CAMBRIDGE
International Education

Cambridge O Level

ENGLISH LANGUAGE **1123/12**

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)	**From paragraph 1, identify <u>one</u> detail about the house that shows that Baba is a successful businessman.** Award 1 mark for any of the following: • (it was) huge / big / a mansion / beautiful / marble floors / (crystal) chandeliers	**1**	*ACCEPT one or more correct answer* *Do NOT accept a correct answer if it includes reference to the shack / oil lamps / servant Ali / Hassan*
1(b)	**Suggest a reason why the writer 'never stepped inside' Hassan's home. (lines 5–6)** Award 1 mark for any of the following: • Hassan / his father was a servant / Hassan / he was the son of a servant • it was where the servants lived • the difference in class / status	**1**	*ACCEPT answers which focus on any idea of class difference / snobbery* *Do NOT accept answers which focus on wealth / grandeur (alone)* *e.g. his house was grander than the shack = 0* *e.g. the writer was rich and Hassan was poor = 0* *NOT: it was a shack / shabby / he was not allowed / they had different lifestyles* *Bullet 1: ACCEPT Hassan / his father were employees, helpers*

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Question	Answer	Marks	Guidance
1(c)	**From paragraph 3, identify <u>two</u> things the writer enjoyed about snow.** Award 1 mark for each bullet up to a maximum of 2 marks: • the pattering / sound (of snow) against the window • the crunch / sound (of snow) under (his rubber) boots / shoes / underfoot • building snowmen	**2**	*ACCEPT in either order <u>or</u> if both responses are in one limb <u>or</u> if a correct answer straddles both limbs* *Bullet 3: Do NOT accept: turnip qurma and rice for lunch after a morning building snowmen (incorrect focus)*
1(d)	**From paragraph 4, give <u>two</u> reasons why Baba bought the writer and Hassan kites from Saifo.** Award 1 mark for each bullet up to a maximum of 2 marks: • some flaw / error in our / the <u>design</u> (spelled its doom) / the kites / ones they <u>made</u> / <u>designed</u> were flawed / did not work / they were no good at <u>making</u> kites / them • (he was) famous / popular / (he was) the best / a good kite maker / the kite(s) / they were better / good / strong / they had (more) chance of winning • (the) sharp (glass) string	**2**	*ACCEPT in either order <u>or</u> if both responses are in one limb <u>or</u> if a correct answer straddles both limbs* *Bullet 1: Do NOT accept 'we/they were better kite fighters than kite makers' (alone)* *Bullet 1: their kites were flawed / no good = 0 (no reference to <u>making</u> / <u>designing</u> etc)* *Bullet 2: ACCEPT Saifo as a city / place as long as focus is on good kites / fame* *Bullet 3: ACCEPT lift 'a spool of glass string sharp enough to cut down other kites'*

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Question	Answer	Marks	Guidance
1(e)	**<u>Using your own words</u>, explain what the text means by 'planted a seed' in the writer's head. (line 28)** Award 1 mark for each bullet up to a maximum of 2 marks: • **('planted')** started / established / caused / formed / triggered / inspired / motivated / sparked / sowed / embedded / set / glued / gave him / made him / the origin / beginning / birth • **('a seed')** an idea / plan / aim / goal / thought / ambition / determination / belief / hope	**2**	*EXAMPLES:* *it <u>started</u> (b1) an <u>idea</u> (b2) = 2* *it <u>made him</u> (b1) <u>think</u> (b2) = 2* *it <u>put</u> (b1) a <u>plan</u> (b2) in his head = 2* *he <u>planned</u> (b2) to win = 1* *it <u>stuck</u> (b1) a <u>goal</u> (b2) = 2* *an <u>ambition</u> (b2) was <u>fixed</u> (b1) in his head = 2* *it <u>made him</u> (b1) <u>determined</u> (b2) to win = 2* *a <u>thought</u> (b2) <u>struck</u> (b1) him = 2* *it <u>inspired</u> (b1) him to want to win the tournament = 1* *he <u>thought</u> (b2) of a <u>plan</u> (b2) = 1 mark (only credit b2 once)* *Bullet 1: NOT encouraged / grew / suggested / persuaded / had* *Bullet 2: NOT decision / decided / made up his mind / confident / an impression / a thing (in his mind)* *Bullet 2: NOT wanted to / would win the tournament (alone)*

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Question	Answer	Marks	Guidance
1(f)	**In paragraph 5, how did the writer feel the night before the tournament?** **Give <u>two</u> details from the text to support your answer.** **Feeling** Reward any sense of being **nervous** or **unconfident** however expressed: • anxious / tense / overwhelmed / scared / uneasy / restless / uncomfortable (1) **Details** Details must come from separate bullets. Award 1 mark for each detail up to a maximum of 2 marks: • 'I didn't sleep' • 'I rolled from side to side' / I / he tossed and turned • 'sat on the balcony in the dark' • 'like a soldier (trying to sleep) the night before battle' (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 excited / impatient (alone)* *The supporting details can be quoted or paraphrased.* *A paraphrase must clearly convey the original meaning,* *e.g. he moved a lot – NOT bullet 2* *Do NOT accept line references (only) or ellipses for textual details.*
1(g)(i)	**Why did the writer want to 'withdraw' from the tournament? (line 37)** Award 1 mark for any of the following: • he thinks / knows he will fail / will not win / he is nervous about losing / he feels unconfident about winning / not good enough to win • to avoid humiliation / shame (in front of his father) • he does not want to disappoint / let down his father / he does not want to lose with his father watching	**1**	*NOT: he knew the outcome / what would happen (alone)* *Bullet 1: NOT he felt nervous / unconfident / scared (alone) <u>without</u> context of winning / failing*

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<table>
<tr><th>Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td>1(g)(ii)</td><td>Why did the writer not ‘withdraw’?

Award 1 mark for any of the following:

• (it is too late because) Hassan has (already) raised the kite / Hassan was running (with the kite) / Hassan has started</td><td>1</td><td>ACCEPT his friend / partner / servant for Hassan</td></tr>
<tr><td>1(h)</td><td>Explain using your own words the writer’s different feelings and opinions about his father, Baba.

Give three details from anywhere in the text to support your answer.

<table>
<tr><th>The writer feels / thinks ✓</th><th>Supporting textual detail DET</th></tr>
<tr><td>1 proud of / admires (Baba) / (Baba is) brave / strong / successful / well-known / heroic / admired

NOT inspiring / a role model</td><td>‘Baba was one of the richest businessmen in Kabul’ / ‘huge mansion’ / ‘Legend had it’ / ‘my father wrestled with a black bear’ / ‘No one doubted this’ / ‘jagged scars on his back’ / ‘I would boast to the boys at school’ / ‘telling me again about his kite fighting victories’</td></tr>
<tr><td>2 unloved / wants affection / (Baba is) unaffectionate / cold / distant

NOT cruel / violent / fierce</td><td>‘I’d watch enviously as Ali greeted his son with a warm hug’ / ‘I could never tell Baba from the bear’</td></tr>
<tr><td>3 worried / anxious / scared / overwhelmed / disheartened / unconfident / (Baba is) intimidating / scary / puts pressure on him</td><td>‘I could never tell Baba from the bear’ / ‘I didn’t sleep’ / ‘rolled from side to side’ / ‘like a soldier the night before a battle’ / ‘I felt Baba watching me’ / ‘Why was I putting myself through this when I knew the outcome’ / ‘I wanted to withdraw’</td></tr>
</table></td><td>3</td><td>
<table>
<tr><td>✓</td><td>Each correct feeling / opinion</td></tr>
<tr><td>DET</td><td>Supporting textual detail</td></tr>
</table>

Do NOT accept
• generalisation as a feeling / opinion, e.g. ‘he likes / does not like Baba’
• line or paragraph references (only) for a text detail
• ellipses to substitute key words in a text detail, e.g. ‘I’d watch… warm hug’

For Standardisation scripts 1–10, write the creditworthy feeling / opinion numbers (3 max.) in the Comments box, e.g. 1 6 4 Continue to do this in live marking until you are confident that you are accurately identifying the correct feelings.</td></tr>
</table>

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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>
<table>
<tr><th>The writer feels / thinks ✓</th><th>Supporting textual detail DET</th></tr>
<tr><td>4 unworthy / inferior / not good enough / (Baba is) disappointed in him / judgemental / hard to please

ACCEPT ‘that wasn’t good enough’ as a feeling <u>or</u> text detail (DET) but not both for 4</td><td>‘telling me again about his kite fighting victories’ / ‘almost won a few times’ / ‘wasn’t good enough for Baba’ / ‘Winning was winning’ / ‘I’d show him once and for all that his son was worthy’</td></tr>
<tr><td>5 determined / driven / desperate / wants to make Baba proud / wants to prove himself</td><td>‘had planted a seed in my head’ / ‘I would win that winter’s tournament’ / ‘I was going to fly that last kite’ / ‘I’d show him once and for all that his son was worthy’</td></tr>
<tr><td>6 (Baba is) encouraging / supportive / motivating

NOT kind / caring / generous / inspiring / a role model</td><td>‘took us to the famous kite maker‘ / ‘bought us a kite’ / ‘maybe you’ll win the tournament’ / ‘had planted a seed in my head’</td></tr>
<tr><td>7 relief / happiness / (Baba is) proud of him / happy

ACCEPT ‘proud of me’ as a feeling <u>or</u> text detail (DET) but not both for 6

NOT satisfied</td><td>‘I saw Baba standing on our roof, pumping both of his fists’ / ‘Hollering’ / ‘laughing’ / ‘single greatest moment of my twelve years’ / ‘proud’ of me</td></tr>
</table>
</td>
<td></td>
<td>Use the following to award a mark out of 3:

feelings/opinions + details = mark
3 feelings/opinions + 3/2 details = 3

3 feelings/opinions + 1/0 detail = 2

2 feelings/opinions + 2/1 details = 2

2 feelings/opinions + 0 detail = 1

1 feeling/opinion + 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 / opinion 1–7** can only be credited once.* *Example: he admired his father because he is brave (feeling / opinion 1).* • *Only credit 3 feelings / opinions max. (so no more than 3 ticks).* • *A **text detail** may support more than one feeling / opinion but only credit once as DET.* • *Examiners should use their own judgement to decide* *if a feeling / opinion not in the MS matches a feeling / opinion 1–7* *Examples: renowned = 1; useless = 4; eager = 5; joy = 7* *if a detail supports a feeling / opinion.* • *Credit a correct feeling / opinion even if the text detail is incorrect.* • *A detail can only be credited with a DET if it supports a correct feeling / opinion.* *There should not be more DETs than ticks.* • *The supporting textual detail can be quoted or paraphrased. Allow slips in copying.* • ***A paraphrase must clearly convey the original meaning:*** *Example (i) he is scared when he dreams about Baba = feeling 3 only* *('when he dreams about Baba' is too general so is not DET)* *Example (ii) he is scared when he dreams Baba's a bear = feeling 3 + DET* *('dreams Baba's a bear' is an acceptable paraphrase for 'in those dreams I could never tell Baba from the bear')* *Example (i) Baba was happy when his son won at the end = feeling 7 only* *('when his son won at the end' is too general so is not DET)* *Example (ii) Baba was happy and was cheering his son when he won = feeling 7 + DET('was cheering' is an acceptable paraphrase for 'Hollering and laughing')* • ***A quotation / text detail can be accepted as a feeling (4 + 7 only)*** *4: 'that wasn't good enough for Baba' – feeling / opinion 4 (the writer did not feel good enough)* *7: 'proud of me at last' = feeling / opinion 7 (Baba was proud)* *Example: that wasn't good enough (feeling 4) because winning was winning (DET)* *Example: Baba was proud of me at last (feeling 7) hollering and laughing (DET)*		

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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)	**Explain why the writer uses the word 'manipulate' rather than 'hold' in the sentence 'I handed him the spool so I could manipulate the string'. (lines 40–41)** Award 1 mark for any of the following: • it needs skill / care / expertise / a technique / it is held in a special way / he adjusts / handles / guides / manoeuvres it / he pulls this way and that • it is difficult / challenging / an effort • he is in charge (of) / responsible (for) / in command (of) / manages / directs (the string)	**1**	*NOT: he 'controls' the movement / is in 'control' (alone) (text) = 0* *BUT* *he controls it skilfully = 1 b1* *he has full control = 1 b3* *he can control it as he wants = 1 b3* *Bullet 1: LOOK for a suggestion of the string being held or moved in a special / particular / clever way* *ACCEPT reference to spool / kite or string*
2(b)	**What two impressions does the writer convey to the reader in the sentence:** **'Soon the sky was a sea of gliding kites like paper sharks looking for prey.' (lines 41–42)?** Award 1 mark for each bullet up to a maximum of 2 marks: • a lot (of kites) / (kites) fill the sky • floating / drifting (in the sky) / moving smoothly • (kites are) at risk / vulnerable / as if being hunted / like food for sharks • like predators / hunters / hungry / looking to take down / bring down / ready to attack • fierce / serious / tense / intense / menacing / dangerous / ruthless	**2**	*Do NOT credit recycling of extract vocabulary,* *e.g. kites were like prey = 0* *e.g. kites were hunted like prey = 1* *Bullet 4: Do NOT credit narrative – ready to fight / cut down the kites*

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Question	Answer	Marks	Guidance
2(c)	**Read this sentence from the text:** **'They fell from the sky like shooting stars with brilliant, rippling tails – but I was still flying!' (lines 43–44)** **What effects does the writer suggest about the falling kites by using the phrase 'like shooting stars'? Give <u>two</u> effects.** Award 1 mark for each bullet up to a maximum of 2 marks: • bright / vivid / light up the sky / shining / colourful • speed / (fell) quickly / with force / streaking / diving (down) • how high they had been flying • like a meteor / comet / celestial body • beautiful / stunning / magical / exciting / amazing	**2**	*Do NOT credit recycling of extract vocabulary.* *e.g. they shot down = 0* *e.g. they shot down <u>quickly</u> = 1* *Bullet 2: NOT they were <u>cut</u> quickly*
2(d)	**Read this sentence from the text:** **'Only five kites remained … then four … then three … and then … two – and I was still flying!' (lines 46–47)** **What does the writer want the reader to feel in this sentence?** Award 1 mark for any of the following: • suspense / tension / excitement / drama / anticipation / hope	**1**	*NOT: a climax / turning point / countdown* *ACCEPT suspense / tension etc. in the reader <u>or</u> the writer <u>or</u> the situation* *NOT eager / intense / happy / curious / nervous / worried / confident*

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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</u> example from the text below of how the writer uses language effectively to describe the events at the kite fighting tournament:

‘Sensing the end was near, the crowd were cheering, clapping, chanting. Then the moment came. The crowd erupted when the blue kite spun wildly like a tyre come loose from a speeding car, tumbling and plummeting down. My own kite sailed triumphantly in the empty sky.’ (lines 50–53)

Explain the impression the writer creates in the example you have identified.

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 ‘the crowd cheering, clapping, chanting’</td><td>• a lot of people
• loud / noisy
• excitement / celebration / happiness
• encouraging / supportive
• non-stop / continuous
• everyone caught up in the moment
• different sounds</td></tr>
<tr><td>2 ‘Then the moment came.’</td><td>• suspense / excitement / tension / build up
• change of event / something significant is happening / a turning point</td></tr>
</table>
</td><td>3</td><td>
Example: Do NOT accept line references (only).

Example: NOT ‘Sensing the end was near’ since this is not effective use of language.

Example: If ellipses are included, only accept the words which are given. If sense is lost, or there is no effective use of language included, do not award the mark
e.g. ‘My own kite… sky’ = 0
e.g. ‘<u>My own kite sailed</u>… sky’ = 1

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. ‘erupted’, ‘plummeting’, ‘spun’
but not words which only carry a literal meaning,
e.g. ‘moment’, ‘blue’, ‘sky’
</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>3 ‘The crowd erupted’</td><td>• a lot of people
• explosion / like a volcano
• energy
• climax / release of tension
• loud / deafening / screams / roar
• excitement / celebration / happiness
• sudden / instant
• respond in unison</td></tr>
<tr><td>4 ‘the blue kite spun wildly like a tyre come loose from a speeding car’</td><td>• disaster / tragedy (for the blue kite)
• loss of control
• spiralling / going round and round
• vulnerable / in danger
• all happens quickly / fast
• exciting / dramatic / intense</td></tr>
<tr><td>5 ‘tumbling and plummeting down’</td><td>• clumsy movement
• rolling over
• plunging / diving down / falling quickly
• long distance (down)
• loss of control</td></tr>
<tr><td>6 ‘My own kite sailed triumphantly in the empty sky’</td><td>• like a boat (in the sky)
• floating / drifting
• the last one / alone
• the winner / victory / success
• pride
• happiness
• wind down / calm / relief</td></tr>
</table>
</td>
<td></td>
<td>Explanation: LOOK FOR understanding of the connotations / impact / effect of particular word(s) / image / technique only in the identified example.

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

Explanation: Do NOT credit repeated / similar ideas,
e.g. 2 ‘It is tense and exciting’ (= 1 tick and 1 mark)

Explanations should NOT rely on recycling the words in the extract,
e.g. 4 ‘it was spinning’ = 0
e.g. 3 ‘the crowd went wild’ = 0

Explanation: These ideas are suggestions. Candidates may offer other creditworthy ideas.</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

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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 a speech bubble.

Reading

1 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.
2 (Copying from the passage is accounted for in the Writing mark.)
3 The point has to be **fully made**, e.g. Point 7: *more free time* is incomplete without reference to *hobbies / interests etc*.
4 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.
5 **Identify each correct content point number** in the Comments box (not speech bubble) at the bottom of the screen for all Standardisation scripts 1–10.
6 **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 throughout live marking, or you may choose to do so
7 **Do not credit / dot a point twice**. You can use **REP** in the left margin if a point is repeated but this is optional.
8 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'.

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Writing

1 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. *away from constantly comparing* (text: 'away from constant comparisons');
- 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.

2 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. *discovering, enjoying*) 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.

3 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. *leisure time* (text: 'free time') */ effectively* (text: 'productively and efficiently') / *perpetual* (text: 'constant');
- vocabulary is to be appropriate to the task; do not credit ornate or obscure vocabulary.

4 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*.

5 **Use the annotation to help you reach a Writing mark**:
- a script at Levels 4 or 5 should 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 Writing mark in the lower levels would be appropriate.

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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 and mark as normal for Reading;
- 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 for the writer of living without a smartphone, 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: 1 do not have to constantly charge (a phone) 2 (improved) concentration / focused 3 work productively / efficiently / quickly / can complete project / task / work in half the time / without distraction 4 not having to respond to / reply to / deal with notifications / messages / not having to respond immediately 5 do not have to document life / update status / life stays private / privacy 6 pleasure doing nothing / enjoy inactivity / boredom 7 (time for) interests / hobbies / activities / reading / films / playing guitar 8 free to look around / living in the moment / looking out at / appreciating / observing the world / surroundings / reality 9 better / good connection with friends / people / good / genuine relationships / can give people full attention 10 removes (sense of) inadequacy / competition / comparisons 11 feel happier / happy / good / relaxed / few(er) negative thoughts / aids mental health 12 better / good sleep / sleep well	**20**	*Do NOT credit the disadvantages of a smartphone:* *a smartphone makes you not concentrate (not P2)* *a smartphone leaves no time for hobbies (not P7)* *P3 needs a work context* *P4 Do NOT accept 'check' for 'respond''*

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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.
- 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'.

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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. smartphones.
- 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. the benefits of a smartphone) 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 a 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 Jo's perspective as guidance / prompts:

- I could, of course, have set myself **time limits** or **deleted apps** on my smartphone, as my friend Jo suggests, but knew that I lacked her **self-discipline**. She thinks my reaction **unnecessarily** drastic.
- Admittedly, many of my friends like Jo **require the immediate connectivity of a smartphone for work**…
- OK – so **not all screentime is purposeless**, as Jo points out. **Going into the bank to make a transaction is time consuming, and without GPS it's a nuisance to scribble down directions or memorise a route**. And Jo is usually patient when I ask her **to book cinema tickets on her smartphone**. True, there has been **a social cost** since I have to rely on **friends** to make that extra **effort to contact** me as I'm no longer **part of** their **group chat**. But when I meet Jo in a café, she respects my decision**, keeps her phone out of sight**
- While it was nice to see a friend's exotic holiday destination or **Jo's half marathon victory celebrated on screen**…

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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 Jo, the writer's friend.</u>

You are discussing smartphones with the writer.
Give your answer to the writer's question, using information from the text.

<u>The writer's question</u>: You should give up your smartphone like me. What is your opinion and why?

Relevant perspective: Jo thinks her smartphone is useful / Jo thinks not having a smartphone would make life difficult

Jo's answer: I have no intention of giving up my smartphone…

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>1 unnecessary / can set time limits / can delete apps</td><td>– lots of strategies to ensure the phone does not dominate my life / giving up the smartphone is too extreme / there are alternative options</td></tr>
<tr><td>2 self-discipline, will-power (the writer lacks) / can keep my phone out of sight</td><td>– can manage a healthy relationship with my phone / easy to avoid distractions</td></tr>
<tr><td>3 immediate connectivity / required for work</td><td>– a need, essential, not a choice / quality and effectiveness of work would be severely impacted (without a smartphone) / can work, prepare, research anywhere / contact clients, my boss</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>

NOTE: A response can focus on the benefits of a smartphone <u>or</u> the problems caused by not having one

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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Question	Answer	Marks	Guidance
3(b)	**Supporting details from the text** ✓ / **Developments** DEV **4** **not all screen time is purposeless** / **booking tickets** / **banking transactions / GPS / time consuming, nuisance** (without a phone) – convenient, easy, simple / timesaving / organises life / reduces stress / annoying when asked to book tickets etc for others / stops me getting lost / do not have to memorise a route / do not want to stand in a queue / do not have to carry cash / can shop quickly **5** can **keep in contact, connect, in touch with friends** via **group chat** etc / **social cost** of being without a smartphone / **friends would have to make the effort** – not ready to risk losing friends / will miss out / cannot expect friends to make effort to stay in contact / contact keeps me safe / can access friends, family living long distances away **6** can **celebrate achievements** / **share half marathon victory** – friends welcome good news / without a phone you miss out on friends' important events		

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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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