Example Candidate Responses
Paper 2

Cambridge O Level
English Language 1123

For examination from 2018

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Contents

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level English 1123, and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen from June 2018 scripts to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or omitted. This is followed by examiner comments on how the answer could have been improved. In this way, it is possible for you to understand what candidates have done to gain their marks and what they could do to improve their answers. There is also a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub.

These files are:

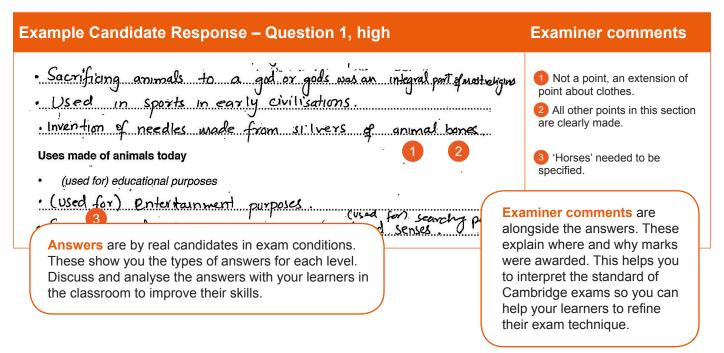> **June 2018 Question Paper 22**
>
> **June 2018 Paper 22 Mark Scheme**

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How to use this booklet

This booklet goes through the paper one question at a time, showing you the high-, middle- and low-level response for each question. The candidate answers are set in a table. In the left-hand column are the candidate answers, and in the right-hand column are the examiner comments.

Example Candidate Response – Question 1, high	Examiner comments
• Sacrificing animals to a god or gods was an integral part of most religions • Used in sports in early civilisations. • Invention of needles made from silvers of animal bones ① ② **Uses made of animals today** • (used for) educational purposes • (used for) Entertainment purposes ③ (used for) searching p... ...d senses	① Not a point, an extension of point about clothes. ② All other points in this section are clearly made. ③ 'Horses' needed to be specified.

Answers are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.

How the candidate could have improved their answer

The candidate was able to identify keywords in the text and utilised them as part of the answers. This candidate interpreted explicit and implicit information, including the writer's attitude. The candidate also demonstrated understanding of how to write using appropriate language and structure to effectively answer the questions.

This section explains how the candidate could have improved each answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine their exam technique.

Common mistakes candidates made in this question

The question asked why the author uses these particular phrases to convey his meaning. Many candidates only gave the definition or explained the phrases without giving the reasons why the author used these particular phrases. Therefore, the reponses gained only one mark.

Often candidates were not awarded marks because they misread or misinterpreted the questions.

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes and give them the best chance of achieving the available marks.

Question 1

Example Candidate Response – high	Examiner comments

Section 1: Reading for Ideas

Read **Passage 1**, *People and Animals*, in the Insert and answer **all** the questions below.

1   (a)   **Notes**

Identify and write down the information in the passage which describes people's uses of animals in former times, and the uses made of animals today.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

People's uses of animals in former times

- *(means of) human transport*
- Hunted for food
- Used to move objects around.
- Early humans learned how to use their hides effrom these animals to keep themselves warm and dry.
- Useful in the hunting of other animals
- animals had a role to play in warfare.
- Sacrificing animals to a god or gods was an integral part of most religions.
- Used in sports in early civilisations.
- Invention of needles made from silvers of animal bones   ① ②

Uses made of animals today

- *(used for) educational purposes*
- (Used for) Entertainment purposes
- ③ Some animals have extraordinary heightened senses. (used for) searching people
- Trained to sniff out drugs and explosives
- (Used for) scientific testing
- Selling animal products allows people to pay for education for their children   ④
- ⑤ (are used)(are used) to provide companionship and the sense of purpose
- (used for) animal-assisted therapy ....[12]

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① Not a point, an extension of point about clothes.

② All other points in this section are clearly made.

③ 'Horses' needed to be specified.

④ Purpose not required by rubric, only use of animals.

⑤ 'Pets' needed to be specified.

Mark for (a) = 12 out of 12

Example Candidate Response – high, continued	Examiner comments

(b) Summary

Now use your notes from **1(a)** to write a summary of people's uses of animals in former times, and the uses made of animals today, as outlined in the passage.

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.

Your summary must be in continuous writing (**not** note form). You are advised to write between **150** and **180** words, including the 10 words given below.

Begin your summary as follows:

Since earliest times, people have made use of animals as a source of food but also used them for transportation of goods. The furry hides of animals was used by humans man to keep themselves warm and dry simultaniously with the invention of needle from the silver of the animals bone allowed humans to improve their clothing. Although animals were a used as human transport they were also used on the battlefeilds. As the animals were domesticated they were now being used by humans to hunt other animals. more over the animals were also used as an offering to god or gods in most religions. In the early civilisations. animals were an integral part in the sporting activities and even today are an important part. Then Now a days animals are being kept in zoo's which allows more people to see them in their natural habitat. Animals who have extraordinary heightened senses are used to find lost people simultaniously they are also being utilized in the fight against crime as they can smell drugs are explosives. Animals are used for scientific testing as well as being used for theraputic reasons. They also offer a sense of companionship and even are used by people in rural areas for as a source of income as they sell animal products. **6**   **7**

....

....

....[10]

6 Relevance - almost entirely relevant.

7 Coherence - fluent, good use of linking devices, although more might have been used.

Mark for (b) = 9 out of 10

Total mark awarded = 21 out of 22

How the candidate could have improved their answer

- **(a)** Although full marks were scored, the candidate gave irrelevant point about 'needles', and wrote that animals in general rescued people, as opposed to the specific 'horses' of the text. The superfluous link to 'paying for children's education' was given, whereas 'selling animal products' had already scored the mark; uses of animals was the rubric, not the purposes of using animals. 'To provide companionship' was not sufficient to score without the specific reference to 'pets'.

- **(b)** The following references were relevant: food, transportation of goods, animal hides to keep warm, offerings to gods, sports, education, finding lost people (an attempt at the point, relevant although insufficient), sniff out drugs, scientific testing, therapy, selling animal products. There was only one irrelevant detail given, namely reference to needles. Therefore, this script was awarded upper Band 5 for Relevance.

- The following lines were fluent: but also (line 2), simultaneously (line 4), although (line 6), also (line 7), as (line 7), moreover (line 9), nowadays (line 12), which (line 13), as (line 16), as well as bring (line 18), also (line 18), and even (line 19), as (line 20). Answer could have been improved with more links, such as 'however' or 'furthermore'. This script was awarded lower Band 5 for Coherence.

Example Candidate Response – middle	Examiner comments
Section 1: Reading for Ideas Read **Passage 1**, *People and Animals*, in the Insert and answer **all** the questions below. 1 (a) Notes **Identify and write down** the information in the passage which describes people's uses of animals in former times, and the uses made of animals today. **USE MATERIAL FROM THE WHOLE PASSAGE.** At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points. You will be awarded up to **12** marks for **content** points. **Content Points** **People's uses of animals in former times** • *(means of) human transport* • used to move objects around, carried heavy loads on their back • thick, furry hides were used to keep humans warm and dry • means of food • protection of food supplies • Chasing down of prey aid in hunting • used in warfare • used in sports • sacrificing of animals for religious purposes ① **Uses made of animals today** • *(used for) educational purposes* • used for entertainment • search for people lost or trapped in dangerous terrain • forecasting of earthquakes • fight against crime • used in scientific testing • selling animal product products • animal-assisted therapy • sporting activities ② [12]	① Some points were incomplete in Section 1. Need: animals hunt other animals (to protect food supply); reference to god(s) (for religious purposes). ② Some points were incomplete in Section 2. Need: reference to horses (to search for people); reference to sniffing out drugs or explosives (in fight against crime). No attempt at point about pets. Mark for (a) = 9 out of 12

Example Candidate Response – middle, continued

Examiner comments

(b) **Summary**

Now use your notes from **1(a)** to write a summary of people's uses of animals in former times, and the uses made of animals today, as outlined in the passage.

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.

Your summary must be in continuous writing (**not** note form). You are advised to write between **150** and **180** words, including the 10 words given below.

Begin your summary as follows:

Since earliest times, people have made use of animals as ......a means of transport over long distances. Some were decorated to show rank in the society. Animals were also used to carry weight on their backs for delivering goods. Animal fur from hairy name mammoths were used to make clothes for dryness and warmness. Animals were captured to fill stomach of people and they too kept food supplies safe and sound. Fast moving animals like cheetah aided in hunting. Sacrificing of animals to place god were a tradition in many religion. Animals were are still are being used in sports by athletes. In modern times, They are also used for entertainment such as in circuses though it thought to be very cruel. Few animals with special senses help in investigation to keep track of lost people. Scientists have found ways to use animals as warnings for natural disasters suchas earthquakes. Solving crimes often involves animals to find hidden illegal items such as drugs. They are also used in scientific testing for medicines. They also benefit us economically by selling of their products. Keeping animal as pet provides company especially for old people. Animals also aid in therapy which can ~~improve a patient's~~ help a patient to recover faster.

(172 words) [10]

③　④

3 Relevance - inclusion of irrelevant detail such as decorating animals to show rank, animals carrying weight on their backs, fur from mammoths. Inclusion of opinion about cruelty.

4 Coherence - a few lines indicated as being fluent. Greater use of linking devices would have improved the answer.

Mark for (b) = 6 out of 10

Total mark awarded = 15 out of 22

How the candidate could have improved their answer

- **(a)** Although many points were correctly made (reference to carrying objects, using animal skins to keep warm, using animals for food, in warfare, in sport, for entertainment, for scientific testing, selling animal products, and therapy) several points were incompletely attempted. These included: reference to protection of food supplies without reference to how this was done (by animals hunting other animals); reference to sacrificing animals without reference to sacrificing them to gods; reference to animals in general rescuing people as opposed to the specific 'horses' of the text; reference to fight against crime without it being specified that this was done by training animals to sniff out drugs or explosives. There was no attempt at the point about pets. In general, candidate's answer would have been improved by focusing on separating the main points from what were generalisations or partial points.

- **(b)** The following references were relevant: transport, clothes, food, transportation, entertainment, forecasting earthquakes, scientific testing, selling animal products, pets, and therapy. There were several irrelevant examples given, namely reference to decorating animals to show rank, animals carrying weights on their backs, fur from mammoths being used to make clothes as opposed to fur or hides from animals in general. The opinion about using animals for entertainment being cruel was included. This meant that the candidate did not quite make the points of the text. Therefore, this script was awarded upper Band 3 for Relevance.

- There were three lines which were fluent: (line 3), in modern times (line 12); also (line 19). The sentences were generally accurate but the candidate could have scored a higher mark had they used more linking devices and tried to synthesise some of the points. This script was awarded upper Band 3 for Coherence.

Example Candidate Response – low	Examiner comments

Section 1: Reading for Ideas

Read **Passage 1**, *People and Animals*, in the Insert and answer **all** the questions below.

1   (a)   Notes

Identify and write down the information in the passage which describes people's uses of animals in former times, and the uses made of animals today.

USE MATERIAL FROM THE WHOLE PASSAGE.

At this stage, you do **not** need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.

You will be awarded up to **12** marks for **content** points.

Content Points

People's uses of animals in former times

- *(means of) human transport*

· Used for hunting purposes. For example Puma Cheeda's
· They were used for farming like ox which pulled plough
· Elephants used to hauled logs from forests.
· Some harness animals like llamas, horse were used to carry heavy loads on their backs:
· Some were used to protect food supplies and Sen animals were used to for agricultural purposes which are still used nowadays. ①

Uses made of animals today

- *(used for) educational purposes*

· Some animals like Puma ~~were~~ are used for forcasting earthquakes.
· Animals like rabbits, monkeys or rats ~~were~~ are used in scientific testing.
· Daity products are made from some animals.
· In police force's dogs or other Animals are used to sniff explosives and drugs, due to there there strong sense of smell. ② [12]

① No points made in Section 1. Either (i) individual animals selected without a context or (ii) examples of how specific animals were used. Little attention to the rubric, i.e. uses of animals.

② Three points made in Section 2: forecast earthquakes, scientific testing and sniff out drugs. Reference to dairy products is too specific. Five answers offered.

Mark for (a) = 3 out of 12

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Example Candidate Response – low, continued	Examiner comments

1 (b) Summary

Now use your notes from **1(a)** to write a summary of people's uses of animals in former times, and the uses made of animals today, as outlined in the passage.

Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.

Your summary must be in continuous writing (**not** note form). You are advised to write between **150** and **180** words, including the 10 words given below.

Begin your summary as follows:

Since earliest times, people have made use of animals as means of transport both humans and louage, like Camels which were used to travel in deserts. Many animals were used and are being used for different purposes. In some early time's elephants were lavishly decorated as they used to carry people of high ranks and they were used in hauling logs. Different Animals like oxen horses horses, Llamas were used to carry heavy stuffs and were used for transports humans. They were later used in battles and rescue purposes. Time to time in olympics racing. Animals were also used as sign of kindness. While in recent times some animals were used to for many different things. For example, Puma's now are used in forcasting earthquakes. Lions are used as circuses purposes, although it was is known to be cruel way of using animals. Dogs are used by the police and some animals like rabbits, rats etc are still being used for medical or scientific testing. In rurala area's now a days and in early times dairy products like milk and eggs also wool were are being made out of animals like cows, chikroosters, sheeps etc, which are eith either a harmles way or natural way.

③

Words: 174
④

....[10]

③ Relevance - three areas of relevance given, i.e. transport, scientific testing, dairy produce. Lines 1–9 taken up with one area of relevance supported by irrelevant details and examples. Relevance also spoiled by general statements and invented material.

④ Coherence - there is limited fluency and almost no attempt at linking devices.

Mark for (b) = 4 out of 10

Total mark awarded = 7 out of 22

How the candidate could have improved their answer

- **(a)** The candidate could have read the rubric more carefully, i.e. the uses of animals. No points were made in the first section, as (i) either individual animals were selected without a real context or (ii) because the candidate gave examples of how specific animals were used rather than giving general points as required by the rubric. For example: under (i), oxen and cheetahs were selected, and under (ii) specific uses of elephants or specific examples (like animals carrying loads on their backs) were given. In the second section, although the forecasting of earthquakes, scientific testing and sniffing out drugs were correctly given, only four content points were offered, the fourth being the incorrect reference to specific dairy produce instead of the wider context of animal products. To achieve a higher mark in this section, the candidate needed to provide more content points. He should also have concentrated on entire generic points and avoided giving examples or illustrations. The candidate was awarded lower Band 2 under Relevance.

- **(b)** The following references were relevant– transport, scientific testing and dairy produce. Although this last was not a content point it was an attempt at content and therefore credited with being relevant. There were 4 lines that were relevant: which (line 2), as (line 5), and (line 8), and (line 16). These were limited signs of fluency and the candidate was awarded lower Band 3 under Coherence.

Common mistakes candidates made in this question

- **(a)**
  - The most common error was to offer examples as if they were overarching points, e.g. to write 'horses carried soldiers into battle' rather than 'animals were used in warfare' or to write 'The Greeks used horses in chariot racing' rather than 'animals were used in sports'.
  - Another common error was to write only a partial point, e.g. 'animals were sacrificed' with no reference to gods, or 'this study could help in forecasting of earthquakes' instead of 'animals can be used to help in forecasting of earthquakes'.
- **(b) There were three basic types of errors under Relevance.**
  - Writing general statements which did not contribute to the summary, e.g. 'many animals were used and are being used for different purposes' and 'in recent times, animals were used for different things'.
  - Details and examples, rather than overarching points, e.g. specific reference to camels, llamas and elephants.
  - Invented material, e.g. 'Olympic racing', sign of kindness' and 'harmless or natural way.'

    There were also two basic types of errors under Coherence.
  - Not using links such as 'however' or 'moreover', producing a stilted or abrupt effect rather than a fluent one.
  - Fluency was sometimes impeded by many common errors.

Question 2

Example Candidate Response – Middle	Examiner comments
2 Re-read paragraphs 4, 6 and 7, and identify and write down **one** opinion from each of these paragraphs. • Paragraph 4 *using animals solely for entertainment is definitely cruel and unnatural.* (1) • Paragraph 6 *the medical benefits for humans certainly outweigh animal suffering.* (2) • Paragraph 7 *& for someone living alone a cat can provide companionship.* (3) [3] Total marks for Section 1: [25]	(1) Subjective adjectives 'cruel' and 'unnatural' clearly identified to support this being an opinion. (2) Subjective verb 'outweigh' clearly identified to support this being an opinion. (3) Inclusion of 'can' makes this an objective statement and therefore not an opinion. **Total mark awarded = 2 out of 3**

How the candidate could have improved their answer

In the opinion from Paragraph 4, the candidate correctly identified 'cruel' and 'unnatural' as being subjective adjectives in the context. In the opinion from Paragraph 6, they correctly identified 'outweighs' as being a subjective verb in the context. However, in the opinion from Paragraph 6, the candidate did not identify 'most exciting' as being a subjective adjective in the context, writing instead 'for someone living alone a cat can provide companionship'. The inclusion of 'can' makes this an objective statement and not an opinion. The candidate needed to work on distinguishing between subjective and objective statements.

Common mistakes candidates made in this question

Common mistakes were not distinguishing between subjective and objective words which indicate opinion or fact as appropriate.

Question 3

Example Candidate Response – middle	Examiner comments
Section 2: Reading for Meaning Read **Passage 2**, *Nizam*, in the Insert and answer **all** the questions below. From paragraph 1 **3 (a)** Give **two** reasons why Nizam was happy 'on the day that he qualified' as a teacher. (i) Because he made his parents proud. (ii) Because he had been qualified in young age. ① [2] **(b)** Nizam had 'to write reports on his junior classes'. What is the other reason why Nizam's weekend was less relaxing than it normally was? He was asked by the principal to make a topic for the school's annual story-writing competition. [1] ②	① Answer to (i) is correct but answer to (ii) is not correct. It was necessary to read from lines 3 to 9 to get both answers, the second being that he had achieved an ambition. Two part answers are usually separated by a stretch of text. Mark for (a) = 1 out of 2 ② A clear answer. All details needed, including reference to' school' and 'writing'. Mark for (b) = 1 out of 1 **Total mark awarded = 2 out of 3**

How the candidate could have improved their answer

- **(a)** Candidate correctly identified that Nizam was happy because he made his parents proud. He did not make the point that Nizam had achieved a lifelong ambition. He could have improved his answer by reading more than the immediate context of the first correct mark, and thus would not have picked up 'he was young' as the answer.
- **(b)** The candidate gave a correct response by including all relevant detail, including 'school' and 'writing' (competition).

Common mistakes candidates made in this question

- **(a)** Picking the first plausible sounding answer instead of having the confidence to read on. This was a two-mark question where typically the two correct responses are separated deliberately by a section of text, in this particular case by 6 lines, from line 3 to line 9.
- **(b)** Omitting one of the details, such as 'school' or 'writing' (competition).

Question 4

Example Candidate Response – high	Examiner comments
From paragraph 2 **4 (a)** 'The young students Nizam taught were not lazy, inconsiderate or impolite'. What is the other reason why Nizam found the newspaper article 'infuriating'? *He also was counted in that particular age group.* [1] **1** **(b)** 'Instead of reciprocating the smile, the waiter, an elderly man, gave Nizam a stony look.' Explain **in your own words** the waiter's reaction to Nizam's smile. *The waiter did not smile back but instead gave a hard look probably frowning and in a grumpy mood.* [2] **2**	**1** The correct answer is given to Q4(a). Popular wrong answers were (i) lift of 'it was an unjustified tirade' and (ii) misquote of lift at line 17, given as 'he was not able to count himself as being in that age group'. Mark for (a) = 1 out of 1 **2** Ideas to be paraphrased are that the waiter did not return Nizam's smile but gave him an unfriendly look. Two correct answers are given: 'did not smile back' and 'frowning'. Popular wrong answers focused on waiter not liking his job or wrong re-cast of stony as, e.g. 'angry'. Mark for (b) = 2 out of 2 **Total mark awarded = 3 out of 3**

How the candidate could have improved their answer

The candidate scored full marks in this question.

Common mistakes candidates made in this question

- **(a)** Writing 'it was an unjustified tirade against the younger generation' which, although true, did not answer the question as candidates often missed the force of 'what is the <u>other</u> reason?' Another common mistake was to choose the easier lifted answer 'was he too not able to count himself in that same age group?' but to mis-quote it by writing 'he was not able to count himself in that same age group.'

- **(b)** Ignoring the fact that this was a question requiring candidates to answer in their own words and to write, incorrectly, that the waiter did not like his job. Frequent wrong responses were that the waiter was 'angry' or 'bad-tempered'.

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Question 5

Example Candidate Response – high	Examiner comments

From paragraph 3
 	
5   (a)   A contrast is created between the stallholders' 'apparent hostility' and what is really going on.
 	
    Without copying from the passage:
 	
    (i)   describe what seems to be happening.
 	
    It seems that stallholders were quarreling with each other ....[1]
 	
    (ii)   describe what is really going on.
 	
    ~~There~~ Their quarrel was not a serious one but a part of ~~morning~~ ~~entertainment~~ their enjoyment ....[1] ①
 	
  (b)   Pick out and write down the **one** word which shows that the stallholders' sales talk never varied.
 	
    routine ....[1] ②
	① 'What seems to be happening' is found in the text at 'apparent hostility', but as own words are needed 'hostility' has been correctly re-cast as 'quarrelling'.
	
	'What is really going on' is found in the text as 'entertainment' but as own words are needed 'entertainment' has been re-cast as 'enjoyment'.
	
	Candidates must demonstrate understanding of the situation, not just the meanings of individual words.
	
	Mark for (a) = 2 out of 2
	
	② 'routine' has been correctly identified as the one word which shows lack of variety. Many candidates chose 'cacophonous' either because it came first or because it seemed such a difficult word it had to be the right answer. Confidence to keep reading was needed.
	
	Mark for (b) = 1 out of 1
	
	Total mark awarded = 3 out of 3

How the candidate could have improved their answer

- The candidate scored full marks in both Q5(a) and Q5(b). The candidate demonstrated that they understood the difference between the appearance of what was happening, i.e. that the stallholders were quarrelling, and the reality, i.e. that the arguments were for enjoyment.
- In (b) the candidate used the context appropriately and gave the correct response, which was 'routine'.

Common mistakes candidates made in this question

- **(a)** Not understanding 'hostility' and re-casting that as 'friendly'. Another mistake was to dip into the text at 'florists' and 'aroma of spices' and conclude that all seemed well and that the stallholders were enjoying themselves or that the atmosphere was good. If candidates had been confused in the first part of the question at 'apparent hostility' they were more likely to answer the second part incorrectly, ('what was really going on') often writing that the stallholders were in competition with each other, instead of focusing on 'merely a routine and a good-natured part of the morning's entertainment'. This would have told them that the answer was that it was all for fun or that it was all an act.
- **(b)** Writing 'cacophonous'. This suggests that either (i) they chose this word because it came in the text before 'routine' and they did not read on or (ii) they chose this word because they did not understand it and so thought it might be correct. Using the context is necessary in this type of question.

Question 6

Example Candidate Response – middle	Examiner comments
From paragraph 4 6 (a) The stallholder showed the woman a scarf. 'Then another. Then another.' What does 'Then another. Then another' show about: (i) the stallholder's character? _didn't give up easily, she kept trying to persuade the woman._ [1] ① (ii) the woman's character? _annoying, liar_ ....[1] (b) Nizam was 'shocked' and eventually ran after the woman. What **two** other aspects of his behaviour show that he was 'shocked'? (i) _He gasped_ (ii) _He ran out, taking the stairs two at a time_ [2] ②	① Text is used to infer in Q6(a)(i) that the stallholder is persuasive, doesn't give up easily etc. and scores the mark. However, in Q6(a)(ii) there is nothing in the text to support the idea that the woman is annoying. Closer reading of text shows she is either cunning or smart (she plans to steal) or fussy or choosy (or pretends to be.) 'Liar' is too specific. Mark for (a) = 1 out of 2 ② 'gasped' is correct but 'ran out' etc. is incorrect as it merely repeats the question. Two-part questions need reading of a stretch of text, in this case lines 35 to 39, arriving at the second answer 'rooted to the spot'. Mark for (b) = 1 out of 2 **Total mark awarded = 2 out of 4**

How the candidate could have improved their answer

- **(a)** The candidate wrote correctly that the stallholder didn't give up easily. He did not score the second mark and wrote that the woman was 'annoying' and a 'liar'. He could have improved his answer by seeing that nobody seemed to be annoyed in the text and that, in fact, the stallholder was being attentive and helpful, which is not the sign of an annoyed person. Reading the context more closely would have helped the candidate to see that the woman was deliberately taking up the stallholder's time, so that she could steal something, thus showing that she was clever. Alternatively, the candidate could have inferred from the context that she was fussy or indecisive (although actually she was only pretending to be).

- **(b)** The candidate wrote correctly that Nizam 'gasped'. But for the second part of the question the candidate wrote that Nizam 'ran out, taking the stairs two at a time'. This was incorrect as it was subsumed into the question wording that 'he ran after the woman'. As with Q3(a), the candidate needed to know that in two-mark questions it is necessary to read a stretch of text to filter out the two required answers.

Common mistakes candidates made in this question

- **(a)** Candidates sometimes defined the 'salesperson' idea, writing that he was trying to sell a scarf; selling things is common to all salespersons and not particular to the one in the text. Another common mistake was to offer a comment on the behaviour of the stallholder or the woman, whereas the question asked about character and not behaviour.

- **(b)** As with (a), the most common wrong answer was to pick the first plausible sounding answer instead of having the confidence to read on. This was a two-mark question where typically the two correct responses are separated deliberately by a section of text, in this particular case by 6 lines, from line 35 to line 39.

Question 7

Example Candidate Response – middle	Examiner comments
From paragraph 5 **7** (a) Who do you think laid a 'heavy hand' on Nizam's shoulder? ~~security~~ elder people ⓵ ....[1] (b) Nizam thought 'The irony of it all!' Explain the 'irony' in Nizam's situation. He wanted to catch the scarf thief, however people thought that he was the one that had just stolen something ⓶ [2]	⓵ Correct inference had to be drawn with the cafe. The most obvious inference was the waiter, but 'manager' or 'security staff' were allowed. Answers such as 'the woman' or 'the stallholder' are incorrect. Mark for (a) = 0 out of 1 ⓶ Correct answers require the contrast either between youth and age or between innocence and guilt. Here the contrast is succinctly made: in the process of catching a thief he was considered to be a thief himself. Mark for (b) = 2 out of 2 **Total mark awarded = 2 out of 3**

How the candidate could have improved their answer

- **(a)** An inference had to be drawn from the context of the café, so 'the waiter' was the expected answer, with 'the manager' and 'the security staff' being acceptable. Using the context would have shown that 'the police' was too extreme a reaction to not paying for a cup of coffee and the timescale would have been impossible too. 'The stallholder' or 'the woman' did not fit the context either.
- **(b)** The candidate understood the contrast between Nizam trying to catch a thief and in the process being taken as a thief himself.

Common mistakes candidates made in this question

- **(a)** Ignoring or missing the clues in the context. 'Who do you think' showed that an inference was needed here, and that the context of the café, and the forgetting to pay for the cup of coffee, suggested the waiter.
- **(b)** Not to understand that irony involves finding a contrast. Some candidates gave half the contrast, e.g. 'he ran after the thief although he was not a thief himself' and this was given one mark although identifying irony involves finding two sides of a contrast. Other common mistakes were to have an idea that contrast was involved but to give one part of each of the two possible ironies, which were the contrast between youth and age or the contrast between innocence and guilt. For example, 'the newspaper criticised young people and he was accused of being a thief' is incorrect as it straddles the two examples of irony in the text.
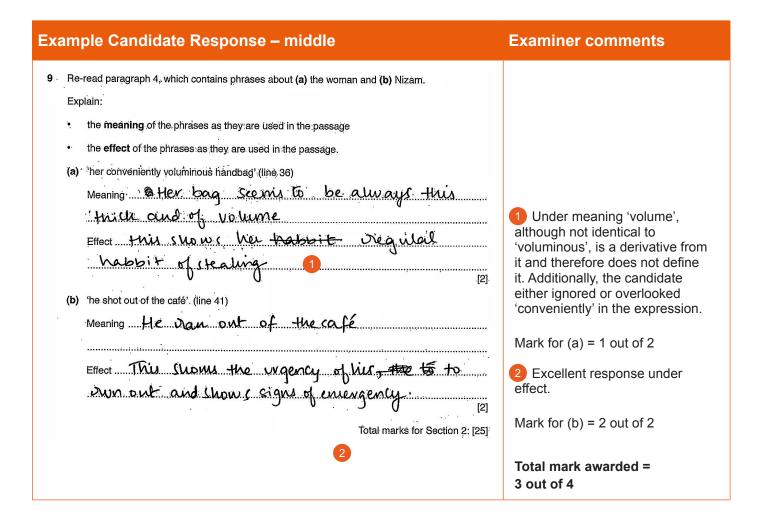
Question 8

Example Candidate Response – high	Examiner comments

8   From paragraphs 3–5 inclusive

For each of the words or phrases below, circle the letter (**A, B, C** or **D**) which has the same meaning that the word or phrase has in the passage.

(a) **riot** (line 25)   **①**

   A   crowd   B   variety   C   demonstration   Ⓓ   mess   [1]

(b) **coaxed** (line 25)

   A   tricked   B   teased   C   motivated   Ⓓ   persuaded   [1]

(c) **imperceptibly** (line 35)

   A   gradually   B   slightly   Ⓒ   invisibly   D   accidentally [1]

(d) **collided with** (line 43)

   A   disagreed with Ⓑ bumped into C   broken up   D   fought against [1]

(e) **likelihood** (line 48)

   Ⓐ   probability   B   similarity   C   pleasure   D   approval   [1]

   ②

① The vocabulary questions ask for the meaning of the words in the context of the passage. More attention should have been paid to the context of husbands buying flowers for their wives and the general air of happiness which was not supported by the incorrect response 'mess' which was given.

② Q8(b), Q8(c), Q8(d) and Q8(e) are all correct.

Mark for (a) = 0 out of 1

Mark for (b) = 1 out of 1

Mark for (c) = 1 out of 1

Mark for (d) = 1 out of 1

Mark for (e) = 1 out of 1

Total mark awarded = 4 out of 5

How the candidate could have improved their answer

- **(a)** More attention could have been paid to the context of husbands buying flowers for their wives and the general air of happiness which was not supported by the incorrect response 'mess' which was given instead of the correct response, which was 'variety'.

- **(b)** All the other responses were correct: 'persuaded', 'visibly', 'bumped into' and 'probability'. Attention had been given to the context in which each of these words was to be found.

Common mistakes candidates made in this question

- 'Tricked' was often given incorrectly for 'coaxed'. Again, the context of happiness should have suggested that 'tricked' did not fit. Many candidates did not identify the contextual link.

- The context of theft and deception should have helped candidates to identify 'invisibly' for 'imperceptibly'. Many candidates did not identify the contextual link.

- The context of rushing in outrage should have helped candidates to identify 'bumped into' for 'collided with', although the inclusion in the text of 'watch where you're going!' led some candidates to link the expression to 'fought against.'

Question 9

Example Candidate Response – middle	Examiner comments
9 Re-read paragraph 4, which contains phrases about **(a)** the woman and **(b)** Nizam. Explain: • the **meaning** of the phrases as they are used in the passage • the **effect** of the phrases as they are used in the passage. **(a)** 'her conveniently voluminous handbag' (line 36) Meaning: Her bag seems to be always thick and of volume Effect: this shows her habbit irregular habbit of stealing ① [2] **(b)** 'he shot out of the café'. (line 41) Meaning: He ran out of the café Effect: This shows the urgency of his, the ts to run out and shows signs of emergency. ② [2] Total marks for Section 2: [25]	① Under meaning 'volume', although not identical to 'voluminous', is a derivative from it and therefore does not define it. Additionally, the candidate either ignored or overlooked 'conveniently' in the expression. Mark for (a) = 1 out of 2 ② Excellent response under effect. Mark for (b) = 2 out of 2 **Total mark awarded = 3 out of 4**

How the candidate could have improved their answer

- **(a)** Under meaning, the candidate could have improved his answer by realising that 'volume', although not identical to 'voluminous', is a derivative from it and therefore does not define it. Additionally, the candidate either ignored or overlooked 'conveniently' in the expression. They went on to link the expression to theft or deception and scored the second mark for effect.
- **(b)** Under meaning, the candidate correctly gave 'ran' for 'shot' and 'urgency' for effect.

Common mistakes candidates made in this question

- **(a)** Under meaning, it was common to either ignore or overlook 'conveniently' in the expression.
- **(b)** Under effect, there were three types of common errors.
  - It was common to repeat the image rather than de-code it by writing responses such as 'he was like a bullet'.
  - It was also common to repeat the meaning as if it were the effect, by writing responses such as 'the effect is to show speed'.
  - Other common incorrect responses were to give the reason for his leaving rather than the effect of the expression by writing responses such as' he wanted to catch the thief.'