



PiAcademy IGCSE Predicted Paper Set 1

FIRST LANGUAGE ENGLISH

PA_0500/1/01

Paper 1 Reading

Predicted Paper — Set 1

MARK SCHEME

Maximum Mark: 80

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which marks are to be awarded.

Mark schemes should be read in conjunction with the question paper and the insert containing the reading texts.

This is a PiAcademy predicted paper produced for practice purposes. It is not a Cambridge Assessment International Education paper and is not endorsed by UCLES.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1 :

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2 :

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3 :

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

English & Media subject specific general marking principles

(To be read in conjunction with the Generic Marking Principles (and requiring further guidance on how to place marks within levels))

Components using level descriptors:

- We use level descriptors as a guide to broad understanding of the qualities normally expected of, or typical of, work in a level.
- Level descriptors 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).

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 1

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

R5 select and use information for specific purposes

and **Question 1(f)** only tests writing assessment objectives W2, W3 and W5 (5 marks):

W2 organise and structure ideas and opinions for deliberate effect

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

W5 make accurate use of spelling, punctuation and grammar.

Overview of items for Question 1

Item	Assessment objectives tested	Marks for assessment objectives
1(a)	R5	1
1(b)(i)	R1	2
1(b)(ii)	R1	2
1(c)	R1 and R2	2
1(d)(i)	R1 and R5	2
1(d)(ii)	R1 and R5	3
1(e)	R1 and R2	3
1(f)	R1, R2 and R5 W2, W3 and W5	10 5
Total		30

Question	Answer	Marks
1(a)	List the <u>four</u> medal events held at the World Figure Skating Championships, according to the text. Award 1 mark for all four responses. • the men's • the women's • the pairs • the ice dance	1
1(b)(i)	Using your own words, explain what the text means by: 'shuffling along' (line 1) Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase. • shuffling: dragging / scraping the feet / moving awkwardly / unsteadily / clumsily / without lifting the feet • along: forward / onward / across the ice / making slow progress Do not credit 'walking' without the sense of awkwardness	2
1(b)(ii)	Using your own words, explain what the text means by: 'seem a blur' (line 5) Award 2 marks for full explanation (both strands). Award 1 mark for partial explanation. Credit alternatives explaining the whole phrase (e.g. appear too fast to make out). • seem: appear / look / give the impression of being • a blur: an indistinct mass / something the eye cannot separate / too fast to follow / smudged together Do not credit 'fast' without the sense of being indistinct	2
1(c)	Re-read paragraph 3 ('Once you have ... the overall result.'). Give <u>two</u> ways in which the 'free' programme differs from the 'short' programme. • gives competitors more flexibility / freedom to choose / less prescribed • allows them to showcase their strengths / play to what they are best at • is longer / a longer routine Award 1 mark for each idea, up to a maximum of 2. Do not credit 'more technical' (this describes the short programme)	2

Question	Answer	Marks
1(d)(i)	Re-read paragraphs 5 and 6 ('Ice dance, by ... anxiety-inducing throws.'). Identify <u>two</u> restrictions placed on ice dancers, other than the music they may use. • no throws (are permitted) • no high lifts • no jumps • no 'death spirals' • must stay no further than two arms' lengths apart / must remain close together Award 1 mark for each idea, up to a maximum of 2. Do not credit the deductions listed in lines 22–23 (these are penalties, not restrictions on the routine)	2
1(d)(ii)	Re-read paragraphs 5 and 6 ('Ice dance, by ... anxiety-inducing throws.'). Explain how a pairs routine differs from an ice dance routine, according to the text. • pairs is set to classical music, whereas ice dance uses tracks with a beat and lyrics / contemporary music • pairs includes lifts above the male skater's head, which are not allowed in ice dance • pairs includes side-by-side jumps, whereas ice dance has no jumps • pairs includes throws, whereas ice dance has no throws Award 1 mark for each idea, up to a maximum of 3. Each point should clarify the contrast with ice dance	3
1(e)	Re-read paragraph 1 ('For the majority ... and toe loops.'). Using your own words, explain why many ordinary viewers might find figure skating difficult to follow. Answers which are entirely in the words of the text should not be credited. • most people have no real experience of skating themselves / have only ever shuffled about on a rink / are beginners at best • their own skating is nothing like the sport they are watching / the gap between the two is very wide • the moves happen too quickly to be told apart / the eye cannot separate them • the vocabulary of the sport is unfamiliar / the technical terms mean nothing to them • they watch it only rarely / interest revives only occasionally, around major events Award 1 mark for each idea, predominantly in own words, up to a maximum of 3	3

Question	Answer	Marks
1(f)	According to Text B, why did Alysa Liu decide to stop skating, and why did she return to it? <u>You must use continuous writing (not note form) and use your own words as far as possible.</u> Your summary should not be more than 120 words. <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> Use the Marking Criteria for Question 1(f) (Table A, Reading and Table B Writing). INDICATIVE READING CONTENT Candidates may refer to any of the points below: 1. she had skated mornings and afternoons seven days a week for years / relentless schedule 2. she had never had a break before the pandemic closures 3. she had never had time to stop and think about what she wanted from the sport 4. the closures let her create her own structure / gave her freedom on the ice 5. the isolation brought her a sense of peace and curiosity 6. she missed her family / was the only one of five children who skated 7. constant travel meant her memory of it is a blur 8. she feared she would never live at home / would lose the chance to be with her family 9. her father had controlled the hiring and firing of coaches; she wanted her own team 10. the disconnect showed in a deliberately missed flight and a panicked call to a coach 11. a ski trip at Lake Tahoe made her reconsider / made her want to return to the ice 12. she felt she would be a hypocrite loving skiing but not skating 13. her hip problems had eased once her body was given time to heal 14. she could now train properly, building strength and stamina without shortcuts 15. she could make time for friends and family at competitions 16. two years away let her discover who she was outside the sport 17. she now skates for its own sake / would skate even if no one were watching	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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• No creditable content.

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 2

This question tests reading assessment objectives R1, R2 and R5 (25 marks):

R1 demonstrate understanding of explicit meanings

R2 demonstrate understanding of implicit meanings and attitudes

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

Overview of items for Question 2

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

Question	Answer	Marks
2(a)(i)	<u>Identify a word or phrase from the text which suggests the same idea as the words underlined:</u> The writer feared becoming permanently <u>stuck in a state he could not escape from.</u> • (permanently) wedged into that rut (line 1)	1
2(a)(ii)	<u>Identify a word or phrase from the text which suggests the same idea as the words underlined:</u> He was drawn to the idea of turning himself into something fired through the air. • becoming a projectile (myself) (line 9)	1
2(a)(iii)	<u>Identify a word or phrase from the text which suggests the same idea as the words underlined:</u> The young skater came back down onto the ice <u>with astonishing softness.</u> • light as a kiss (line 19)	1
2(a)(iv)	<u>Identify a word or phrase from the text which suggests the same idea as the words underlined:</u> His awkward way of moving left his coaches puzzled. • bemused (coaches) (line 29)	1

Question	Answer	Marks
2(b)(i)	Using your own words, explain what the writer means by each of the words underlined: It wasn't all magic mist and soft landings. Performing three-turns and twizzles inside a swarm of kids led to some bruises (mine, not theirs). In the intermediate class my gangling style bemused coaches who ranged from haughty to delightful. • gangling: awkward / ungainly / lanky / all arms and legs / clumsily tall and loose-limbed do not credit 'tall' alone	1
2(b)(ii)	Using your own words, explain what the writer means by each of the words underlined: • bemused: puzzled / baffled / bewildered / confused / left unsure what to make of it	1
2(b)(iii)	Using your own words, explain what the writer means by each of the words underlined: • haughty: arrogant / superior / disdainful / looking down on others / proud and distant do not credit 'strict' or 'serious'	1

Question	Answer	Marks
2(c)	Use one example from the text below to explain how the writer suggests his feelings as he watched the young skater. Use your own words in your explanation. One evening I saw a young man launch himself with the blasé grace of a champion, so high he obscured loudspeakers hung from the roof. Up there he paused long enough to kick up his heels to meet his outstretched hands. My jaw dropped when he finally touched down, light as a kiss. Award 3 marks for an appropriate example with a comprehensive explanation which shows understanding of how the writer suggests his feelings as he watched the young skater. Award 2 marks for an appropriate example and attempt at an explanation which shows some understanding of how the writer suggests some of his feelings as he watched the young skater. Award 1 mark for an example with an attempt at an explanation which shows awareness of his feelings as he watched the young skater. The explanation may be partial. The explanation must be predominantly in the candidate's own words. Responses might use the following: • 'launch himself': suggests sudden explosive power, as if fired or propelled; the writer is struck by the force involved and by the fact that a human body can generate it • 'blasé grace of a champion': suggests the skater makes something extraordinary look casual and unremarkable; admiration mixed with a sense of his own distance from that level / slight envy at the ease of it • 'so high he obscured loudspeakers hung from the roof': measures the jump against a fixed object to convey disbelief at the height; the writer is astonished and wants the reader to picture the scale • 'Up there he paused': suggests time seeming to stop, the skater apparently suspended and defying gravity; a sense of wonder at something that should not be possible • 'My jaw dropped': physical reaction conveys involuntary amazement; he is completely taken by surprise / momentarily unable to respond • 'light as a kiss': simile conveying extreme softness and delicacy of the landing, in contrast to the force of the launch; suggests tenderness, and awe that such power ends so gently	3

Question	Answer	Marks
2(d)	Re-read paragraphs 6 and 12. • Paragraph 6 begins 'It wasn't all magic ...' and is about the writer's early setbacks and his new skates. • Paragraph 9 begins 'I can now attempt ...' and is about how the writer feels in the air. Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose three examples of words or phrases from each paragraph to support your answer. Your choices should include the use of imagery. Write about 200 to 300 words. Up to 15 marks are available for the content of your answer. Use the Marking Criteria for Question 2(d) (Table A, Reading) Notes on task This question is marked for the ability to select powerful or unusual words and for an understanding of ways in which the language is effective. Expect responses to provide words / phrases that carry connotations additional to general meaning. Mark holistically for the overall quality of the response, not for the number of words chosen, bearing in mind that for the higher bands there should be a range of choices to demonstrate an understanding of how language works, and that this should include the ability to explain images. It is the quality of the analysis that attracts marks. Do not deduct marks for inaccurate statements; simply ignore them. The following notes are a guide to what good responses might say about the selections. Candidates can make any sensible comment, but only credit those that are relevant to the correct meanings of the words in the context and that have some validity. Alternative acceptable explanations should be credited. Credit comments on effects created by non-vocabulary choices such as grammar / syntax and punctuation devices. These must be additional to comments on vocabulary.	15

Question	Answer	Marks
2(d)	Responses might use the following: Paragraph 6 begins 'It wasn't all magic ...' and is about the writer's early setbacks and his new skates. <i>Overview: the comic indignity and real physical cost of learning late, set against his delight in the equipment that renews his ambition.</i> • 'It wasn't all magic mist and soft landings': dismisses his own earlier romantic account; 'magic mist' and 'soft landings' recall the fairy-tale imagery he has just used, so the flat denial punctures it; signals a turn towards harder truths • 'a swarm of kids': insect imagery/zoomorphism suggesting large numbers, unpredictable movement and the impossibility of avoiding them; he is outnumbered and hemmed in, faintly threatened by children • '(mine, not theirs)': the bracketed aside is a wry admission that he, not the children, comes off worse; self-deprecating humour that undercuts any heroism • 'gangling style bemused coaches': 'gangling' conveys loose, ungainly limbs out of proportion to the delicacy required; 'bemused' suggests the coaches cannot categorise him, he exists outside of their experience • 'haughty to delightful': the wide span of the oxymoronic pairing sketches a whole cast of characters in three words; suggests he was judged as well as taught • 'driven into the pelvic socket, splitting it in two': violent, mechanical verbs; 'driven' suggests enormous force applied to something engineered, 'splitting' the sound of breakage; the clinical register makes the injury sound worse than an emotional account would • 'strategically padded': military or tactical language applied to his own body, comic in its seriousness; suggests he has learned caution but not given up • 'anti-gravity boots': playful, almost science-fiction image; the skates are presented as equipment that will let him defeat the gravity he has been losing to since paragraph 1 • 'aromatic Italian leather and with blades of niobium steel': sensory/olfactory imagery and technical detail lavished on the skates as if on a luxury object; 'aromatic' appeals to smell, 'niobium' sounds rare and specialist; conveys pride, indulgence, and a new seriousness of purpose	15

Question	Answer	Marks
2(d)	Paragraph 9 begins ‘I can now attempt ...’ and is about how the writer feels in the air. <i>Overview: quasi-religious release; the ordinary body briefly freed from age, weight and control.</i> • ‘the waltz-jump, loop or salchow’: the roll-call of technical names structured in a list of three shows how far he has come from the beginner of paragraph 8; quiet pride in belonging to the sport’s vocabulary • ‘a sublime moment’: elevated, almost religious diction; ‘sublime’ suggests awe rather than mere pleasure, an experience beyond the everyday • ‘the apogee of my leap’: astronomical term for the highest point of an orbit; makes a modest jump sound planetary or unearthly, and suggests a peak that cannot be sustained • ‘freed from all earthly bonds’: metaphorical language of escape and even of death or transcendence; ‘earthly’ sets the moment against everything ordinary and gravity-bound, answering the ‘surrender to gravity’ he feared • ‘I become weightless, in body and mind’: the extension from physical to mental is the point of the whole essay; the ageing, worried self of paragraph 1 is briefly lifted away too • ‘There is no backing out’: short, blunt sentence among longer ones; the abrupt rhythm enacts the moment of commitment when retreat is impossible • ‘Leaping into space’: ‘space’ continues the astronomical imagery and makes the rink sound vast; suggests both freedom and emptiness beneath him • ‘I place my trust in physics’: language of faith/religion transferred to science; he surrenders to laws he cannot negotiate with, which is both rational and an act of belief • ‘cast myself into the hands of forces beyond my control’: ‘cast myself’ suggests deliberate abandonment, ‘hands’ personifies the forces as something that might catch or drop him; conveys risk willingly accepted Only credit comments on stylistic effect where these are explicitly linked to choices.	15

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

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

Level	Marks	Description
5	13–15	• 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	• 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	• 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	• 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	• The choice of words is sparse or rarely relevant. • Any comments are inappropriate and the response is very thin
0	0	• 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	You are a journalist writing for a health and fitness magazine some years after the events described in the text. You decide to write a feature article about the writer and his decision to take up figure skating at the age of 40. In your article you should explain: • why he felt he needed to change, and why he rejected the other options open to him • what he found difficult about learning to skate as an adult, and how he responded to those difficulties • what skating gives him now, and why he believes it is worth the risk <u>Write the words of the article.</u> Base your article on what you have read in <u>Text C</u>, but be careful to use your own words. Address each of the three bullets. Write about 250 to 350 words. <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> Use the Marking Criteria for Question 3 (Table A, Reading and Table B Writing) Notes on task Candidates should select ideas from the text (see below) and develop them relevantly, supporting what they write with details from the text. Look for an appropriate register for the genre, and a clear and balanced response which covers the three areas of the question, is well sequenced, and is in the candidate's own words. Annotate A1 for references to why the writer felt he needed to change, and why he rejected the other options open to him Annotate A2 for references to what the writer found difficult about learning to skate as an adult, and how he responded to those difficulties Annotate A3 for references to what skating gives the writer now, and why he believes it is worth the risk	25

Question	Answer	Marks
3	A1: why he felt he needed to change, and why he rejected the other options open to him • turning 40 / a sense of being stuck (det. 'I hit 40 hard', 'I was in a rut') [dev. an age that forces stock-taking / felt life had stalled / needed a jolt rather than a gentle adjustment] • fear of physical decline (det. middle-age spread, peers slumping, 'vertical to slumped, spry to idle') [dev. did not want to go the way of his friends / saw his own future in them / wanted to stay upright and mobile as long as possible] • the need was not only physical but mental (det. 'thinning briefcase of enthusiasm') [dev. losing interest in work and in life / needed something to restore enthusiasm as well as fitness / boredom as dangerous as unfitness] • wanted escape from routine (det. something to 'launch me from the weekly grind') [dev. work had become monotonous / needed a complete change of register in his week] • rejected golf (det. men 'claimed by' it, green expanses, technical demands, entire weekends) [dev. saw it as a trap rather than a hobby / would swallow his time / a surrender to middle age rather than a resistance to it] • disliked ball games and valued his marriage (det. 'bored by ball games', 'too fond of my wife') [dev. humour masking a real objection / unwilling to lose whole weekends away from home] • attracted by the idea of flight (det. 'becoming a projectile myself', still owned hockey skates) [dev. wanted speed and height rather than a gentle pastime / already had a starting point / the resolve of 'never too old; never too late'] A2: what he found difficult about learning to skate as an adult, and how he responded to those difficulties • embarrassment among children (det. only male student, towered over children in tutus, 'greying, balding ego') [dev. conspicuous and out of place / had to accept looking foolish / pride was the first thing to go] • crowded, unpredictable conditions (det. three-turns and twizzles inside 'a swarm of kids', bruises) [dev. could not practise safely / had to work around others / the bruises were his, not theirs] • his body did not move as required (det. 'gangling style bemused coaches') [dev. adult proportions unsuited to the sport / coaches had no template for him / had to be taught differently] • mixed quality of teaching (det. coaches 'from haughty to delightful') [dev. some looked down on him / had to persist through discouragement] • a serious injury (det. leapt backwards, flipped sideways, femur driven into pelvic socket, split in two) [dev. the risk was real, not just theoretical / months of pain / many would have stopped there]	25

Question	Answer	Marks
3	• he returned rather than quitting (det. back after nine months, 'strategically padded') [dev. adapted rather than retreated / accepted he must protect himself / persistence as the whole point] • invested in proper equipment (det. 'anti-gravity boots', figure skates, Italian leather, niobium blades) [dev. treated it seriously rather than as a whim / better equipment opened up jumping and spinning / a statement of commitment] • spinning demanded fine control (det. balance on the tip of one blade, 300 revolutions per minute, hard to reel in a limb) [dev. exhilarating and exasperating in equal measure / progress measured in very small margins] A3: what skating gives him now, and why he believes it is worth the risk • a sense of renewal (det. 'skating away from my old self ... towards a new me', cobwebs blown away) [dev. the change he was looking for actually happened / feels like a different person from the man in the rut] • improved fitness and reflexes (det. fitness and reflexes improved, could make good speed) [dev. the original physical aim was met / has kept the decline he feared at bay] • it meets the conditions for ageing well (det. 'social, physical and purposeful') [dev. gives him company as well as exercise / a reason to keep going rather than merely a way to keep fit] • aerial moves are now possible (det. waltz-jump, loop, salchow) [dev. real technical progress from a standing start / earned rather than given] • a moment of complete release (det. 'sublime moment at the apogee', 'freed from all earthly bonds', weightless in body and mind) [dev. escape from age and worry as much as from gravity / brief but transformative / what he was chasing all along] • a deliberate act of trust (det. no backing out, trust in physics, 'forces beyond my control') [dev. accepts risk knowingly / the surrender is part of the reward / cannot be had safely] • he judges it worth the cost (det. 'worth all the pain and effort', grace overcomes gravity) [dev. weighed against a broken pelvis and still chosen / the answer to the decline described at the start] • it restores a feeling of youth (det. comes down 'grinning like a boy') [dev. the ego he arrived with has been replaced by simple pleasure / at 40-something he has found something that makes him feel young]	25

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	- 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	- 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	- 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	- 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	- 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	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	• 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	• 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	• 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	• 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	1–3	• 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	• The response cannot be understood.