



Cambridge Assessment
International Education

Example Candidate Responses Paper 1

Cambridge IGCSE™ / IGCSE (9–1)
English as a Second Language
0510 / 0511 / 0991 / 0993

For examination from 2019



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Contents

Introduction.....	4
Exercise 1 Reading	6
Example Candidate Response – high	6
Example Candidate Response – middle	7
Example Candidate Response – low	9
Exercise 2 Multiple matching.....	11
Example Candidate Response – high	11
Example Candidate Response – middle	12
Example Candidate Response – low	13
Exercise 3 Note-making	15
Example Candidate Response – high	15
Example Candidate Response – middle	16
Example Candidate Response – low	17
Exercise 4 Summary	19
Example Candidate Response – high	19
Example Candidate Response – middle	20
Example Candidate Response – low	21
Exercise 5 Writing.....	22
Example Candidate Response – high	22
Example Candidate Response – middle	23
Example Candidate Response – low	24
Exercise 6 Writing.....	26
Example Candidate Response – high	26
Example Candidate Response – middle	28
Example Candidate Response – low	29

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE / IGCSE (9–1) English as a Second Language 0510/0511/0991/0993, 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 2019 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 and pre-release material used here are available to download from the School Support Hub. These files are:

June 2019 Question Paper 11
June 2019 Paper 11 Mark Scheme

Past exam resources and other teacher support materials 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 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 – Exercise 1 Reading, high	Examiner comments
1 How did Jennifer first find out about the job? <i>she was bored</i> [1]	<p>1 This answer shows a lack of understanding of the question, and relates to how Jennifer felt in her previous job. The phrasal verb 'find out' in the question leads the candidate to select how she got information about the job. Mark awarded for Question 1</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>
2 What did Jennifer have to do in order to accept the job offer? <i>advert. for chefs to work in Antarctica</i> [1]	
3 When is food delivered to the research station? <i>in february to december</i> [1]	
4 What does Jennifer find most difficult about her job? <i>working out how much food to order</i> [1]	

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.

How the candidate could have improved their answer

The candidate showed understanding of the requirement of the task and provided suitably short answers in response to the questions. It was clear that the level of vocabulary in the text proved challenging in a number of questions. Identifying key words in questions and locating words or phrases in the text which correspond in meaning to those question words could have provided more precise results.

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

Most candidates answered with short phrases as the question demanded. There were some answers which were too general and did not include enough detail, for example in (2), the response 'medical test' was not precise enough, and in (7), 'do exercise' could not be credited without 'before bed'. Some candidates included too much information in their answer, as in (5) 'apples and oranges', and (8), 'hot bath and shower'. In these instances, including the extra information meant that the answer was wrong and could not be credited.

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.

Exercise 1 Reading

Example Candidate Response – high	Examiner Comments
<p>1 How did Jennifer first find out about the job? <i>A colleague told her</i> [1]</p>	<p>Mark awarded for Question 1 = 1 out of 1</p>
<p>2 What did Jennifer have to do in order to accept the job offer? <i>A medical test</i> [1] 1</p>	<p>1 This answer is too general. The candidate needs to include the specific detail of ‘passing’ a medical test to accept the job offer.</p>
<p>3 When is food delivered to the research station? <i>At the end of January</i> [1]</p>	<p>Mark awarded for Question 2 = 0 out of 1</p>
<p>4 What does Jennifer find most difficult about her job? <i>working out how much food to order</i> [1]</p>	<p>Mark awarded for Question 3 = 1 out of 1</p>
<p>5 Which food did staff use to exchange for other things? <i>apples Apples</i> [1]</p>	<p>Mark awarded for Question 4 = 1 out of 1</p>
<p>6 Why did Jennifer forget to wear glasses one day? <i>she was busy planing a menu</i> [1] 2</p>	<p>Mark awarded for Question 5 = 1 out of 1</p>
<p>7 What advice does Jennifer give for keeping warm inside the research station? Give two details. <i>- do some exercise before bed</i> <i>- put your clothes the night before in</i> [2]</p>	<p>2 The candidate identifies the correct answer, but the misspelling of ‘planing’ for ‘planning’ which creates another word, affects the mark.</p>
<p>8 What does Jennifer miss? <i>relaxing relaxing in a hot bath</i> [1]</p>	<p>Mark awarded for Question 6 = 0 out of 1</p> <p>Mark awarded for Question 7 = 2 out of 2</p>
<p>[Total: 9]</p>	<p>Mark awarded for Question 8 = 1 out of 1</p>
	<p>Total mark awarded = 7 out of 9</p>

How the candidate could have improved their answer

The candidate clearly understood the requirement for brief phrases and provided many good answers. More precise reading of Question 2 would have enabled a more detailed answer. ‘Doing a medical test’ was insufficient to be accepted for the job, she had to ‘pass a medical test’. In Question 6, the candidate needed to pay attention to the spelling of the key word ‘planning’ in the answer, as the misspelling created another word and meant that the mark could not be awarded.

Example Candidate Response – middle	Examiner Comments
<p>1 How did Jennifer first find out about the job? <i>she was bored</i> [1] 1</p>	<p>1 This answer shows a lack of understanding of the question, and relates to how Jennifer felt in her previous job. The phrasal verb 'find out' in the question leads the candidate to select how she got information about the job. Mark awarded for Question 1 = 0 out of 1</p>
<p>2 What did Jennifer have to do in order to accept the job offer? <i>advert for chefs to work in Antarctica</i> [1] 2</p>	<p>2 The candidate has not understood the question and describes the job, rather than selecting the details for accepting the job offer. Mark awarded for Question 2 = 0 out of 1</p>
<p>3 When is food delivered to the research station? <i>in february to december</i> [1] 3</p>	<p>3 In this answer, the candidate responds to the question word 'When', but selects the first-time phrase in the paragraph, which describes the length of the winter, rather than the time when food is delivered. Mark awarded for Question 3 = 0 out of 1</p>
<p>4 What does Jennifer find most difficult about her job? <i>working out how much food to order</i> [1]</p>	<p>Mark awarded for Question 4 = 1 out of 1</p>
<p>5 Which food did staff use to exchange for other things? <i>fruit and vegetable</i> [1] 4</p>	<p>4 In this answer, the candidate selects the correct section of the text, but chooses the first-named food in the paragraph. The key question word 'exchange' corresponds to 'trade' in the text and supplies the correct answer 'apples'. Mark awarded for Question 5 = 0 out of 1</p>
<p>6 Why did Jennifer forget to wear glasses one day? <i>to she was busy planning a menu</i> [1]</p>	<p>Mark awarded for Question 6 = 1 out of 1</p>
<p>7 What advice does Jennifer give for keeping warm inside the research station? Give two details. <i>1: do some exercise before getting into bed</i> <i>2: put your clothes in the bed the night before</i> [2]</p>	<p>Mark awarded for Question 7 = 2 out of 2 Mark awarded for Question 8 = 1 out of 1</p>
<p>8 What does Jennifer miss? <i>relaxing in a hot bath</i> [1]</p> <p style="text-align: right;">[Total: 9]</p>	<p>Total mark awarded = 5 out of 9</p>

How the candidate could have improved their answer

The candidate presented answers clearly and in short phrases. When reading the questions, highlighting not only the first question word, 'When', 'How' or 'Which', but also key words which follow, for example, 'find out' in Question 1, and 'food delivered' in Question 3 and matching these key question words to similar words in the text could have improved precision in answers.

Example Candidate Response – low	Examiner Comments
<p>1 How did Jennifer first find out about the job? <i>a colleague</i> [1]</p>	<p>Mark awarded for Question 1 = 1 out of 1</p>
<p>2 What did Jennifer have to do in order to accept the job offer? <i>Pass a medical test</i> [1]</p>	<p>Mark awarded for Question 2 = 1 out of 1</p>
<p>3 When is food delivered to the research station? <i>in December</i> [1] 1</p>	<p>1 The candidate responds to the question word 'When', but selects the distracting detail which relates to the time before the food is delivered.</p>
<p>4 What does Jennifer find most difficult about her job? <i>Picking the right amount of ingredients</i> [1] 2</p>	<p>2 The text describes many difficulties faced in the job, but the question requires only the 'most difficult'. This answer focuses on creating meals with limited ingredients, which Jennifer sees as something enjoyable, rather than highlighting the main difficulty, 'working out how much food to order'.</p>
<p>5 Which food did staff use to exchange for other things? <i>Oranges</i> [1] 3</p>	<p>Mark awarded for Question 3 = 0 out of 1</p>
<p>6 Why did Jennifer forget to wear glasses one day? nothing <i>busy planing the menu</i> [1] 4</p>	<p>2 The text describes many difficulties faced in the job, but the question requires only the 'most difficult'. This answer focuses on creating meals with limited ingredients, which Jennifer sees as something enjoyable, rather than highlighting the main difficulty, 'working out how much food to order'.</p>
	<p>Mark awarded for Question 4 = 0 out of 1</p>
	<p>3 In this answer, the candidate selects the distracting food item, missing the key focus of the question which is the food used 'to exchange' for other things.</p>
	<p>Mark awarded for Question 5 = 0 out of 1</p>
	<p>4 This answer identifies the correct information, but the misspelling of 'planing' for 'planning', which creates another word, affects the mark.</p>
	<p>Mark awarded for Question 6 = 0 out of 1</p>

Example Candidate Response – low, continued	Examiner Comments
<p>7 What advice does Jennifer give for keeping warm inside the research station? Give two details.</p> <p>..... <i>eating</i> <i>drinking warm drinks</i> </p> <p>8 What does Jennifer miss?</p> <p>..... <i>her old job</i> </p> <p>[2] 5</p> <p>[1] 6</p> <p>[Total: 9]</p>	<p>5 The candidate understands how to present answers in a two-mark question, and uses both lines to separate the two ideas. However, these answers focus on general ideas found in the text, and miss the specific details of ways to keep warm, required in the question.</p> <p>Mark awarded for Question 7 = 0 out of 2</p> <p>6 The candidate selects the correct paragraph to find the information, but misunderstands the question and chooses the first sentence in the paragraph, without reading further to find more precise detail which would answer the question.</p> <p>Mark awarded for Question 8 = 0 out of 1</p> <p>Total mark awarded = 2 out of 9</p>

How the candidate could have improved their answer

The candidate showed understanding of the requirement of the task and provided suitably short answers in response to the questions. It was clear that the level of vocabulary in the text proved challenging in a number of questions. Identifying key words in questions and locating words or phrases in the text which correspond in meaning to those question words could have provided more precise results.

Common mistakes candidates made in this question

Most candidates answered with short phrases as the question demanded. There were some answers which were too general and did not include enough detail, for example in (2), the response ‘medical test’ was not precise enough, and in (7), ‘do exercise’ could not be credited without ‘before bed’. Some candidates included too much information in their answer, as in (5) ‘apples and oranges’, and (8), ‘hot bath and shower’. In these instances, including the extra information meant that the answer was wrong and could not be credited.

Exercise 2 Multiple matching

Example Candidate Response – high	Examiner Comments
<p>9 For each question write the correct letter A, B or C on the line. 1</p> <p>Which review...</p> <p>(a) describes a service which allows learners to speak directly with teachers? ...C... [1]</p> <p>(b) compares the amount of content in lessons with websites which are not free? ...B... [1]</p> <p>(c) suggests that the site may not be suitable for more experienced players? ...A... [1]</p> <p>(d) suggests that the number of options on the website for new players may be confusing? ...C... [1]</p> <p>(e) remarks on the positive effect of the teacher's personality? ...C... [1] 2</p> <p>(f) comments that the lessons contain an appropriate amount of information? ...A... [1]</p> <p>(g) mentions that guitar players of all levels will make progress? ...B... [1] 3</p> <p>(h) comments that it is acceptable for the site to encourage membership? ...A... [1]</p> <p style="text-align: right;">[Total: 8]</p>	<p>1 The candidate correctly writes the final answers on the lines indicated.</p> <p>Mark awarded for Question 9(a) = 1 out of 1</p> <p>Mark awarded for Question 9(b) = 1 out of 1</p> <p>Mark awarded for Question 9(c) = 1 out of 1</p> <p>Mark awarded for Question 9(d) = 1 out of 1</p> <p>2 In text B, 'the enthusiasm shown by the tutor' corresponds to 'the positive effect of the teacher's personality' in the question and provides the correct answer.</p> <p>Mark awarded for Question 9(e) = 0 out of 1</p> <p>Mark awarded for Question 9(f) = 1 out of 1</p> <p>3 In text C, 'you'll see big improvements no matter how experienced you are' corresponds to 'players of all levels will make progress' in the question and is the correct answer.</p> <p>Mark awarded for Question 9(g) = 0 out of 1</p> <p>Mark awarded for Question 9(h) = 1 out of 1</p> <p>Total mark awarded = 6 out of 8</p>

How the candidate could have improved their answer

There were many correct answers. Underlining key words in the questions would have helped to match phrases with similar meanings in the texts and questions.

Example Candidate Response – middle	Examiner Comments
<p>9 For each question write the correct letter A, B or C on the line.</p> <p>Which review ...</p> <p>(a) describes a service which <u>allows learners to speak directly with teachers?</u> ...C... [1]</p> <p>(b) compares the amount of <u>contēt in lessōns with websites which are not free?</u> ...B... [1]</p> <p>(c) suggests that the site may not be suitable for <u>more experiēced players?</u> ...A... [1]</p> <p>(d) suggests that the number of options on the website for new players may be <u>confusing?</u> ...C... [1]</p> <p>(e) <u>remarks on the positive effect of the teacher's personality?</u> ...B... [1]</p> <p>(f) comments that the lessons contain an <u>appropriate amount of information?</u> ...C... [1]</p> <p>(g) mentions that <u>guitar players of all levels will make progress?</u> ...A... [1]</p> <p>(h) comments that it is <u>acceptable for the site to encourage membership?</u> ...C... [1]</p> <p>[Total: 8]</p>	<p>1 The candidate makes an attempt to highlight key words in the questions, which can be helpful.</p> <p>Mark awarded for Question 9(a) = 1 out of 1</p> <p>Mark awarded for Question 9(b) = 1 out of 1</p> <p>Mark awarded for Question 9(c) = 1 out of 1</p> <p>Mark awarded for Question 9(d) = 1 out of 1</p> <p>Mark awarded for Question 9(e) = 1 out of 1</p> <p>2 In text A, the phrase 'they don't try to include too much' corresponds to the words in the question, 'lessons contain an appropriate amount of information'.</p> <p>Mark awarded for Question 9(f) = 0 out of 1</p> <p>3 In text C, 'you'll see big improvements no matter how experienced you are' corresponds to 'players of all levels will make progress' in the question and is the correct answer.</p> <p>Mark awarded for Question 9(g) = 0 out of 1</p> <p>4 In text A, the words 'you'll be sent lots of emails advertising the lessons, but this is understandable' equates to the meaning of 'acceptable for the site to encourage membership' in the question.</p> <p>Mark awarded for Question 9(h) = 0 out of 1</p> <p>Total mark awarded = 5 out of 8</p>

How the candidate could have improved their answer

The candidate showed good examination technique by underlining some key parts of the questions. More precise reading would have identified words and phrases in the texts which corresponded to similar words in the questions.

Example Candidate Response – low	Examiner Comments
<p>9 For each question write the correct letter A, B or C on the line.</p> <p>Which review ...</p> <p>(a) describes a service which allows learners to speak directly with teachers? C [1]</p> <p>(b) compares the amount of content in lessons with websites which are not free? B [1]</p> <p>(c) suggests that the site may not be suitable for more experienced players? B [1]</p> <p>(d) suggests that the number of options on the website for new players may be confusing? C [1]</p> <p>(e) remarks on the positive effect of the teacher's personality? A [1]</p> <p>(f) comments that the lessons contain an appropriate amount of information? B [1]</p>	<p>1 The answers are clearly written on the lines provided, and when the candidate changes their mind, there is a clear crossing out and the final answer is written alongside.</p> <p>Mark awarded for Question 9(a) = 1 out of 1</p> <p>Mark awarded for Question 9(b) = 1 out of 1</p> <p>2 In text A, the sentence 'if you can already do this, other sites might be more useful' corresponds to the meaning in (c), the site may not be suitable for more experienced players'.</p> <p>Mark awarded for Question 9(c) = 0 out of 1</p> <p>Mark awarded for Question 9(d) = 1 out of 1</p> <p>3 In text B, 'the enthusiasm shown by the tutor' corresponds to 'the positive effect of the teacher's personality' in the question and provides the correct answer.</p> <p>Mark awarded for Question 9(e) = 0 out of 1</p> <p>4 In text A, the phrase 'they don't try to include too much' corresponds to the words in the question, 'lessons contain an appropriate amount of information'.</p> <p>Mark awarded for Question 9(f) = 0 out of 1</p>

Example Candidate Response – low, continued	Examiner Comments
<p>(g) mentions that guitar players of all levels will make progress?</p> <p>(h) comments that it is acceptable for the site to encourage membership?</p>	<p>.....A. [1] 5</p> <p>.....C [1] 6</p> <p>[Total: 8]</p> <p>5 In text C, 'you'll see big improvements no matter how experienced you are' corresponds to 'players of all levels will make progress' in the question and is the correct answer.</p> <p>Mark awarded for Question 9(g) = 0 out of 1</p> <p>6 In text A, the words 'you'll be sent lots of emails advertising the lessons, but this is understandable' equates to the meaning, 'acceptable for the site to encourage membership' in the question.</p> <p>Mark awarded for Question 9(h) = 0 out of 1</p> <p>Total mark awarded = 3 out of 8</p>

How the candidate could have improved their answer

More careful reading of the texts would have helped to identify words, which were paraphrases of or had a similar meaning to the words in the question. Underlining key parts of the questions in both Exercises 1 and 2 shows good examination technique and would have been beneficial.

Common mistakes candidates made in this question

Presentation of answers: many candidates changed their answers. They showed this by writing their second choice over their first. At times, this was difficult to read and answers could not be credited. When there is a change of mind, candidates' final choice of answer should be clearly legible and written close to the line.

Exercise 3 Note-making

Example Candidate Response – high

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

- 10 How this newly discovered fish behaves differently from other 'walking fish':
- ① uses its four fins to walk
 - ② it climbs waterfalls using its body to grip the rock.
 - ③ ~~the fish's skeleton is designed to~~ it keeps its tail straight as it walks
- 11 What scientists might learn from the discovery of this new fish:
- ① some of its bones were similar to those of land animals.
 - ② how living creatures first learned to walk [2]
- 12 Why it was difficult for scientists to study this new fish:
- ① she was not allowed to remove the fish from the caves
 - ② it turned out that only around 2000 exist in the wild [2]

Total: 71

Examiner Comments

1 These are successful answers. In response to 'How the fish behaves' in the question, the candidate correctly selects a verb to start each answer.

Mark awarded for Question 10 = 3 out of 3

2 In the first answer, the candidate provides a description of the image the scientist produced, and not what can be learned from this image.

Mark awarded for Question 11 = 1 out of 2

3 The candidate correctly provides examples of difficulties for the scientists, and includes all key details.

Mark awarded for Question 12 = 2 out of 2

Total mark awarded = 6 out of 7

How the candidate could have improved their answer

The candidate responded well to all the questions in Exercise 3, and included key ideas to most questions. In Question 11, selecting another idea which detailed what the scientists might learn, rather than describing what the image of the fish showed would have enabled the candidate to achieve full marks for this exercise.

Example Candidate Response – middle

Examiner Comments

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

<p>10 How this newly discovered fish behaves differently from other 'walking fish':</p> <ul style="list-style-type: none"> • it uses its four fins to walk • Jump forward using its tail • it walks over rocks <p>[3]</p>	<p>1</p>
<p>11 What scientists might learn from the discovery of this new fish:</p> <ul style="list-style-type: none"> • what life on earth looked like 400 million years ago • How the fish learned to walk <p>[2]</p>	<p>2</p>
<p>12 Why it was difficult for scientists to study this new fish:</p> <ul style="list-style-type: none"> • needed to obtain special permission • not allowed to remove the fish from the caves <p>[2]</p>	<p>3</p>

1 In the second answer, the candidate selects information which applies to other 'walking fish' rather than to the newly discovered fish. In the third answer, this information is too general. It needs to include more precise detail, for example 'climbs waterfalls using its body to grip the rock'.

Mark awarded for Question 10 = 1 out of 3

2 Two correct answers which contain all the required key details.

Mark awarded for Question 11 = 2 out of 2

3 In the first answer, the information is incomplete. Without the more precise detail of 'needed permission from the Thai government' this answer is not credited.

Mark awarded for Question 12 = 1 out of 2

Total mark awarded = 4 out of 7

How the candidate could have improved their answer

The candidate selected four correct answers. Some notes were too general. Focusing on including key information in Question 10 'climbs waterfalls using its body' and in Question 12 'need permission from the Thai government' would have improved the candidate's answer.

Example Candidate Response – low

Examiner Comments

You are going to give a talk about the discovery of the new fish to your class at school.

Prepare some notes to use as the basis for your talk.

Make short notes under each heading.

- 10 How this newly discovered fish behaves differently from other 'walking fish':
- Four fins to walk.
 - Pink in colour and had no eyes.
 - Climbs waterfalls.
- [3]
- 11 What scientists might learn from the discovery of this new fish:
- Some of the bones were similar to those of land animals.
 - How living creatures first learned to walk.
- [2]
- 12 Why it was difficult for scientists to study this new fish:
- Only around 2000 exist in the wild.
 - How she could get hold of ~~an~~ one of the blind cave fish.
- [2]

1 The question asks 'How the fish behaves differently' and the candidate needs to use a verb to start the first answer, for example 'uses four fins to walk'. The second answer to this question is a description of the fish and does not relate to 'behaviour'. In the third answer, the candidate selects the correct idea, but the answer is incomplete. Many fish climb waterfalls, but the new fish climbs waterfalls using its body, and this extra detail is required for the mark to be credited.

Mark awarded for Question 10
= 0 out of 3

2 In the first answer, the candidate provides a description of the image the scientist produced, and not what can be learned from this image.

Mark awarded for Question 11
= 1 out of 2

3 In the first answer, the candidate correctly recognises one reason why scientists have difficulty in studying the new fish, the limited number of fish in the wild. The second answer does not provide a reason for the difficulty, but asks a question. The text suggests many possible reasons, among them the difficulty due to 'not allowed to remove them from the caves' and 'need permission from the Thai government'.

Mark awarded for Question 12
= 1 out of 2

Total mark awarded
= 2 out of 7

How the candidate could have improved their answer

The candidate responded clearly and succinctly to the questions in this exercise. Focusing on the key words in each question, 'behaves' in Question 10, 'learn from' in Question 11, and 'Why' in Question 12 and selecting information in response to these key words would have improved the candidate's answer.

Common mistakes candidates made in this question

Overall, candidates showed a good understanding of the text. The responses were generally in note form and candidates selected relevant details. Some candidates' answers to Question 11 were written in response to Question 12, and candidates needed to highlight key words in the questions in order to select appropriate corresponding information from the text. Although answers should be brief and contained within the line, there were many examples of incomplete and generalised answers. It is important that the key idea to each point is included in the note-form answer.

Exercise 4 Summary

Example Candidate Response – high

There is some advice given to the people who are planning to go to Treetop World. To start with, arriving early is something you should do. ~~Moreover~~ Not only is it a good idea to put your belongings into a zipped pocket, but if possible, leave anything valuable at home. Moreover, listening ~~to~~ closely to your guide is very important. Furthermore, taking a deep breath before stepping forward could go a long way. Apart from wearing clothes you don't mind getting dirty, you might ~~also~~ want to bring a waterproof jacket in case it rains.

[Total: 12]

Examiner Comments

- 1 Introduction: the candidate writes a brief introduction and then immediately starts with advice. Six of the eight possible Content points are identified, so the candidate achieves full marks for Content.
- 2 The summary is written clearly and shows good organisation. There is cohesion through the use of linking words and phrases, for example 'To start with...', 'Not only...' and 'Apart from...'. The candidate demonstrates good use of their own words, for example 'something you should do' for 'I'd recommend' and 'listening closely to your guide is very important' for 'listen carefully to your guide-you won't regret it'. However, the response is longer than 90 words, and although it fits the top band criteria, because it is too long, it can only be credited with four marks for Language.
 Mark awarded for Content = 6 out of 6
 Mark awarded for Language = 4 out of 6
Total mark awarded = 10 out of 12

How the candidate could have improved their answer

The brief introductory sentence addressed the task. The response fulfilled the criteria for marks in the top band for Language, but did not achieve this, as the number of words written went beyond the 90-word maximum. If the response had included only details relevant to 'giving advice', it would have stayed within the word limit and improved the mark.

Example Candidate Response – middle

Examiner Comments

You have a few experience is necessary arriving
 early. It's a good idea to put your belongings
 into a zipped pocket! you need listen carefully
 to your guides and don't ~~see~~ scarp. 1
 If you had to climb a 150-metre ladder to the
 first platform. When you go, think you are a bird,
 it's wonderful! If you get a scared or have a 2
 question, just ask them for help. ~~Sim~~
 Finally, bring a waterproof jacket, and enjoy.
 Don't worry, every thing was be ok!

1 Content: the candidate immediately starts with relevant information. Five of the eight possible points are identified, so the candidate achieves five out of six marks for Content.

2 Language: the points are presented in a logical order, and there is some attempt to connect ideas, using linking words such as 'and,' 'when', 'if', and 'finally'. The candidate attempts to use their own words, for example 'is necessary arriving early' and 'when you go think you are a bird'. Overall there is some reliance on the language from the text both in grammar and vocabulary. The candidate shows a reasonable level of accuracy of grammar and vocabulary, and the response achieves three marks out of six for Language.

Mark awarded for Content
= 5 out of 6

Mark awarded for Language
= 3 out of 6

**Total mark awarded
= 8 out of 12**

How the candidate could have improved their answer

The candidate addressed the task from the first sentence and the first paragraph included three Content points. The second paragraph however, contained information about the activity which was less relevant and included only one Content point. Focusing only on relevant details would have improved the mark for Content. Greater grammatical accuracy and the re-phrasing of the text language would have meant a higher mark for Language.

Example Candidate Response – low

Examiner Comments

Adventure in
The Trees

The only way to describe Treetop World is an adventure park high in the forest. You experience climbing and swinging across the treetops on ropes and ladders, all in a safe environment with expert guides to help. I'd give you an advice to put your belongings into a zipped packet! And if possible leave anything valuable at home. Listen carefully to your guide. The park is easy at first and gets more challenging. Guides monitor you from the forest floor. I'd suggest wearing clothes you don't mind getting dirty. The park remains open even in the rain so you

1 Content: the candidate includes an unnecessarily long description of the park and the activities carried out there. This uses up many words required to address the focus of the task, which is to give advice to visitors. As the response is longer than the requirement for a maximum of 90 words, the final point identified by the candidate, 'bring waterproof jacket' is not credited. The response includes four Content points, so the candidate achieves four out of six marks for Content.

2 Language: the response shows heavy reliance on the language from the text, with little attempt at paraphrasing, either by using synonyms or by re-ordering the grammar of sentences. This reliance on copying limits the Language mark to the bottom band, and this response achieves one mark out of six for Language.

Mark awarded for Content
= 4 out of 6

Mark awarded for Language
= 1 out of 6

Total mark awarded
= 5 out of 12

How the candidate could have improved their answer

This response showed little understanding of the techniques of summary writing. The first four lines described the park and made no attempt to address the task of giving advice to visitors. More precise reading of the task and including only relevant information would have improved the response. From a language point of view, the candidate relied to a great extent on copying sentences from the text. If the candidate had attempted to rework some of the grammatical structures in the text, or used some of their own words, the response would have achieved a higher mark.

Common mistakes candidates made in this question

- Length of summary: many candidates wrote a summary which went beyond the 90-word limit. This limited the Language mark that could be achieved, and Content points included after the word limit were not credited.
- Relevance: many responses also included irrelevant or non-essential details, which used up words and often led to overlong answers.
- Language: relying too closely on the language in the text prevented candidates from achieving marks in the top band. Responses which copied sentences with no attempt at paraphrasing were limited to a mark in the bottom band for Language.

Exercise 5 Writing

Example Candidate Response – high

Examiner Comments

Hi Kevin,

How are you? I hope you are good in the exam ~~on~~ in last Friday. I was busy in these two weeks but I still want to tell you what happened in yesterday.

Last month, I won a competition of singing and the prize for the winner was going to meet a famous person. But I should wait this prize about 1 month because the famous person was busy on ~~his~~ her works. Finally, I met her ~~on~~ ~~yes~~ in yesterday. The famous person is Taylor Swift. I was so surprised. We ~~are~~ were singing together on the stage and I took a lot of photos with her. After this meeting, I was excited and glad to have this singing winner.

That is an amazing experience for me. If you are there, you will proud of me.

1 The candidate engages with the target audience from the start and the introduction is suitably short.

2 Content: in general, the candidate fulfils the task. In the second paragraph, the candidate mentions that the competition is for 'singing', but it lacks development of what the candidate had to do to win. The meeting with the famous person is described with sufficient detail and the candidate expresses their feelings after the meeting. The information is communicated clearly.

3 Language: the writing includes mainly common vocabulary, 'surprised, excited, amazing', but there is also an attempt at more ambitious vocabulary, such as 'stage, glad'. Grammatically, there are some common errors, 'what happened in yesterday', 'wait this prize', but also the candidate attempts compound and complex structures and a more ambitious final sentence. Overall, the writing shows good organisation and is cohesive.

Mark awarded for Content
= 5 out of 6

Mark awarded for Language
= 5 out of 6

**Total mark awarded
= 10 out of 12**

How the candidate could have improved their answer

The candidate made a good attempt at this task. Two of the three points showed development of detail. If the candidate had explained in more detail what they had to do to win the competition, instead of just saying that they won it, the response would have been improved. In terms of Language, the writing would have been improved by greater accuracy of simple structures, and an attempt to include a wider range of vocabulary.

Example Candidate Response – middle

Examiner Comments

Hi Jennifer, how are you?
 Do you remember the competition that I won last month? The competition was about exploring space, and my class needed to write a summary about this, I made the best summary, so I win! Because of this, yesterday I met a famous person, I went to meet Ed Sheeran! We went to a coffee shop, it was perfect! We talk about his songs and other things. He is one of my favourite singers, so when I met him I was feeling wonderful! This was the most perfect day of my life. Now, all the people I know want to know how I met him, this is amazing!
 Talk to you later.
 kisses Chris

1 The candidate provides a suitably short introduction and shows awareness of the target reader through asking a question.

2 Content: this is generally communicated clearly. The candidate develops the first point well, by explaining what the competition is about and who the other contestants are. The second point also provides some detail about the meeting, where it was, what they did and the feelings at the time. The third point is less clear, but positive feelings can be inferred by the reader.

3 Language: the candidate is successful with using common vocabulary. There are errors in the simple structures, such as 'yesterday I meeting', 'I went meet' 'we talk'. There is some sense of cohesion throughout the writing, with the use of connecting phrases such as 'Because of this.' 'so' and 'Now'. The ideas follow logically, but there is a lack of paragraphing.

Mark awarded for Content
 = 5 out of 6

Mark awarded for Language
 = 3 out of 6

Total mark awarded
= 8 out of 12

How the candidate could have improved their answer

The candidate wrote relevantly and fulfilled the task. The response was rather narrative in tone, and would have been improved if the candidate had engaged with the reader in the middle of the email as well as in the first and briefly in the last sentence. Using paragraphs to separate different ideas would have improved organisation, and communication would have been clearer with greater grammatical accuracy.

Example Candidate Response – low

Examiner Comments

Hi John

How are you? I hope you are well. I can't wait to tell you about competition which I had.

The competition was about to meet a famous person called Rashid Khan. It was very hard for me to find him to meet up.

The yesterday when I finished school I heard from friends that has a concert. The place was not far. I got change ^{at home} and went to the concert. I arrived there like 10 minutes late.

Finally after concert I went close to him and met him. Before I go there I was feeling nervous. Do you know me John that I'm a shy person? While I was talking my body was shaking.

After meeting we took some photos and I was so happy. I couldn't sleep all night. It was so amazed when met him. That was the best time in my life.

I hope to see you soon and hang out.

Best wishes
Wahed

- 1 Introduction: the candidate writes a short paragraph and engages the target reader in a suitably informal tone.
- 2 Content: there is a lack of clarity in the way some of the information is presented particularly for the first point, which suggests misunderstanding of the task. The writing suggests that the competition is about finding a famous person, rather than a competition in which meeting the famous person is the prize. The candidate addresses the second and third points and provides some details, and maintains engagement with the reader through the use of a rhetorical question in the third paragraph.
- 3 Language: the candidate is successful with the use of simple grammatical structures, particularly the past tense, and uses simple vocabulary to describe and explain details. The writing shows some organisation through paragraphing, and ideas are generally connected by the use of time words such as 'before, after, while'.

Mark awarded for Content
= 3 out of 6

Mark awarded for Language
= 4 out of 6

**Total mark awarded
= 7 out of 12**

How the candidate could have improved their answer

There was an attempt to fulfil the task, but some of the ideas in the email were not presented clearly. The details of the competition and what the candidate had to do to win it appeared to be misunderstood. A clearer explanation of the details of winning the competition would have improved the content of the response. If the candidate had used less common vocabulary and some more complex sentences, this would have improved the response.

Common mistakes candidates made in this question

Content:

- A common mistake was writing a narrative in a descriptive style, without successfully demonstrating a sense of purpose and audience. Without demonstrating awareness of the target audience, responses cannot achieve marks in the top band for Content.
- Many candidates focused too much on the competition and meeting the famous person and not enough on the feelings afterwards. Using paragraphs to separate ideas helps to organise the writing and provides a sense of balance.

Language:

- There was too much reliance on common vocabulary with little attempt at more complex language, and there were frequent errors in simple grammatical structures, usually in compound or complex sentences.

Exercise 6 Writing

Example Candidate Response – high

many student believe that it is important for all student to have music lessons in school. I believe that there are ~~more~~ more important things to do at school rather than wasting time on music. other student should have lessons on other things to ~~get~~ get to collage! music is not going to help them in any way.

However, some student might like to get the chance to do something creative which may be music. They might want to join a band or make their own in the future, which may be usefull.

On the other hand some of my class mates agree with me. Music will never be useful for us and we improve in other subjects as a result. we've been getting low grades in music and high grades in all other subjects. These low grades won't help us apply for any collage, therefore you should remove the music lessons and add other lessons so that we can have the high grades and apply for collage.

Examiner Comments

1 Introduction: the candidate's introduction immediately engages with the topic and clearly states their point of view. This signposts to the reader the direction the writing will take.

2 Content: the candidate uses all four prompts as the basis of their article, and extends and develops each one, by including their own details and ideas. Paragraph 1 continues to develop the writer's side of the discussion, at the same time extending the opinion to include other students. Paragraph 2 suggests an opposing view, providing a reason why learning music in school might be useful. In the third and concluding paragraph, the candidate returns to their original position, and combines two of the prompts into a final idea. Overall, the candidate uses the appropriate register to communicate ideas clearly and includes some development of the prompts.

3 Language: the candidate writes generally accurately, using a range of simple grammatical structures and common vocabulary. The writing is well organised through the use of paragraph linking phrases, 'However, On the other hand', and also within paragraphs ideas are connected mainly by using relative clauses and simple linking phrases, such as 'as a result, so that, and'. Overall, this is an organised and cohesive article.

Mark awarded for Content
= 5 out of 6

Mark awarded for Language
= 5 out of 6

**Total mark awarded
= 10 out of 12**

How the candidate could have improved their answer

The candidate's response was relevant and ideas were presented clearly. The article relied on the prompts provided and would have been improved if it had been extended to include more of the candidate's own ideas. The writing was accurate, but offered no ambitious vocabulary. A wider range of topic-related vocabulary would have provided more depth and interest to the article.

Example Candidate Response – middle

Examiner Comments

Today I was discussing ~~it~~ does music lesson important for all student in school. Some people think music is not important an nothing to do with what they want to do in their life.

But i don't think so. music is important for me when i walk on the road. i see most people are wearing earphone. they all listening to music. Because i think if you feeling stressed, try to listening to music is a good way to relax and getting better. I usually listening to music 3 hours a day. music is not just a subject. You can relax and switch off the outside world. We can't only have English, math and Science in school. it's so boring. Study these subjects every in school.

1

2

3

1 Introduction: the candidate starts with a suitably brief introduction and the opposing view to their own.

2 Content: the candidate responds to the task to a certain extent, but also includes ideas which digress away from the topic. The second paragraph which contains the main ideas develops the idea of music being of personal importance as a way of relaxing. Only at the end does the candidate return to the topic of learning music in school. Overall, the writing attempts to fulfil the task, although appears incomplete.

3 Language: the candidate uses simple grammatical structures and mainly common vocabulary. There is an attempt at more ambitious language, as in 'You can relax and switch off the outside world', but there are also many errors in simple language, for example 'does music lesson important' and 'I usually listening...'. The candidate attempts to organise the writing into paragraphs and to connect ideas simply using 'but' and 'because'.

Mark awarded for Content
= 4 out of 6

Mark awarded for Language
= 4 out of 6

**Total mark awarded
= 8 out of 12**

How the candidate could have improved their answer

The candidate's response included interesting ideas, but was not entirely relevant. If the candidate had used the idea that music helps people to relax in a school context, this would have improved the content of the article. Greater grammatical accuracy in simple sentences, and separating the ideas in the final paragraph to provide a conclusion, would have improved the organisation and overall effectiveness of the writing.

Example Candidate Response – low

Examiner Comments

I think music is not important ^{as} a lesson because it will never take you ahead in life. And there are more things important to do in life.

But some people say that it is create thing of music which I even say yes for it and even when doing work we can listen to the music.

1 Introduction: the answer directly addresses the question and offers the candidate's opinion.

2 Content: the response is considerably shorter than the minimum word length, and provides little opportunity for development of ideas. This limits the article to low marks for Content. The written prompts form the basis for the ideas, and the candidate attempts to use them in an original way, 'there are more important things to do in life' and includes an original idea, 'even when doing work we can listen to music'.

3 Language: the candidate writes generally accurately, although the errors cause a breakdown in communication in the final sentence. There is some ambition in language, as in 'it will never take you ahead in life', and the candidate attempts cohesion through the use of a relative clause and simple connecting words, 'because, and, but'.

Mark awarded for Content
= 2 out of 6

Mark awarded for Language
= 3 out of 6

**Total mark awarded
= 5 out of 12**

How the candidate could have improved their answer

The candidate only partially fulfilled the task. More extensive development of the ideas given and the inclusion of further ideas would have improved the content of the article.

Common mistakes candidates made in this question

Content:

- Many responses focused too much on the written prompts, with at times, no further development of the ideas. When using the prompts as a basis for organising the writing, it is important to extend these prompts by including further information. Higher marks can be awarded when the candidate moves away from the prompts to include their own ideas.
- A common mistake was to take the topic out of context and discuss the wider role of music in our lives. Careful reading of the task is necessary to write relevantly. Other candidates presented arguments on both sides of the topic, but omitted their own opinion, which was required in the question.

Language:

- Many responses lacked topic-related vocabulary, and the topic was discussed without any mention of words connected to music.
- Another frequent mistake was to use connecting words such as 'Nevertheless', 'However' and 'Moreover' to start sentences without fully understanding the function of such words. This led at times to a rather contradictory discussion, and a loss of communication.
- Many candidates wrote a long continuous article, without separating ideas into paragraphs. This lack of organisation often led to confused arguments and an unclear message.

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