *so*);
- only plus participles (e.g. *ensuring / observing)* if they contribute to fluency and not just because they are there;
- clarity and fluency are likely to be affected by errors in grammar and expression.
- Place a plus **+** in the body of the summary to indicate **appropriate own word vocabulary**
  - we are assessing a range of vocabulary so credit high-level vocabulary, good substitutions, interesting word choice or turn of phrase, e.g. *observe* (text: 'monitor') / *collating* (text: 'storing'); *in absence* (text: 'even when we're not in it');
  - vocabulary is to be appropriate to the task; do not credit ornate or obscure vocabulary.

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1 Read through the summary again and consider **organisation**
- do NOT annotate for organisation;
- consider the way the summary is shaped and how ideas connect to flow from one point to the next;
- ideas might be linked by cohesive devices such as connectives *Moreover, However, also* etc.
- BUT a summary can be fluent and organised without obvious linking connectives;
- do NOT credit inappropriate phrases such as *in a nutshell, on the flip side, moving on*.

2 **Use the annotation to help you reach a Writing mark**:
- a script at Levels 4 or 5 will have little or no highlighting and several pluses **+** for both vocabulary and structure;
- a script with a lot of highlighting and/or very few or no pluses **+** is more likely to be placed at lower levels.

Summary length
- a summary should not exceed 150 words but it is not expected that examiners count the number of words. There is no automatic deduction for responses going over 150 words
- since very short responses are unlikely to demonstrate sufficient evidence of organisation and original own words and structures, a mark in the lower levels would be appropriate.

Additional Guidance on Writing
- if the response is in bullets or a list, but the points are in sentences, mark as normal for Writing;
- if the response is not written in sentences (in note form / abbreviated etc. throughout), award 0 for Writing;
  consult your TL if
  the summary seems to be copied verbatim;
  the summary seems to be irrelevant (e.g. own material or wrong text).

REMEMBER
- a summary with a low Reading mark can achieve a high mark in Writing and vice versa. We are assessing different skills.

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Question	Answer	Marks	Guidance
3(a)	**Summarise the benefits of living in a smart home, according to Text B.** **You must use continuous writing (not note form).** **Use your own words as far as possible.** **Avoid copying long sections of the text.** **Your summary should be no more than 150 words.** **Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.** Use the Marking Criteria for **Question 3** (Table **R**, **Reading** and Table **W**, **Writing**). **INDICATIVE READING CONTENT** Candidates may refer to any of the points below: • comfort(ing) / relaxing / stress-free / easy (morning routine) • efficient energy use // saves energy / goes into energy eco mode • learns / stores / collects information (about its occupants) / anticipates / knows (occupants') needs / preferences / routines / habits • saves time • increases property value • can monitor / watch / provide surveillance / safety (for the home) // motion sensors / surveillance cameras / video doorbells (monitor the home) • organises family life // books tickets / tells us the weather / completes (online) tasks • a home tutor / helps with homework / tells stories / provides educational benefits • old(er) generation / the elderly can live (more) independently • safety of ageing / old(er) family members / people • monitors health / fitness / sleep patterns / breathing rate / heartbeat • (smart fridge) is mindful of / prevents food waste / (smart fridge) alerts its owner to expiry date of food	**20**	*Point 2: ACCEPT power for energy* *Point 6: must have the context of home security (explicit or implied)* *Point 11: NOT chair sensor / wearable tracker / bed sensor (alone)*

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Marking criteria for Question 3(a)

Table R, Reading
Use the following table to give a mark out of 10 for reading.

Level	Marks	Description
5	**9–10**	• A wide range of relevant ideas (R1) • Ideas are skilfully selected and used (R5)
4	**7–8**	• A good range of relevant ideas (R1) • Ideas are carefully selected and used (R5)
3	**5–6**	• A range of relevant ideas (R1) • Relevant ideas selected; may include excess material (R5)
2	**3–4**	• Some relevant ideas used; may include indiscriminate selection (R1 and R5)
1	**1–2**	• Some ideas referred to; limited evidence of selection (R1and R5)
0	**0**	• No creditable content.

Additional Guidance:
- When deciding on a Reading mark, take the number of content points as the appropriate mark.

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Table W, Writing

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

Level	Marks	Description
5	**9–10**	**A relevant response that is expressed clearly, fluently and mostly with concision** • The response is well organised (W2) • The response is the candidate's own words and/or structures where appropriate with a range of vocabulary which clarifies meaning (W3)
4	**7–8**	**A relevant response that is expressed clearly with some areas of concision.** • The response is organised (W2) • The response is the candidate's own words and/or structures where appropriate (W3)
3	**5–6**	**A relevant response that is generally expressed clearly.** • There is some evidence of organisation (W2) • The response is mainly the candidate's own words and/or structures where appropriate (W3)
2	**3–4**	**A relevant response that can generally be followed.** • There are areas of the response expressed in the candidate's own words and/or structures (W2 and W3)
1	**1–2**	**The response lacks clarity.** • There may be long explanations or the response may be brief (W2) • There is occasional use of own words and/or structures (W3)
0	**0**	• No creditable content

Additional Guidance:

- Take 'relevant' to mean that the summary is based on the content of Text B, i.e. smart homes.
- Candidates have already been assessed for 'relevance' in their Reading mark (selecting the ideas which answer the question) so we do not double-penalise them by assessing this again in Writing.
- This means a summary with irrelevance (e.g. disadvantages of a smart home) can still be placed at a high level for Writing.

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Question 3(b)

This question tests the following reading assessment objective (5 marks)

R2 demonstrate understanding of implicit meanings and attitudes

How to mark Question 3(b), the short response task

1. Award a tick ✓ where the relevant perspective has been **supported** by an **idea or detail mentioned in the text** (in **bold** below and left-hand column).
2. Place DEV where an idea / detail has been **developed** with inference and/or expansion (see right-hand column).
3. Look for **consistency** of perspective and **relevance** of ideas.

Candidates should use some of the following text details which support Alex Lee's perspective as guidance / prompts:

- smart home **learns about its occupants** and **anticipates their needs**, **storing information about their routines and habits**…
- **Nor is everyone happy about smart devices collecting information about the home's occupants. 'It's a bit creepy,' says Alex Lee**, a friend of Sam Gurung. 'From the moment I ring Sam's doorbell, I feel like **my privacy's being invaded**. **It's not how I'd choose to live my life. Can't Sam choose his own films to watch?'**
- this technology is **not cheap**
- It also **depends on reliable wi-fi and secure passwords**; those who are not very tech-confident may find the **technology a bit overwhelming**
- **Motion sensors, surveillance cameras and video doorbells linked to a smartphone allow us to monitor our home even when we're not in it**
- **smart assistant speaker… 'My friend Alex doesn't approve for some reason.**'
- **sensors… trackers… home health monitoring**
- smart fridge's ability to alert its owner to **the expiry dates on food. 'Then maybe you should just check for yourself,' suggests Alex**

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr>
<td>3(b)</td>
<td>
<u>Imagine you are Alex Lee, Sam Gurung's friend.</u>

You want to buy a new house. Sam is encouraging you to buy a smart home.
Give your answer to Sam's question, using information from the text.

<u>Sam's question</u>: I think a smart home would be the perfect home for you. What is your opinion and why?

Relevant perspective: Alex Lee does not think a smart home is the perfect home

<u>Alex Lee's answer</u>: I don't think a smart home would be my perfect home…

INDICATIVE CONTENT

Responses might use any of the following ideas / details

<table>
<tr><th>Supporting details from the text ✓</th><th>Developments DEV</th></tr>
<tr><td>• invades privacy // learns about its occupants // stores personal information // anticipates needs // selects films

• it is creepy / unsettling

• not cheap / expensive</td><td>• will lose ability to think for yourself // you become predictable, lazy // whole life is being monitored, taken over // family members, visitors might feel uncomfortable // intrusive / dangerous

• sinister, worrying / not sure how the information is being used / conversations listened to // feeling of being spied on

• disadvantages outweigh benefits / waste of money</td></tr>
</table>
</td>
<td>5</td>
<td>
<table>
<tr><td>✓</td><td>An idea or a detail from the text supporting a valid perspective</td></tr>
<tr><td>DEV</td><td>Expansion of a detail, or an idea not explicit in the text but a valid inference</td></tr>
</table>

TEXT DETAILS (left-hand column) can be given without developments

DEVELOPMENTS (right-hand column) can link to any supporting detail or be given without text detail

For DEVELOPMENT, look for expansion of a detail, or an idea not explicit in the text but a valid inference

DEVELOPMENTS are examples. <u>Candidates may offer other creditworthy suggestions</u>

LEVEL 3 must have text detail (tick) + development (DEV)
</td>
</tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>3(b)</td><td>
<table>
<tr><th>Supporting details from the text ✓</th><th>Developments DEV</th></tr>
<tr><td>

- **the technology is overwhelming / needs reliable Wi-Fi / needs strong passwords**
- **motion sensors, surveillance cameras and video doorbells / monitoring the home in absence**
- **reliance on a smart assistant speaker for family organisation / tutoring, reading to children**
- **health monitoring via sensors, trackers**
- **smart fridge alerts owner to food expiry date**

</td><td>

- easy to forget passwords // Wi-Fi failure / house could shut down, left helpless / serious problem for the tech ignorant / can be hacked into
- could be unreliable // appearance of safety but risk of hacking // becomes addictive / cannot relax when away from home
- encourages lazy parenting / devalues importance of independent research, real books // bonding with a ‘machine’ is strange, silly, unnatural
- becomes obsessive / cannot interpret or might misinterpret data
- delegating responsibility to a smart appliance is ridiculous, lazy

</td></tr>
</table>
</td><td></td><td></td></tr>
</table>

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Table R, Reading

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

Level	Marks	Description
3	**4–5**	• Consistent and relevant perspective offered • Ideas are supported and developed
2	**2–3**	• Generally relevant perspective offered • Some attempt to support or develop
1	**1**	• Some awareness of opinion or attitude
0	**0**	• No creditable content

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