



Cambridge Assessment
International Education

Example Candidate Responses – Paper 1

Cambridge IGCSE™ / IGCSE (9–1)

First Language English 0500 / 0990

For examination from 2021



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / IGCSE (9–1) First Language English 0500 / 0990, and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

In this booklet candidate responses have been chosen from the November 2021 exam series 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 not awarded. 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. Please also refer to the November 2021 Examiner Report for further detail and guidance.

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

0500 November 2021 Question Paper 12

0500 November 2021 Mark Scheme 12

0500 November 2021 Insert 12

Past exam resources and other teaching and learning resources are available on the School Support Hub:

www.cambridgeinternational.org/support

How to use this booklet

This booklet goes through the paper one question at a time, showing you a 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 – high	Examiner comments
<p>Read Text A, <i>The whirlwind engineering history of the bicycle</i>, in the insert and then answer Questions 1(a)–1(e) on this question paper.</p> <p>Question 1</p> <p>(a) Give two examples of early types of bicycle, according to the text.</p> <p>• Stridewalkers..... 1</p> <p>• Boneshakers..... [1]</p> <p>(b) Using your own words, explain what the text means by:</p> <p>(i) 'curious transformations' (lines 1 and 2):</p> <p>Unusual changes or improvements..... 2</p> <p>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.</p>	<p>1 The candidate efficiently identifies two of the three early types of bicycle listed at the start of the text.</p> <p>Mark for (a) = 1 out of 1</p> <p>2 The candidate's explanation</p> <p>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.</p>

How the candidate could have improved their answer

- The candidate could have checked back through their responses to the higher mark part-questions, e.g. (d)(ii) – (f) to ensure that someone who had not read the text would understand precisely and accurately the ideas included in their answer.
- (f) The candidate could have looked for links between ideas to help organise their answer more efficiently as they planned their route through their answer, to help them improve both the overall concision and to demonstrate an overview.

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

- Some candidates did not pay attention to the guidance offered in each task: they needed to take careful note of key instructions such as paragraph references and the instruction to use their own words which are designed to help them demonstrate their understanding.
- Candidates offered lengthy explanations and / or full sentences to parts (a) – (e). They needed to remember that these questions are not assessed for writing and can be answered as if simply responding to the question orally.

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

Read Text A, *The whirlwind engineering history of the bicycle*, in the insert and then answer Questions 1(a)–1(e) on this question paper.

Question 1

(a) Give **two** examples of early types of bicycle, according to the text.

- Stridewalkers..... 1
- Boneshakers..... [1]

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

(i) 'curious transformations' (lines 1 and 2):

unusual changes or improvements..... 2 [2]

(ii) 'carefully straddled' (line 5):

cautiously or with care sat on top of with legs either side..... 3 [2]

(c) Re-read paragraph 3 ('Pedals were introduced ... nickname, "Boneshaker".').

Give **two** reasons why people may not have wanted to ride on the Velocipede.

- designed for a dangerous track..... 4
- the wheels were sharp and unstable..... [2]

(d) Re-read paragraphs 4 and 5 ('Fast-forward ... a design classic.').

(i) Identify **two** main features of the Penny-farthing that made it look different from previous bicycles.

- large front wheel.....
- wheels made of steel..... 5 [2]

(ii) Explain why the Safety Bicycle was very popular in the 1890s.

It was easy to mount and ride, it had a chain drive meaning cyclists could sit at the centre of the frame and it was safe..... 6 [3]

1 The candidate efficiently identifies two of the three early types of bicycle listed at the start of the text.

Mark for (a) = 1 out of 1

2 The candidate's explanation offers meanings of both 'curious' and 'transformations' as used in the text.

Mark for (b)(i) = 2 out of 2

3 The candidate provides meanings for both 'carefully' and 'straddled' and clearly and precisely explains this in their answer.

Mark for (b)(ii) = 2 out of 2

4 The candidate considers both explicit and implicit ideas in the third paragraph to offer two distinct reasons why people might not have wanted to ride on the Velocipede.

Mark for (c) = 2 out of 2

5 The candidate makes good use of the bullets here to clearly and efficiently identify two features of the Penny-farthing that made it look different from previous bicycles.

Mark for (d)(i) = 2 out of 2

6 The candidate identifies two relevant points in relation to the chain drive and to the bicycle being perceived as safe, but is not awarded full marks.

Mark for (d)(ii) = 2 out of 3

Example Candidate Response – high, continued

Examiner comments

(e) Re-read paragraphs 6 and 7 ('So who needs... two-wheeled favourite.')

Using your own words, explain why you think the bicycle was voted the most significant innovation in technology.

It's a lot cheaper than other types of transport. It has replaced the need for nuclear power and its improving peoples health. [3] 7

Read Text B, *Finding my feet again*, in the insert and answer Question 1(f) on this question paper.

Question 1

(f) According to Text B, what particular challenges has Denise faced as an elite-level cyclist?

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

- ✓ 2 - Had to work to use her own legs
- ✓ 1 - many physical barriers
- 10 - People not believing in her ✓
- 3 - lots of demanding physical work is dangerous ✓
- 11 - hard to feel attractive ✓
- 4 - Harsh weather conditions ✓
- 5 - long periods of time ✓
- 9 - physically and mentally demanding ✓
- 8 - A long process ✓
- 6 - Struggled to do things independently ✓
- 13 - Financial worries ✓
- 7 - Falling of her bike ✓
- 14 - hard to find funding ✓
- 12 - lots of specialists needed ✓ 8

As a elite-level cyclist Denise faced many challenges. A lot of them were physical barriers, one of which being that she had to work ^{hard} to use her own legs. Another is that a lot of demanding 9

7 The candidate offers two relevant points: comparative cost to other forms of transport and perceived health benefits. However, the implied point in relation to nuclear power is not understood.

Mark for (e) = 2 out of 3

8 The candidate plans the ideas they intend to use beforehand, which allows them to identify a potentially wide range of relevant ideas.

9 The opening lines of the candidate's answer make just one relevant point: that Denise faced physical setbacks.

Example Candidate Response – high, continued

Examiner comments

physical activity could have been dangerous. The harsh weather conditions and long periods of climbing were also difficult. One of the main physical difficulties was finding it hard to be independent, as well as falling off her bike. The whole process was very long, and it was all emotionally and physically demanding. A lot of people, including herself, didn't believe in her and it was hard for her to feel attractive. Another difficulty was all the specialist training she needed, however a huge difficulty was the financial worries and the struggle to find funding.

10 The candidate touches on points 5 and 11 in their answer, but they miss the opportunity to link them together for concision.

11 The text presents the long periods of climbing as a particular challenge during the prestigious mountain tour only. Similarly, the changeable nature of the weather during the tour is another aspect of that same challenge according to the text. Here, the candidate's answer only refers generally to 'harsh weather conditions'. By making no reference to the context of the tour, the candidate incorrectly suggests that these are day-to-day challenges for Denise.

12 The candidate does not communicate potentially relevant ideas here clearly or fully.

13 The end of the candidate's answer is well focused and concise, with five relevant ideas in just these last few lines.

14 Overall, the candidate's answer is mostly focused and offers evidence of understanding of a good range of relevant ideas. They use their own words and there is some concision.

Mark for (f) = 12 out of 15
Reading Level 4
Writing Level 3

Total mark awarded = 25 out of 30

How the candidate could have improved their answer

- The candidate could have checked back through their responses to the higher mark part questions, e.g. **(d)(ii)** – **(f)** to ensure that someone who had not read the text before would understand precisely and accurately the ideas included in their answer.
- **(f)** The candidate could have looked for links between ideas to help organise their answer more efficiently as they planned their route through their answer, to help them improve both the overall concision and to demonstrate an overview.

Example Candidate Response – middle

Examiner comments

Read Text A, *The whirlwind engineering history of the bicycle*, in the insert and then answer Questions 1(a)–1(e) on this question paper.

Question 1

(a) Give **two** examples of early types of bicycle, according to the text.

- Laufmaschine (running machine) 1
- Velocipede [1]

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

(i) 'curious transformations' (lines 1 and 2):

The text is describing the inventors' fascination and intrigue for creating new forms of bicycles. 2 [2]

(ii) 'carefully straddled' (line 5):

Safely placed the wooden frame frame. 3 [2]

(c) Re-read paragraph 3 ('Pedals were introduced ... nickname, "Boneshaker").

Give **two** reasons why people may not have wanted to ride on the Velocipede.

- wheels were wooden rimmed 4
- was used to ride along rail tracks. [2]

(d) Re-read paragraphs 4 and 5 ('Fast-forward ... a design classic.').

(i) Identify **two** main features of the Penny-farthing that made it look different from previous bicycles.

- Huge wheel in the front and small in the back. 5
- wheels were made of steel. [2]

(ii) Explain why the Safety Bicycle was very popular in the 1890s.

Safer alternative to the other ~~bite~~ bicycles, which allowed the rider to sit in the centre of the frames and an appropriate height for ride - 6 [3]
-rs to reach the ground.

1 The candidate reads on further into the text than they need to, in order to identify two examples of early types of bicycle. These alternative names for Stridewalkers and Velocipedes from later in the text can be awarded the mark.

Mark for (a) = 1 out of 1

2 The candidate's answer demonstrates sufficient understanding of the meaning of 'curious' (intriguing) and of 'transformations' (as the creation of new forms of bicycle) and they are awarded both marks.

Mark for (b)(i) = 2 out of 2

3 The candidate does not understand the meaning of the phrase.

Mark for (b)(ii) = 0 out of 2

4 The candidate identifies two relevant reasons why people may not have wanted to ride on the Velocipede.

Mark for (c) = 2 out of 2

5 The candidate identifies two features of the Penny-farthing that made it look different from previous bicycles, using the bullets in the response area to help them organise their ideas.

Mark for (d)(i) = 2 out of 2

6 The candidate's explanation correctly identifies three distinct reasons for the Safety Bicycle's popularity in the 1890s.

Mark for (d)(ii) = 3 out of 3

Example Candidate Response – middle, continued	Examiner comments
<p>(e) Re-read paragraphs 6 and 7 ('So who needs ... two-wheeled favourite:').</p> <p>Using your own words, explain why you think the bicycle was voted the most significant innovation in technology.</p> <p>This is due to its environmental benefits as opposed to the car, and given how many decades of evolution the bike has gone through. Given how long it has been around, bicycles have the upper hand. [3]</p>	<p>7 The candidate offers only one reason from paragraphs 6 and 7 of the text in the first part of their answer, losing focus on the paragraphs after that.</p> <p>Mark for (e) = 1 out of 3</p>

Example Candidate Response – middle, continued

Examiner comments

Read Text B, *Finding my feet again*, in the insert and answer Question 1(f) on this question paper.

Question 1

- (f) According to Text B, what particular challenges has Denise faced as an elite-level cyclist?

You must use **continuous writing** (not note form) and use **your own words** as far as possible.

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

As an elite cyclist and a disabled woman, Denise
 Parcourred several challenges. To start off, Denise
 had a physical disadvantage. She was constantly
 told to give up, that it was impossible. In addition,
 Denise wanted to feel beautiful despite her
 amputated leg. Though given societal standards
 and expectations in physique.

Denise had to face severe weather changes.
 She needed help placing her prosthetic leg into
 a suitable position. Moreover, it took her many
 days and coaching. Falling off her bike was
 another inconvenience.

A greater challenge was the expense of
 a suitable ~~bike~~ bike for Denise, which
 she and her parents were concerned by. This
 in turn, almost discouraged her as she
 did not want to be a financial issue to
 her parents.

8 The candidate covers the physical effects of Denise's childhood accident in the first line of their answer, but they then repeat this information later in the paragraph, leading to some excess.

9 The candidate's answer touches on relevant ideas related to other people's perceptions of Denise. For example, the doubts that she could be an elite cyclist and society's interpretation of physical perfection according to the text.

10 The candidate demonstrates some understanding of the particular challenge of having to face 'strong fluctuations' in the weather, although their answer does not make it clear that this was on one specific occasion.

11 The candidate's answer works through the text in chronological order and as a result lists ideas rather than linking them.

12 The candidate only offers one point in the whole of this final paragraph.

13 The candidate's answer is partially effective. They show some evidence of a selection of relevant ideas and understanding, although they lose focus on occasion and there is some excess. Their writing is generally clear and the candidate makes an attempt to use their own words throughout.

Mark for (f) = 9 out of 15
 Reading Level 3
 Writing Level 2

**Total mark awarded =
 20 out of 30**

How the candidate could have improved their answer

- **(c)** Trying to write in full sentences when not required to do so added unnecessarily to the challenge for this candidate and, at times, potentially diluted their evidence of understanding. For example, in **(c)** if they had offered the two separate ideas rather than attempting to link them in a sentence, this would have offered more secure evidence of understanding.
- **(e)** The candidate needed to pay attention to the guidance in individual questions to help them access higher marks in the comprehension task. For example, in **(e)** they needed to base their answer wholly on the section of text identified in the question.
- **(f)** The candidate needed to plan a route through their answer beforehand, rather than relying on the order of ideas as they occurred in the text, which could have helped them focus more, and would have offered a wider range of relevant ideas within their response as a whole.

Example Candidate Response – low

Examiner comments

Read Text A, *The whirlwind engineering history of the bicycle*, in the insert and then answer Questions 1(a)–1(e) on this question paper

Question 1

(a) Give **two** examples of early types of bicycle, according to the text

- Stride walkers 1
- Boneshakers. [1]

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

(i) 'curious transformations' (lines 1 and 2)

- It means that the early types of bicycles went through a difficulty process. They were modified in a different manner. The whole structure was changed. 2 [2]
- (ii) 'carefully straddled' (line 5)

- It means that the riders ride this bicycle very carefully and controlled this. 3 [2]
- (c) Re-read paragraph 3 ('Pedals were introduced . . . nickname, "Boneshaker"') without pedals

- Give **two** reasons why people may not have wanted to ride on the Velocipede
- Wheels designed to enable a person to ride along rail tracks. 4
 - Pedals were introduced later. [2]

(d) Re-read paragraphs 4 and 5 ('Fast-forward . . . a design classic.')

(i) Identify **two** main features of the Penny-farthing that made it look different from previous bicycles

- the need for speed. 5
 - without gears the only way to increase the bicycle speed was to increase the size of wheel. [2]
- (ii) Explain why the Safety Bicycle was very popular in the 1890s

Because with a chain drive that allowed the rider to sit at the centre of frame and a height that made it easy for riders to reach the ground. Safety bicycle fuelled the surge of bicycle. 6 [3]

1 The candidate offers the first two examples of early types of bicycle from the text.

Mark for (a) = 1 out of 1

2 The candidate explains the meaning of 'transformations', however, they do not address the word 'curious'.

Mark for (b)(i) = 1 out of 2

3 The word 'Straddled' is used in the text to refer to the action of placing one leg either side of the Stridewalker before pushing off with the feet to set the wheels in motion. The candidate does not understand the precise meaning of 'carefully straddled'.

Mark for (b)(ii) = 0 out of 2

4 Rather than giving two reasons, the candidate identifies from the text some material that could be relevant in an answer. The first bullet of their answer shows they understand that this explicit detail of design might have been off-putting to potential riders of the Velocipede. However, in their second bullet, the candidate does not show that they understand that the Velocipede was the first bicycle to have pedals.

Mark for (c) = 1 out of 2

5 The candidate's answer does not address the question. The question asks for 'features of the Penny-farthing' that made it look different from previous bicycles.

Mark for (d)(i) = 0 out of 2

6 Rather than using the text in the explanation, the candidate's answer relies on copying out a potentially relevant selection. By doing so, the candidate uses up all of their response space without targeting all three marks.

Mark for (d)(ii) = 2 out of 3

Example Candidate Response – low, continued

Examiner comments

(e) Re-read paragraphs 6 and 7 ('So who needs . . . two-wheeled favourite').

Using your own words, explain why you think the bicycle was voted the most significant innovation in technology.

The bicycle was voted significant because no need for nuclear power. Young people love this bicycle because of the systematic process wheels on it etc.

Read **Text B, *Finding my feet again***, in the insert and answer **Question 1(f)** on this question paper

Question 1

(f) According to Text B, what particular challenges has Denise faced as an elite-level cyclist?

You must **use continuous writing** (not note form) and **use your own words** as far as possible

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

Denise was basically went through an accident in her childhood and was fighting for her own two legs. She got distracted by his passion of the comments people gave her because of her legs. Some say to forget about his but it was not possible for her actually. Just like every sports men or women she was passionate about his sports. She went through every type of comments by the people either bad or good. She came up with an other thought about the disabled people around her. She Denise wanted to feel proud on her self but the society in which she lives was so not working for her as it was filled with people who thought that

7 The candidate does not demonstrate any evidence of their understanding of relevant ideas from the text.

Mark for (e) = 0 out of 3

8 The candidate's limited expression in the opening lines of this answer affects their communication of ideas. The copied phrase from the text does not seem to be understood by the candidate.

9 The candidate is tracking through the text trying to reword the material, but they lose sight of the focus of the task (challenges).

10 The candidate's answer is too vague to evidence close reading of any relevant ideas in the text and may also suggest misreading since Text B does not include reference to 'good' comments.

11 The candidate shows some understanding that their own words are required, but this attempt to reword line 9 of Text B shows no evidence that they understand any relevant ideas.

Example Candidate Response – low, continued

physical appearance ^{is} the greatest ¹²
of all. The best experience in her
life was to become the first female
to complete the difficult mountain ¹³
tour in one ~~used~~ week. — She
completed this challenging ~~by~~ by
~~can~~ going through the hardships
she faced in her long journey.
For Denise it was the best experience
for her. She positioned the foot ¹⁴
into the adapted ~~f~~ pedal. Slowly
and gradually she learned how
to position her foot. This look ¹⁵
~~for her~~ ~~is~~ She realised herself
after taking so many sessions.
She fell from a bike and broke ¹⁶
her teeth. The adapted bike make
her worry because of the ^{is} high cost. ¹⁷
She was financial unstable. Funding
process helped her to ~~gain~~ fixed
her bike otherwise she lost hope. ¹⁸
Denise faced every challenge of
her life peacefully. ¹⁹

[15]

[Total: 30]

Examiner comments

¹² This is the candidate's first clear idea in the response, that attitudes to appearance presented a challenge for Denise.

¹³ The candidate seems to misread here. In Text B, the point carries over from line 12 to 13, explaining that Denise was the first female paracyclist to complete the tour.

¹⁴ The candidate is lifting phrases from the text with limited focus on the task.

¹⁵ The candidate suggests that improvement being a slow process and learning how to use her prosthetic leg are both challenges for Denise, although evidence of the candidate's understanding is not secure.

¹⁶ Falling from her bike during training sessions is presented as a challenge for Denise, although there is evidence of misreading here too. The phrase 'through gritted teeth' describes Denise's determination and does not suggest that she broke some teeth.

¹⁷ The candidate understands the idea that the cost of the adapted bike was worrying. However, the implication in the text is that the worry is due to the extremely high cost of the bike which she would not be able to meet by herself, and not because Denise was financially unstable.

¹⁸ There is no sense here that the process of finding funding was a challenge.

¹⁹ In the answer overall, the candidate shows evidence of some indiscriminate selection of ideas and they misread some details. There is some, limited, understanding of the requirements of the task and the answer lacks concision.

Mark for (f) = 4 out of 15

Reading Level 2

Writing Level 1

Total mark awarded = 9 out of 30

How the candidate could have improved their answer

- The candidate needed to pay attention to key words and command words, which would have reminded them of the need to use or interpret key details of the text in their explanations to show understanding of both explicit and implicit ideas.
- **(f)** The candidate could have planned out the ideas they wanted to use in their response before writing, which might have helped them produce a more focused and relevant response.

Common mistakes candidates made in this question

- Some candidates did not pay attention to the guidance offered in each task: they needed to take careful note of key instructions such as paragraph references and the instruction to use their own words which are designed to help them demonstrate their understanding.
- Candidates offered lengthy explanations and / or full sentences to parts **(a)** – **(e)**. They needed to remember that these questions are not assessed for writing and can be answered as if simply responding to the question orally.
- Some candidates attempted to paraphrase or write a precis of the whole text: the selective summary task invites candidates to focus specifically on certain ideas in the text, discounting material that is not relevant to answer the question. Limited focus on the specific requirements of a selective summary task led to excess material in their answers and affected evidence of both Reading and Writing skills.
- **(f)** Candidates counted the exact number of words in their answer which was not an efficient use of their time. The suggested word limit for **(f)** is designed to help remind candidates of the need for concision in a summary task. Overlong answers should be avoided since they are likely to contain excess material such as repetition, unnecessary details or comment. However, estimating rather than counting the number of words in an answer would have been a more efficient use of their time.

Question 2

Example Candidate Response – high

Examiner comments

Read Text C, *Moving on upwards*, in the insert and then answer Questions 2(a)–2(d) on this question paper.

Question 2

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) Sonny's phone is sparkling in the sunshine.

Winking [1]

(ii) The narrator expected his bike ride to be a new, exciting experience.

Novel adventure 1 [1]

(iii) The narrator considers his fiftieth birthday to be a significant stage in his life.

A milestone [1]

(iv) Sonny plans to record the entire bicycle ride on his mobile phone.

Capture the whole event [1]

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

Though I am keeping to the outside of the bend, I feel the tension in my thighs increasing in a matter of metres. Ahead lies the notorious forest where many a dismayed cyclist is forced to dismount after kilometres of hard labour.

(i) increasing heightening, making itself known 2 [1]

(ii) notorious well known reputation a bad reputation [1]

(iii) dismayed discouraged, [1]

1 The candidate's answers to each part of (a) clearly and efficiently offer a word or phrase from the text which suggest the same idea as the words underlined.

Mark for (a)(i) = 1 out of 1

Mark for (a)(ii) = 1 out of 1

Mark for (a)(iii) = 1 out of 1

Mark for (a)(iv) = 1 out of 1

2 All of the candidate's three explanations in (b) offer secure evidence that they understand the precise meaning of each word in context.

Mark for (b)(i) = 1 out of 1

Mark for (b)(ii) = 1 out of 1

Mark for (b)(iii) = 1 out of 1

Example Candidate Response – high, continued

Examiner comments

- (c) Use **one** example from the text below to explain how the writer suggests the father's experiences and feelings as he starts the sharp incline on the hill.

Use your own words in your explanation.

I can see my own contorted expression, looking out, gargoyle-like, over the bike handlebars, forming part of that 'family entertainment'.

'Dad, this is the forest, right?'

I nod and pant.

'It'll soon be ten per cent gradient, Dad.'

I change my gear, and my legs heave a sigh of relief.

The phrase 'my legs heave a sigh of relief' ^{prove} ~~depict~~ ^{suggest} the inclination's intensity, ~~and how~~ and the father's exhaustion. The writer personifies his legs as 'out of breath' from its previous battle. With the word 'relieve', it suggests the father still retains a sense of hope, in that he can make it to the end. 'Heave' has a brutal connotation and force to it, only making this journey more excruciating. [3]

3 The example that the candidate uses to explain how the writer suggests the father's experiences and feelings are clearly identified.

4 The candidate offers three distinct ideas in relation to the chosen example, offering a comprehensive explanation of how they suggest the father's feelings and experiences. They successfully target all three available marks for this question.

Mark for (c) = 3 out of 3

Example Candidate Response – high, continued

Examiner comments

(d) Re-read paragraphs 2 and 12.

necessity
necessity

- Paragraph 2 begins 'Time for another ...' and is about the father trying to drink some water.
- Paragraph 12 begins 'The steep road ...' and is about the father's feelings about the road ahead.

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.

In Paragraph 2, the word 'gulp' ⁵ signifies the urgency and desperation the father has for water. Unlike sipping, it is harsh and ~~makes the reader think~~ and excessive. The writer has used this word to create a dire and quick pace within the story. ~~The time~~ Additionally, the line 'on too much' though simple, is an insight into the father's headspace and inner voice. The short ⁶ line paints this voice as sudden and with surprise, painting a visual that the ~~water~~ amount of water had alerted the father, adding even more panic into the paragraph as he is in a rush. Finally, 'one crucial drop' is played as a hyperbolic phrase. This could add to the father's desperation and sanity. As well as ⁷ that, ~~the~~ 'crucial' signifies its importance to the father. It is a ^{need} ~~need~~ for him. The writer has used this phrase to ~~depict~~ ~~the~~ suggest that this ride holds much significance to him and his need to prove himself. 'Drop' is a ~~reference~~ reference to the father's last hope and resort. ⁸

⁵ The candidate's three choices in each half of this answer are clearly and precisely focused. They do not consider how 'another' adds to the effect of 'gulp' in this first example, but they still show a clear understanding of how the writer uses 'gulp' to indicate the father's dire need for water.

⁶ The candidate's answer offers a full explanation of how this example works in context, with clear evidence that they understand the effect.

⁷ The candidate begins with a useful explanation of the meaning of 'crucial' as it works within the phrase and is beginning to explain the image, showing some understanding of effect.

⁸ The candidate does not explicitly explain how exactly the word 'drop' is used in the context of the passage to suggest the father's last hope.

Example Candidate Response – high, continued

Examiner comments

In paragraph 12, the writer uses 'meander lazily' to prove the road as nonchalant, a complete juxtaposition to the father's frantic state. The line paints the road with a swagger, like a cool cat. ^{Figuratively} ~~literally~~, this visualises the road as curved or ~~perhaps~~ ~~disorient~~ swirled. Similarly, the road is also referred to as a 'mocking, gravelly ~~promise~~ ~~is that a~~ promise.' Now not only is the road nonchalant, but it is outwardly teasing the father. The writer uses 'mocking' to show how the father is reacting to its path, 'gravelly' to suggest the physical aspect of the road, and 'promise' as a forewarning to the father and the reader. Last, the line 'tickling' used as a vivid sense. The writer incorporates this to add more disorientation to the father. Although the word is commonly ^{paired with} ~~used to represent~~ joy or laughter, the seemingly innocent line acts as a threat to show the fumes from the car infiltrating his senses.

9 The candidate offers a clear explanation of the effect of this image.

10 The candidate clearly identifies the meanings of some words within this image.

11 To evidence clear understanding of effect here, the candidate needs to provide a more precise explanation of those general effects being touched on. For example, they could explore how the father is reacting and how / why the word 'mocking' shows that. They could also look at what 'gravelly' suggests about the physical aspect of the road.

12 The candidate demonstrates some understanding of how this image works and gives an explanation of the literal meaning of 'tickling' as it is used in this context.

13 Judicious selection of examples and some high quality comments on how the writer is using language in both parts of the text offer some clear evidence that the candidate understands how the language is working.

Mark for (d) = 13 out of 15

**Total mark awarded =
23 out of 25**

How the candidate could have improved their answer

The candidate needed to explain the precise effect and / or meaning. They could have used bullets to separate out the sections of their answer dealing with each choice which might have made it easier for the candidate to look back and identify quickly where their explanation of meaning or effect might have gone further.

Example Candidate Response – middle

Examiner comments

Read **Text C, *Moving on upwards***, in the insert and then answer **Questions 2(a)–2(d)** on this question paper.

Question 2

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) Sonny's phone is sparkling in the sunshine.

winking ¹ [1]

(ii) The narrator expected his bike ride to be a new, exciting experience.

gift to myself ² [1]

(iii) The narrator considers his fiftieth birthday to be a significant stage in his life.

More a milestone than a birthday ³ [1]

(iv) Sonny plans to record the entire bicycle ride on his mobile phone.

official birthday video or capturing every second in glorious close-up ⁴ [1]

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

Though I am keeping to the outside of the bend, I feel the tension in my thighs increasing in a matter of metres. Ahead lies the notorious forest where many a dismayed cyclist is forced to dismount after kilometres of hard labour.

(i) increasing *rising* ⁵ [1]

(ii) notorious *mischievous looking* [1]

(iii) dismayed *tired or exhausted* [1]

1 The candidate correctly identifies the word from the text which suggests that the phone is 'sparkling in the sunshine'.

Mark for (a)(i) = 1 out of 1

2 The candidate's selection from the text does not suggest the same idea as the words underlined in the question.

Mark for (a)(ii) = 0 out of 1

3 The candidate correctly identifies a phrase from the text that suggests the birthday is a 'significant stage in [the father's] life'.

Mark for (a)(iii) = 1 out of 1

4 'Sonny capturing every second' (line 21) is incorrect as it only relates in the text to the first metres of the father's journey through the forest and does not suggest the same ideas as 'record[ing] the entire bicycle ride'.

Mark for (a)(iv) = 0 out of 1

5 The candidate's answer to (b)(i) is the only one that demonstrates evidence of their understanding of meaning in context.

Mark for (b)(i) = 1 out of 1

Mark for (b)(ii) = 0 out of 1

Mark for (b)(iii) = 0 out of 1

Example Candidate Response – middle, continued

Examiner comments

- (c) Use **one** example from the text below to explain how the writer suggests the father's experiences and feelings as he starts the sharp incline on the hill.

Use your own words in your explanation.

I can see my own contorted expression, looking out, gargoyle-like, over the bike handlebars, forming part of that 'family entertainment'.

'Dad, this is the forest, right?'

I nod and pant.

'It'll soon be ten per cent gradient, Dad.'

I change my gear, and my legs heave a sigh of relief.

His own expression and his thoughts. I can see my own contorted expression looking out gargoyle like. He himself is not so sure of that family entertainment he had been talking about. He is experiencing a very tough ride and his open expression on the face is showing him that the sharp incline on the hill make him feel pain [3]

6 The candidate does identify an example from the text by opening quotation marks, although they forget to close them. Their explanation shows some understanding of how the writer suggests the father's experiences and feelings that night, for example through his facial expression indicating the physical pain he suffers and that the experience is tough.

Mark for (c) = 2 out of 3

Example Candidate Response – middle, continued

Examiner comments

(d) Re-read paragraphs 2 and 12.

- Paragraph 2 begins 'Time for another ...' and is about the father trying to drink some water.
- Paragraph 12 begins 'The steep road ...' and is about the father's feelings about the road ahead.

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.

Plan 2 - crackles - Word
 - splatters - Meaning
 - crucial - Effect
 - summit
 12 - meanders lazily, gradient, wraps -
 - macking gravelly, - exhaust fumes

In paragraph 2, the writer uses the word crackles. This means that the bottle made a sound when it was being opened because it was tightly closed. This creates the effect of how tightly closed it was and maybe the writer had been finding it difficult to open since he was tired. The reader is given an effect of sense of hearing. Another word used is crucial. This is when something is very important or serious and could be costly. In the paragraph it implies that the drop of water that had splattered, the father was going to think of it and need it later on. It resembles its important role and how special it was. Summit, a very powerful word used, means to the

7 The candidate only focuses on part of a choice ('crackles', rather than 'crackles as I squeeze it') so they miss an opportunity to explain accurately how and why the bottle makes this noise by not selecting the whole of the phrase. The nature of the sound is not suggested here.

8 The candidate offers a straightforward meaning for this word.

9 There is a faint suggestion of effect in the candidate's discussion of the wasted drop of water, although their individual choices need to be more carefully identified and explained.

Example Candidate Response – middle, continued

Examiner comments

top or the very end of a course. To the reader, it implies that the father's ride was going to be very long and getting to the top of the hill would be hard. The word splatters, shows how ¹⁰ water falls from his mouth. Shows an image of the mouth being full and how it just fell out.

In paragraph 12 the ^{phrase} word "meanders lazily" is used. This means to bend in a quite widened way. An ¹¹ effect of laziness or low bending is used showing that the road is not really narrow. Also, "mocking gravelly promise of the want to come, means that the journey was assured to be tough. It implies that the ¹² father could already notice that it was quite obvious that his ride was going to mock him with its humor. ¹³ Lastly, another powerful word used is gradient. This ¹⁴ represents the steepness of a hill. In the paragraph, ¹⁴ visual imagery is used as the reader is shown how steep the road was as he could see how far it went.

15

¹⁰ The candidate offers some basic understanding of the action of the water as it 'splatters' that indicates some grasp of meaning in context.

¹¹ The candidate's explanation of the literal meaning in context of 'meanders lazily' is clear.

¹² 'Assured to be' covers the meaning of 'promised' in context and there is some suggestion of the inevitability of what is ahead being acknowledged as likely to be more demanding.

¹³ The candidate provides a relevant, if partial, choice.

¹⁴ The candidate provides some understanding, evidenced that the incline of the hill is challenging. However, the language of the text is repeated in the explanation which dilutes evidence of understanding.

¹⁵ Overall, the candidate offers some relevant choices in each half and gives some secure meanings, although their attempts to describe the effects are basic.

Mark for (d) = 9 out of 15

**Total mark awarded =
14 out of 25**

How the candidate could have improved their answer

- **(a)(iv)** The candidate could have offered just one carefully considered answer. This would have allowed them to target the mark more successfully, ensuring the answer offered covered the whole meaning of the phrase underlined and did not add extra incorrect words / selections or detract from the evidence of understanding.
- **(d)** The candidate could have looked at the vocabulary around the word they were considering, to check whether there were other connected words of interest. For example, if it was part of an image, this might have allowed them to go beyond straightforward explanations of meaning. For example, selecting 'gradient' alone without 'unforgiving' meant they could not discuss how the image was working.

Example Candidate Response – low

Examiner comments

Read Text C, *Moving on upwards*, in the insert and then answer Questions 2(a)–2(d) on this question paper.

Question 2

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) Sonny's phone is sparkling in the sunshine

screen winking 1 [1]

(ii) The narrator expected his bike ride to be a new, exciting experience

to ride uphill for his fiftieth birthday 2 [1]

(iii) The narrator considers his fiftieth birthday to be a significant stage in his life

milestone 3 [1]

(iv) Sonny plans to record the entire bicycle ride on his mobile phone

capture the whole event 4 [1]

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

Though I am keeping to the outside of the bend, I feel the tension in my thighs increasing in a matter of metres. Ahead lies the notorious forest where many a dismayed cyclist is forced to dismount after kilometres of hard labour

(i) increasing high / at the peak 5 [1]

(ii) notorious nutritious forest 6 [1]

(iii) dismayed disability / disable 7 [1]

1 Whilst 'winking' is the key word in the sentence, it is the screen of Sonny's phone which is catching the sunlight so 'screen' is within the permissible excess for the answer and does not detract from evidence of understanding.

Mark for (a)(i) = 1 out of 1

2 The candidate's answer does not suggest the same idea as 'new, exciting experience'.

Mark for (a)(ii) = 0 out of 1

3 The candidate correctly selects 'Milestone' from the text as referring to a 'significant stage in [father's] life'.

Mark for (a)(iii) = 1 out of 1

4 The candidate correctly identifies a phrase from the text that suggests Sonny plans to 'record the entire bicycle ride'.

Mark for (a)(iv) = 1 out of 1

5 'Increasing' suggests the tension is getting worse and has not yet reached its peak.

Mark for (b)(i) = 0 out of 1

6 The candidate does not offer a meaning of 'notorious'.

Mark for (b)(ii) = 0 out of 1

7 The candidate attempts to suggest other words with a similar prefix, although they do not demonstrate an understanding of the word 'dismayed'.

Mark for (b)(iii) = 0 out of 1

Example Candidate Response – low, continued	Examiner comments
<p>(c) Use one example from the text below to explain how the writer suggests the father’s experiences and feelings as he starts the sharp incline on the hill</p> <p>Use your own words in your explanation.</p> <p>I can see my own contorted expression, looking out, gargoyle-like, over the bike handlebars, forming part of that ‘family entertainment’.</p> <p>‘Dad, this is the forest, right?’</p> <p>I nod and pant</p> <p>‘It’ll soon be ten per cent gradient, Dad ’</p> <p>I change my gear, and my legs heave a sigh of relief.</p> <p><i>I change my gear. Sigh of relief. It ... means that the Dad in this passage ... was on great speed because he ... wanted to win the race but when he change the gear the force which was acting on his thighs got relaxed for a few minutes. Then his thighs become energetic again because of the few minutes of relaxation.</i> [3]</p>	<p>8 The candidate demonstrates a basic awareness in this partial explanation that ‘relief’ means a few moments of relaxation for father’s thigh muscles.</p> <p>Mark for (c) = 1 out of 3</p>

Example Candidate Response – low, continued

Examiner comments

(d) Re-read paragraphs 2 and 12

- Paragraph 2 begins 'Time for another . . . ' and is about the father trying to drink some water.
- Paragraph 12 begins 'The steep road . . . ' and is about the father's feelings about the road ahead

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.

Paragraph 2: 9

1. gulp of water (taking in water)
 The writer meant by this phrase
 is that he was little bit exhausted
 by his bicycle journey and now he
 was ~~the~~ trying to consume some
 water to gain his energy.

2. Squeeze it: (grab it tightly) 10
 The writer meant by this that
 when he grab his bottle of water
 he grabbed it so tightly the
 the water come out of his bottle.
 ble in such a hurry.

3. thick stream:
 The writer meant by this that
 when he ~~wanted~~^{started} to drink water
 the water splashed on him
 Like a big stream was hit ~~at~~ 11
 on his mouth.

9 Although the candidate's choices are partial or lack some focus in both halves, they are potentially relevant and their answer suggests some understanding of a literal meaning in the first half of the answer. They explain the word 'gulp' in general terms as taking in water.

10 The candidate offers a basic meaning of squeeze, although they do not identify or consider the rest of their choice 'crackles' and they do not go beyond this partial explanation.

11 The candidate's repetition of the word 'stream' in this slight explanation limits the evidence of understanding offered.

Example Candidate Response – low, continued

Examiner comments

Paragraph 12:

1. The steep road = (thin track) ¹²

The writer meant by this^s that suddenly the thin road ~~was~~ came and ~~he~~^{he} was basically going through that thin road ~~and~~^{was} that was covered with trees. He can't imagine that this type of road even exist.

2. Warm exhaust fumes = (hot air) ¹³

The writer meant by this^s that when he was riding his bicycle he could feel the hot breezes going ~~to~~^{to} diffuses into his nostrils and ~~that~~ he was feeling irritated ~~and~~ by this and was losing hope.

3. As far as the eye can see:

The writer meant by this^s is that when he was going through the round he can ~~at least~~^{at least} clearly see that the gradient is keep on changing and it kind of ~~be~~ difficult for him to keep changing his gears. ^[15]

14

[Total 25]

¹² While 'steep' is part of a relevant longer choice, the candidate does not understand its meaning.

¹³ The candidate provides just a partial explanation of 'warm exhaust fumes' as meaning 'hot air' in this half of the answer.

¹⁴ The candidate offers a basic suggestion of meaning in the first half of their answer, although their explanation in the second half of the answer is thin. Overall, their explanation is partially effective.

Mark for (d) = 5 out of 15

**Total mark awarded =
9 out of 25**

How the candidate could have improved their answer

- **(b)** The candidate could have tried out each of their potential synonyms in the place of the relevant underlined word in the extract to check that their suggested meanings fitted logically and precisely in context.
- **(d)** The candidate needed to give more careful consideration of meaning in the second half of their answer which could have helped them offer more a secure explanation and show evidence of understanding overall.

Common mistakes candidates made in this question

- **(a)** Some candidates added extra guesses and / or unnecessary words. Candidates needed to write just one word or phrase that accurately and completely suggested the meaning of the word(s) underlined in the question to ensure that their selections offered clear evidence of their understanding.
- **(d)** Some candidates wrote one paragraph for each part. Whilst writing in sentences could help to develop ideas for learners and encourage them to extend their explanations, there was no requirement to write in paragraphs and / or link their comments for each choice in this question, because Question 2 is only assessed for Reading.
- Some candidates only used words that they could confidently spell correctly. Candidates should remember that Question 2 is not assessed for Writing, so this encourages them to work at the edges of their vocabulary and use their own words in order to arrive at more precise suggestions of meaning or effect.

Question 3

Example Candidate Response – high

Re-read Text C, *Moving on upwards*, in the insert and then answer Question 3 on this question paper.

Question 3

You are Sonny. Your father and the rest of the family have watched the video you made to record his fiftieth birthday bicycle ride. After the family have watched the video, you write your **journal entry** in which you:

- describe your father's plans and preparations for his birthday **and** how you felt about them
- explain the hardships and challenges your father faced on the journey up the hill **and** your thoughts as you watched him cycling
- describe your father's reactions as he watched the finished birthday video of the whole ride.

Write the words of the journal entry.

Base your journal entry on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

Dear Journal,

We've just finished watching Dad's fiftieth birthday bike ride video I made for him, it was quite awkward so I've ^{decided} ~~come~~ to write in here instead. (2)

Dad had done so much preparation and planning, ~~like~~ he'd invited everyone around for food such as cere and crisps, but I knew he'd want to do something more I thought having the family around was rather wholesome, I guess ~~it wasn't enough~~ ^{it wasn't enough}. His main plan was to do the big bicycle ride, ^{and prove to} ~~more so to prove to~~ everyone ^{and prove to} ~~and prove to~~ he could still do it. If I'm honest I didn't think he could, but I admire him for.

Examiner comments

1 This short introduction is not required. The answer could begin straight away with ideas for any of the three bullets. However, it may have helped this candidate to think their way into the situation and to establish a suitable register / voice for their response.

2 The candidate's reference to inviting the family around for cake and crisps is in line with the suggestion in the text that this might be the usual kind of birthday celebration in this household.

3 The candidate includes and develops ideas for the first bullet in this paragraph. The candidate takes on Sonny's perspective to describe his initial reaction to Dad's planned adventure of the big cycle ride and his desire to prove to everyone and himself that he could do it.

4 Sonny's initial doubts about his father's capabilities are suggested in the text, for example, in the reference to his age.

5 The candidate acknowledges Sonny's admiration for his father's efforts during the ride through a relevant 'thought' in relation to the second bullet of the task and recognition that Sonny's attitude appears to change during the experience.

Example Candidate Response – high, continued

Examiner comments

trying. His friend Rob was ^{being} invited but ^{had} stayed
~~in his car~~ he had planned to stay in the car. **6**
 I thought this was pointless, I don't see why
 he should've bothered since he didn't actually
 cycle or record. **7**

On the journey up the hill I could **8**
 see Dad was really struggling. He looked
 as though his legs could've ~~been~~ been on
 fire at the rate his thighs were moving. I
 remember feeling really proud that he'd got
 that far. In his face you could see how hard
 he wanted to get to the top of the hill,
 even though he knew most people don't. His
 face started to scrunch up. He was hunched **9**
 over the handle bars and I was almost
 scandal of the expression he was making.
 I could tell he was embarrassed, especially
 since it was all being recorded. I wanted
 to tell him he was doing great but he
 was so focused on getting enough
 oxygen in his lungs. The look on his face
 was near-horrifying. I could see ^{the} his mental
 battle in his eyes. There was a glint of
~~the~~ self-loathing, and then he pedalled
~~a~~ faster than I thought he ever could.
 Sweat was dripping down his face and **[25]**

6 The candidate offers further development in Sonny's reaction to the plan for Rob to accompany Dad on the ride, but to stay in his car.

7 The candidate has added to this first section of the answer, suggesting that they have taken time after writing their response to read back through and look for opportunities to extend the range of ideas and details they had included.

8 This explanation of the hardships Dad faced, includes frequent integrated detail from the text and covers the ideas that although he was struggling with the climb, having difficulty breathing and needed to be fitter, Dad remained determined.

9 The candidate integrates details from the text here and interprets them from Sonny's point of view.

Example Candidate Response – high, continued

Examiner comments

his breathing became quicker, if it was possible. I was really worried ^{then} ~~now~~ I kept asking if ¹⁰ he was alright. I knew then he needed to stop; but I still told him he could do it. I really thought he could. ¹¹ ~~After~~ ^{while} watching the ~~video~~ video back I could see ~~my~~ father going tonight red with embarrassment the more we watched. At first he was smiling and laughing along at the ~~stage~~ ~~of~~ us making jokes ~~and~~ as he began his cycle. When we got to the part of the run his face dropped and he got much quieter. His face shrivelled up in distaste of how he looked. He laughed along with every one else but I don't think he was quite as happy as he pretended. Towards the end of the video, he watched in disappointment with a hint of sadness in his eyes. I could see how badly he ~~had~~ wished he had made it to the top.

I know I had made fun of him in the beginning but I really am proud of my Dad. I hope he knows now when he really did

Sonny ¹²

¹⁰ Sonny's concern that his father might need medical help is suggested in his reaction to the change in Dad's breathing and details from the text are woven into the answer: Dad's need to stop (take a rest) and Sonny's final words in the passage encouraging his father on.

¹¹ The candidate uses a range of ideas which are rooted in the detail and suggestions of the text have been used and developed in this final section of the answer dealing with bullet three of the task. Dad's amusement and self deprecating humour, which is evident in the passage, is initially established here. The candidate takes the opportunity to develop and detail the reactions to each of the stages of the race as Dad looks back via the video. They pick up on his likely disappointment and regret, based on one valid interpretation of the hints in the text that he might not have finally made it to the top.

¹² The candidate's answer includes a good range of ideas over all three bullets with frequent, integrated details and well-sustained development of ideas from Sonny's perspective. They use a consistent and convincing voice throughout and a fairly effective register.

Example Candidate Response – high, continued	Examiner comments
<p> as Dad wanted me to record his cycle as an official birthday video for enjoyment as a family. I thought it was a bit unnecessary but it it made him happy so I obliged. Did I mention it had music? </p>	<p> 13 The candidate's plan to record the cycle on video is usefully added here, along with the reference to the soundtrack (music) Sonny planned to add, extending the coverage of ideas in relation to the first bullet of the question. Reading Level 5 Writing Level 5 </p> <p> Total mark awarded = 23 out of 25 </p>

How the candidate could have improved their answer

The candidate could have further widened the range of their ideas in relation to the first bullet using material from later in the text. They could have used ideas from anywhere in the text and these ideas could have been included anywhere in their answer, which might have helped them find extra opportunities for additional points or detail when planning or editing.

Example Candidate Response – middle

Examiner comments

Re-read **Text C**, *Moving on upwards*, in the insert and then answer **Question 3** on this question paper

Question 3

You are **Sonny**. Your father and the rest of the family have watched the video you made to record his fiftieth birthday bicycle ride. After the family have watched the video, you write your **journal entry** in which you

- describe your father's plans and preparations for his birthday and how you felt about them
- explain the hardships and challenges your father faced on the journey up the hill and your thoughts as you watched him cycling
- describe your father's reactions as he watched the finished birthday video of the whole ride

Write the words of the journal entry.

Base your journal entry on what you have read in **Text C**, but be careful to use your own words. Address each of the three bullets

Write about 250 to 350 words

Up to **15 marks** are available for the content of your answer and up to **10 marks** for the quality of your writing.

8 October 2021

Father ² was planning to go cycling uphill. I was ³ excited for him, I couldn't wait to be part of the ride. For the preparation father made sure his bike was ⁴ in shape. Father made sure he carried some water. The car had to be fueled since ⁵ Rob was going to be on the wheel driving. I was going to be taking the video so my phone was also ready.

Father faced some challenges during the ⁶ ride. The steep trail was a hard place for him but he managed to show ⁷

1 The candidate underlines details of the task in the question and ticks some of them off, suggesting that they intended to use the bullets as a checklist for their ideas.

2 The candidate does not pick up on hints about Sonny's voice from the passage, so does not manage to create a convincing voice for their answer, for example, Sonny calls his father 'Dad' in the text.

3 This needs more careful support to be in line with suggestions in the text and to show evidence of close reading.

4 Some of the preparations for the challenge are listed here: preparing the bike, the arrangement for Rob to go with them and for Sonny to record a video of the ride. However, they need to develop their ideas since their answer does not deal with 'how [Sonny] felt about' these preparations. This part of the task is not ticked off by the candidate in their checklist, indicating that some of the guidance in the first bullet may have been forgotten.

5 The candidate misses further opportunities to support and develop basic ideas to evidence close reading. For example, they could include the detail that Rob was Dad's friend and / or offered development, such as how Sonny felt about the plan for Rob to drive alongside.

6 The candidate's ideas here are relevant, but presented factually, rather than interpreted and developed through Sonny's reactions and comments.

7 A detail of the challenging terrain is touched on here: the steep trail.

Example Candidate Response – middle, continued

us that he still had what it takes to be a young man. Father also faced a challenge in terms of the ~~win~~ curving road. The steep road made his legs feel more tension ⁸ and exhaustion. As he climbed I thought that he was going to fall. My father's ⁹ ride made me think if I was going to be so tough at such an age. As father was riding I felt like he was going to fall to the ground and faint. I could see his effort and sweat coming out. ¹⁰

When we were watching the video of the whole ride which I had made father was proud of himself. He was proud of himself during the time he was able to ride past the steep land. Father gave himself a nice comment because of ¹¹ the great speed he was moving at. ¹² He laughed during the time when he had stopped. He acknowledged that ¹³ age had caught up with him. He was pleased and encouraged by what he could still do at such an age. Father was happy and we all enjoyed watching the masterpiece I had made. ¹⁴ [25]

Examiner comments

⁸ The candidate refers to the physical nature of the challenge through the effect on his father's leg muscles and his exhaustion.

⁹ The candidate includes some reference to Sonny's thoughts as he watches his father. His concern that his father is struggling and might fall is offered as a development here.

¹⁰ The candidate adds further details of the physical nature of the challenge and they repeat Sonny's concern.

¹¹ In this final section of the answer, the candidate uses some details from the text to suggest some relevant reactions for father as he watches the video later. For example, a feeling of pride in his achievement at making it up at least part of the steep hill.

¹² This reference to 'great speed' suggests a misreading of 'pedal madly' where his father is working hard to try to get up the hill but is making slow progress.

¹³ The father does say that he needs to stop and this is a reasonable interpretation. Explanation of why he might laugh at this could be used to offer further evidence of understanding (picking up on the father's attitude towards his own performance in the text).

¹⁴ The candidate provides a reasonable range of ideas over all bullets of the task. They could develop and support their answer further. Their style is clear although factual and plain, with little sense of a convincing voice for Sonny.
Reading Level 3
Writing Level 3

Total mark awarded = 15 out of 25

How the candidate could have improved their answer

- To demonstrate closer reading of the text, the candidate could have used further details from the text to support their ideas.
- Taking opportunities to evaluate events from Sonny's perspective and extend his reactions to the whole experience would have allowed this candidate to develop ideas and be awarded marks in the higher levels.

Example Candidate Response – low

Examiner comments

Re-read Text C, *Moving on upwards*, in the insert and then answer Question 3 on this question paper

Question 3

You are Sonny. Your father and the rest of the family have watched the video you made to record his fiftieth birthday bicycle ride. After the family have watched the video, you write your **journal entry** in which you

- describe your father's plans and preparations for his birthday **and** how you felt about them
- explain the hardships and challenges your father faced on the journey up the hill **and** your thoughts as you watched him cycling
- describe your father's reactions as he watched the finished birthday video of the whole ride

Write the words of the journal entry.

Base your journal entry on what you have read in Text C, but be careful to use your own words. Address each of the three bullets.

Write about 250 to 350 words

Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

My father took part in a bicycle ride up hill for his ~~fifteen~~ fiftieth birthday. He wanted to prove himself in front of me that 'sinking into old age' does not matter a physical ~~dealt~~ fitness. He wanted to show how fit he is in his old age. His friend came with me and dad. I brought ~~when~~ my phone with me to capture each an every moment of my father and then show it to the family. Rob his friend was going to make an official birthday video with song on it after the race finished.

1 The candidate lifts content from the introduction to the passage in the opening of their answer. This offers only very limited evidence that the candidate has read closely and / or understands the nature of the challenge the father undertook.

2 The candidate makes a brief reference to the plan that his father's friend joined them on the day.

3 The candidate's reference to Sonny recording the video relies heavily on the language of the text, which suggests that they do not understand the point securely.

4 The candidate misreads the detail here. It is Sonny, not Rob, who makes the birthday video.

Example Candidate Response – low, continued

Examiner comments

He was informing me about every thing which he was doing there. He was ~~so~~ super excited for that. And I was telling him that dad you look cool doing all these things in ~~at~~ your age. ~~His~~ My father hopes were quite high. ~~His thighs was~~ under pressure. He faced alot of challenges. ~~He was~~ It was hard for him because his thighs were under pressure and seeing him make me feel low. As he went under the notorious forest he realised that how many cyclist ~~7~~ ^{forcely} gave up after a kilometers of hard labour. He was looking at me as I was capturing his every moment in a close up. I can see the gradient change which was going to be hard on him. I was asking that 'Dad, this is the forest, right?' but he was so in the winning of this race he just ~~9~~ move his head. I was telling him that the gradient will be changing soon. I can see the look / expressions ^[25]
 ∴ continue page 12 and 13

5 The candidate misreads the information here in relation to Sonny's comment about his father's outfit.

6 The candidate's reference to the physical strain faced by his father is touched on briefly through this detail of his thigh muscles being under pressure.

7 Weaknesses of expression in the answer affect meaning and further reliance on lifting from the passage results in some awkward expression.

8 The candidate makes a brief reference to the difficult terrain through the detail of the gradient change.

9 The candidate's comment suggests that they have misread here, because there is no race.

Example Candidate Response – low, continued

Examiner comments

of his ~~page~~ face that he was in pressure and in pain. He felt relieved my he changed the gear. 15 km to go and he was gaining his energy ~~to~~ to move further. When he was on a steep road he can feel the warm breeze going into his nostrils. It was quite challenging for him as ~~as~~ he was rubbing his nose because of the itchy ness. he was ~~feet~~ feeling. He was thinking that if he gave up how he was going to face his friends and family. I can see that he was exhausted and his legs are shaking. He was riding a boneshaker bike. He was feeling low that I can't hear him ~~was~~ what he was trying to say. I thought he lose hope in the end because he stopped for few minutes. He ~~is~~ can actually see my crying face as the ~~water~~ tears were coming out. He was guilty because he can't ~~make~~ achieve the goal he wanted to and

10 There is further misreading of detail suggested here. It is the warm exhaust fumes from the car that his father is breathing in, not a warm breeze.

11 The candidate makes a brief reference to the bike as they track through the text.

12 The reference to his father seeing Sonny crying is outside of the text and / or may be a misreading of 'Sonny's face drops'.

Example Candidate Response – low, continued

Examiner comments

wanted to make me proud to be his son. The reaction of my father while seeing his birthday video riding the bicycle actually made him cry. As he didn't win the race which he wanted to and wanted to make each and every proud. I was looking at him as he was guilty. I hugged him and told him that no need to cry or feel guilty I am proud to be your son. You did really well in your age.

13 The candidate suggests the father's disappointment at not achieving his goal, but they misread the goal itself. There were no other riders to beat since this was not a race.

14 Sonny's pride as he watches his father ride is a relevant idea to include from the text.

15 The candidate makes some brief reference to some of the main ideas in the text throughout this answer, although there is some evidence of misreading to balance. The candidate shows some general understanding of the text, but their expression is often awkward throughout their answer.

Reading Level 2
Writing Level 2

**Total mark awarded =
8 out of 25**

How the candidate could have improved their answer

- The candidate could have re-read the text to identify ideas for each bullet beforehand to help them secure their understanding of key details ahead of writing their answer and avoid some of the misreading that was evident in their response.
- The candidate's answer went beyond the suggested length. They could have planned to write a shorter, more focused journal entry which could have allowed them to factor in time to check their answer and be awarded higher marks for both Reading and Writing.

Common mistakes candidates made in this question

- Some candidates limited the order of ideas in their answers to follow that of the bullets. Whilst the bullets were there to help ensure coverage of relevant ideas from the text and encourage development, candidates could have followed the order of them and / or included relevant ideas and details for any of the bullets at any point in their response.
- Some candidates did not plan their ideas beforehand and / or did not return to the text to check details they were unsure of, so missed opportunities to locate further useful details and implicit ideas they may have missed on first reading.
- Some candidates did not adopt the perspective of the persona identified in the task. Thinking their way into the role or viewpoint could have helped candidates to develop their answer in a relevant way and to use an appropriate register and voice, so they could be awarded marks for both Reading and Writing.

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