



Cambridge Assessment
International Education

Example Candidate Responses Paper 2

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

For examination from 2019



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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 21
June 2019 Paper 21 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
<p>1 How did Jennifer first find out about the job? A.....colleague.....told.....her.....about.....an.....advert.....¹..... [1]</p>	<p>¹ The candidate provides the correct information but the answer could be briefer.</p>
<p>2 What did Jennifer have to do in order to accept the job offer? ².....A.....medical.....test..... [1]</p>	<p>Mark awarded for Question 1 = 1 out of 1</p>
<p>3 When is food delivered to the research station? End.....of.....January.....³..... [1]</p>	<p>² This answer is not credited. The candidate does not provide the key word 'pass' in front of 'a medical test'</p>
<p>4 What does Jennifer find most difficult about her job? Working.....out.....how.....much.....food.....to.....order.....⁴.....</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>
<p>5 Which food did staff use to exchange for other things?</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.

How the candidate could have improved their answer

The candidate attempted to use good examination technique by writing very brief answers. The candidate would have benefited from more close reading of the question and also being more selective when lifting from the text. On two occasions, the candidate's answers were too brief. Short answers were important in this exercise but the candidate should have ensured that key words and detail from the text were included in the response.

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

- Candidates overlooked the distractors in the text and wrote the first idea that appeared without checking further to see whether this detail may have been modified or even contradicted in other parts of the text.

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? A.....colleagues.....told.....her.....about.....an.....advert..... [1]</p>	<p>1 The candidate provides the correct information but the answer could be briefer.</p>
<p>2 What did Jennifer have to do in order to accept the job offer? A.....medical.....test..... [1]</p>	<p>Mark awarded for Question 1 = 1 out of 1</p>
<p>3 When is food delivered to the research station? End.....of.....January..... [1]</p>	<p>2 This answer is not credited. The candidate does not provide the key word 'pass' in front of 'a medical test'.</p>
<p>4 What does Jennifer find most difficult about her job? working.....out.....how.....much.....food.....to.....order..... [1]</p>	<p>Mark awarded for Question 2 = 0 out of 1</p>
<p>5 Which food did staff use to exchange for other things? Apples..... [1]</p>	<p>3 The candidate provides a short and correct answer.</p>
<p>6 Why did Jennifer forget to wear glasses one day? she.....was.....busy.....planning.....a.....menu..... [1]</p>	<p>Mark awarded for Question 3 = 1 out of 1</p>
	<p>4 The candidate lifts and copies the wording precisely from the text with all key details and is credited with one mark.</p>
	<p>Mark awarded for Question 4 = 1 out of 1</p>
	<p>5 The candidate writes a short and correct answer.</p>
	<p>Mark awarded for Question 5 = 1 out of 1</p>
	<p>6 The candidate includes all the key words such as 'busy' and 'planning' in the answer and is credited with one mark.</p>
	<p>Mark awarded for Question 6 = 1 out of 1</p>

Example Candidate Response – high, continued	Examiner Comments
<p>7 What advice does Jennifer give for keeping warm inside the research station? Give two details.</p> <p>..... doing exercise before getting into bed. 7</p> <p>..... put your clothes in bed the night before. [2]</p> <p style="text-align: center;">so they're not so cold when you put them on</p>	<p>7 Both answers to this question are correctly copied from the text and contain all key details for two marks.</p> <p>Mark awarded for Question 7 = 2 out of 2</p>
<p>8 What does Jennifer miss?</p> <p>..... Relaxing in a hot bath. 8 [1]</p>	<p>8 The candidate provides a short and correct answer.</p> <p>Mark awarded for Question 8 = 1 out of 1</p>
<p>9 What does Jennifer like about living and working in Antarctica? Give four details.</p> <p>..... like the environment. 9</p> <p>..... she loved people makes that make them feel better. 10</p> <p>..... It gives her the opportunity to be creative. 11</p> <p>..... she's saving lots of money on things that don't contribute. 12 [4]</p> <p style="text-align: right;">[Total: 13]</p>	<p>9 The answer is too general and does not refer specifically to Jennifer. The candidate overlooks the key expression 'But for me' in the text.</p> <p>10 The candidate writes a full and correct answer.</p> <p>11 The candidate writes a full and correct answer.</p> <p>12 This answer is correct but it could be briefer. The second part of the response is not required as this does not answer the question about what Jennifer likes about working in Antarctica.</p> <p>Mark awarded for Question 9 = 3 out of 4</p>
<p>Total mark awarded = 11 out of 13</p>	

How the candidate could have improved their answer

The candidate's answers showed good examination technique – they were accurately lifted from the text and were suitably brief. The candidate should have ensured that all key detail was included in every answer. In both Questions 2 and 9, the candidate did not appear to have read the wording of the question carefully enough and overlooked the specific detail required for a correct answer.

Example Candidate Response – middle	Examiner Comments
<p>1 How did Jennifer first find out about the job? <i>a colleague told her about an advert</i> 1 [1]</p>	<p>1 The candidate provides the correct response but it could be briefer. The detail 'from a colleague' is sufficient. 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>She could pass the medical test</i> 2 [1]</p>	<p>2 The candidate answers correctly and includes all the key words from the text, in particular, the verb 'pass'. Mark awarded for Question 2 = 1 out of 1</p>
<p>3 When is food delivered to the research station? <i>End of January</i> 3 [1]</p>	<p>3 The candidate writes a brief and correct answer which contains all the key details. Mark awarded for Question 3 = 1 out of 1</p>
<p>4 What does Jennifer find most difficult about her job? <i>Preparing food</i> 4 [1]</p>	<p>4 The candidate misreads the text and selected detail from an incorrect paragraph which does not match the question. Mark awarded for Question 4 = 0 out of 1</p>
<p>5 Which food did staff use to exchange for other things? <i>apples</i> 5 [1]</p>	<p>5 The candidate provides the correct single word answer which is sufficient for one mark. Mark awarded for Question 5 = 1 out of 1</p>
<p>6 Why did Jennifer forget to wear glasses one day? <i>was planning a menu</i> 6 [1]</p>	<p>6 There is no evidence in this response that the candidate understands the need for the key word 'busy'. That is crucial to the reason why Jennifer forgot her glasses. Mark awarded for Question 6 = 0 out of 1</p>

Example Candidate Response – middle, continued	Examiner Comments
<p>7 What advice does Jennifer give for keeping warm inside the research station? Give two details.</p> <p><i>exercise before sleeping</i> 7</p> <p><i>put your clothes in bed the night before</i> [2]</p>	<p>7 The candidate provides two very brief answers, especially the first response. But all the key details are there and two marks can be credited. However, the candidate does not need to paraphrase expressions in the text. For example, the word 'sleeping' is the candidate's own expression. It is better examination technique to copy 'getting into bed' directly from the text.</p> <p>Mark awarded for Question 7 = 2 out of 2</p>
<p>8 What does Jennifer miss? 8</p> <p><i>The the car. To put in her glasses on</i> [1]</p>	<p>8 There is no evidence in this answer that the candidate understands the question. There is a misinterpretation of the word 'miss'.</p> <p>Mark awarded for Question 8 = 0 out of 1</p>
<p>9 What does Jennifer like about living and working in Antarctica? Give four details. 9</p> <p><i>New job gives her opportunity to be creative</i> 9</p> <p><i>Saving a lot of money</i> [4]</p> <p><i>colours of landscapes</i> 10</p> <p><i>make sees researchers feel better</i> [4]</p> <p>[Total: 13]</p>	<p>9 The candidate provides three very good responses, which are brief and in note form.</p> <p>10 This answer is incomplete without the key idea of 'preparing food'. The candidate needs to ensure that the response makes sense when read together with the heading.</p> <p>Mark awarded for Question 9 = 3 out of 4</p> <p>Total mark awarded = 9 out of 13</p>

How the candidate could have improved their answer

The candidate selected and copied accurate detail from the text. The response required more precise reading in order to recognise important expressions and vocabulary in the text which gave clues as to the location of the correct answer. On two occasions, the candidate provided incomplete answers and omitted key detail from the text. The candidate needed to ensure that all key words were included in the response.

Example Candidate Response – low

Examiner Comments

- 1 How did Jennifer first find out about the job?
 by a COLLEAGUE 1 [1]
- 2 What did Jennifer have to do in order to accept the job offer?
 MEDICAL TEST 2 [1]
- 3 When is food delivered to the research station?
 END OF JANUARY 3 [1]
- 4 What does Jennifer find most difficult about her job? 4
 WORK^{ING} OUT THE FOOD TO ORDER [1]
- 5 Which food did staff use to exchange for other things?
 FRUIT AND VEGETABLES APPLES 5 [1]
- 6 Why did Jennifer forget to wear glasses one day?
 SHE WAS BUSY 6 [1]

- 1 The candidate provides a brief and correct answer.
 Mark awarded for Question 1 = 1 out of 1
- 2 There is no evidence in this response that the candidate understands that it needs the key word 'pass' for the medical test.
 Mark awarded for Question 2 = 0 out of 1
- 3 This answer is totally correct and is brief.
 Mark awarded for Question 3 = 1 out of 1
- 4 The candidate does not convey the key idea expressed in the text. The answer requires not just 'the food' but 'how much food' to order.
 Mark awarded for Question 4 = 0 out of 1
- 5 The candidate provides a good, brief response where a single word is enough for the mark to be credited.
 Mark awarded for Question 5 = 1 out of 1
- 6 The candidate only supplies part of the answer. The response needs to convey the complete idea of 'busy planning a menu'.
 Mark awarded for Question 6 = 0 out of 1

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>DO EXERCISE ⁷.....</p> <p>PUT CLOTHES IN THE BED ⁸..... [2]</p>	<p>⁷ The first answer is not credited. It is incomplete without the key detail of 'before getting into bed' which sets the context.</p>
<p>8 What does Jennifer miss?</p> <p>HOT BATH ⁹..... [1]</p>	<p>⁸ The candidate supplies a brief and correct second answer for one mark.</p>
<p>9 What does Jennifer like about living and working in Antarctica? Give four details.</p> <p>OPPORTUNITY TO BE CREATIVE ¹⁰.....</p> <p>THE COLD.....</p> <p>NOR AM SAVING DON'T SPEND THE SALARY ¹¹.....</p> <p>2-MINUTES SHOWER ¹²..... [4]</p>	<p>Mark awarded for Question 7 = 1 out of 2</p> <p>⁹ The candidate provides a brief and correct response.</p> <p>Mark awarded for Question 8 = 1 out of 1</p>
<p>[Total: 13]</p>	
	<p>¹⁰ The candidate writes the first two responses correctly and in brief, note form. This shows good examination technique.</p> <p>¹¹ This answer does not follow the wording of the question. This is not what Jennifer likes – she likes saving money. The candidate is imprecise in the reading of the wording to the question.</p> <p>¹² The candidate misunderstands the wording 'only allowed' in the text which makes this a negative idea and not a positive one which the question requires.</p> <p>Mark awarded for Question 9 = 2 out of 4</p> <p>Total mark awarded = 7 out of 13</p>

How the candidate could have improved their answer

The candidate attempted to use good examination technique by writing very brief answers. The candidate would have benefited from more close reading of the question and also from being more selective when lifting from the text. On two occasions, the candidate's answers were too brief. Short answers were important in this exercise but the candidate should have ensured that key words and detail from the text were included in the response.

Common mistakes candidates made in this question

- Candidates overlooked the distractors in the text and wrote the first idea that appeared without checking further to see whether this detail may have been modified or even contradicted in other parts of the text.
- Candidates wrote overlong answers with extra detail that contained incorrect information and negated the correct answer. By contrast, there were candidates who supplied answers which were too brief, omitting key words and detail.
- Candidates chose to use their own words when forming their answer and, by doing so, failed to convey the meaning in the text exactly. Lifting words and key expressions from the text is always the best approach in Exercise 1.
- The wording of the question was as important as that of the text and candidates should have identified key questions words such as 'when', 'what' and 'why'.

Exercise 2 Multiple matching

Example Candidate Response – high	Examiner Comments
<p>10 For each question write the correct letter A, B, C or D on the line.</p> <p>Which review ...</p> <p>(a) describes a service which allows learners to speak directly with teachers? ¹ D [1]</p> <p>(b) compares the amount of content in lessons with websites which are not free? ² C [1]</p> <p>(c) suggests that the site may not be suitable for more experienced players? ³ A [1]</p> <p>(d) suggests that the number of options on the website for new players may be confusing? ⁴ D [1]</p> <p>(e) mentions a feature that they feel could improve the site? ⁵ A [1]</p> <p>(f) remarks on the positive effect of the teacher's personality? ⁶ C [1]</p>	<p>1 The candidate reconsiders the original response and deletes it completely. This is good examination technique. The second answer is clear and correct. Mark awarded for Question 10(a) = 1 out of 1</p> <p>2 The answer is clear and correct. Mark awarded for Question 10(b) = 1 out of 1</p> <p>3 The candidate clearly conveys the correct answer. Mark awarded for Question 10(c) = 1 out of 1</p> <p>4 The candidate conveys a correct answer on the line. Mark awarded for Question 10(d) = 1 out of 1</p> <p>5 The candidate misinterprets the idea of 'improve' and the answer is incorrect. Mark awarded for Question 10(e) = 0 out of 1</p> <p>6 The answer is correct and clearly conveyed. Mark awarded for Question 10(f) = 1 out of 1</p>

Example Candidate Response – high, continued	Examiner Comments
<p>(g) comments that the lessons contain an appropriate amount of information? 7</p> <p style="text-align: right;">D [1]</p>	<p>7 The candidate is careless, linking the wording in the text with a similar idea in the question. The answer is incorrect.</p>
<p>(h) mentions that guitar players of all levels will make progress? 8</p> <p style="text-align: right;">D [1]</p>	<p>Mark awarded for Question 10(g) = 0 out of 1</p>
<p>(i) admits that they were surprised by the quality of the teaching on the site? 9</p> <p style="text-align: right;">B [1]</p>	<p>8 This is a clear and correct answer.</p>
<p>(j) comments that it is acceptable for the site to encourage membership? 10</p> <p style="text-align: right;">A [1]</p>	<p>Mark awarded for Question 10(h) = 1 out of 1</p>
<p>[Total: 10]</p>	<p>Mark awarded for Question 10(i) = 1 out of 1</p>
	<p>9 The candidate writes the correct answer on the line.</p>
	<p>Mark awarded for Question 10(j) = 1 out of 1</p>
	<p>10 The candidate clearly conveys the correct answer.</p>
	<p>Mark awarded for Question 10(j) = 1 out of 1</p>
	<p>Total mark awarded = 8 out of 10</p>

How the candidate could have improved their answer

The candidate showed good examination technique with very clear answers. Where there was a change of mind in Question 10(a), the candidate neatly crossed out the original answer and wrote a clear alternative. The candidate needed to try to underline key words in the question which corresponded to similar expressions in the text in order to match ideas and opinions.

Example Candidate Response – middle	Examiner Comments
<p>10 For each question write the correct letter A, B, C or D on the line.</p> <p>Which review...</p> <p>(a) describes a service which allows learners to speak directly with teachers? ...D... [1]</p> <p>(b) compares the amount of content in lessons with websites which are not free? ...C... [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? ...D... [1]</p> <p>(e) mentions a feature that they feel could improve the site? D... [1]</p> <p>(f) remarks on the positive effect of the teacher's personality? ...C... [1]</p>	<p>1 The candidate writes a clear and correct answer. Mark awarded for Question 10(a) = 1 out of 1</p> <p>2 This is a clear and correct answer written on the line. Mark awarded for Question 10(b) = 1 out of 1</p> <p>3 The answer is correct. Mark awarded for Question 10(c) = 1 out of 1</p> <p>4 The candidate writes a clear and correct answer. Mark awarded for Question 10(d) = 1 out of 1</p> <p>5 The candidate has good examination technique with the crossing out and a clear answer. It is, however, incorrect. Mark awarded for Question 10(e) = 0 out of 1</p> <p>6 The candidate's answer is correct. Mark awarded for Question 10(f) = 1 out of 1</p>

Example Candidate Response – middle, continued	Examiner Comments
<p>(g) comments that the lessons contain an appropriate amount of information? ...B... [1]</p>	<p>7 The candidate is careless with the reading of the text and does not connect the wording there with the expression in the question. Mark awarded for Question 10(g) = 0 out of 1</p>
<p>(h) mentions that guitar players of all levels will make progress? ...C... [1]</p>	<p>8 The answer is incorrect, the wording 'at all levels' has been misinterpreted. Mark awarded for Question 10(h) = 0 out of 1</p>
<p>(i) admits that they were surprised by the quality of the teaching on the site? ...B... [1]</p>	<p>9 The answer is clear and correct. Mark awarded for Question 10(i) = 1 out of 1</p>
<p>(j) comments that it is acceptable for the site to encourage membership? ...A... [1]</p> <p>[Total: 10]</p>	<p>10 A clear and correct answer written on the line. Mark awarded for Question 10(j) = 1 out of 1</p> <p>Total mark awarded = 7 out of 10</p>

How the candidate could have improved their answer

The candidate wrote very clear answers on the line provided. Where there was a change of mind in Question 10(e), the candidate neatly crossed out the original answer and wrote a clear alternative. The candidate needed to try to identify key details in the question which corresponded to similar ideas in the text.

Example Candidate Response – low	Examiner Comments
<p>10 For each question write the correct letter A, B, C or D on the line.</p> <p>Which review ...</p> <p>(a) describes a service which allows learners to speak directly with teachers? D [1]</p> <p>(b) compares the amount of content in lessons with websites which are not free? C [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) mentions a feature that they feel could improve the site? A [1]</p> <p>(f) remarks on the positive effect of the teacher's personality? D [1]</p>	<p>1 The candidate reconsiders and changes the response but crosses out the original and answers clearly and correctly. Mark awarded for Question 10(a) = 1 out of 1</p> <p>2 The candidate writes a clear and correct answer. Mark awarded for Question 10(b) = 1 out of 1</p> <p>3 A correct answer is given. Mark awarded for Question 10(c) = 1 out of 1</p> <p>4 The candidate is careless with the reading of the key words in the question and selects an incorrect letter. Mark awarded for Question 10(d) = 0 out of 1</p> <p>5 The candidate does not show good examination technique by providing two answers. In both cases here, the two responses are incorrect. Mark awarded for Question 10(e) = 0 out of 1</p> <p>6 The candidate changes the original response but clearly conveys just one answer. However, it is incorrect. Mark awarded for Question 10(f) = 0 out of 1</p>

Example Candidate Response – low, continued	Examiner Comments
<p>(g) comments that the lessons contain an appropriate amount of information? 7</p> <p>.....A [1]</p>	<p>7 The candidate selects the correct answer.</p>
<p>(h) mentions that guitar players of all levels will make progress? 8</p> <p>.....B [1]</p>	<p>Mark awarded for Question 10(g) = 1 out of 1</p>
<p>(i) admits that they were surprised by the quality of the teaching on the site? 9</p> <p>.....A [1]</p>	<p>8 The candidate selects the incorrect answer.</p>
<p>(j) comments that it is acceptable for the site to encourage membership? 10</p> <p>.....D [1]</p> <p>[Total: 10]</p>	<p>Mark awarded for Question 10(h) = 0 out of 1</p>
	<p>9 This response is clear but incorrect.</p>
	<p>Mark awarded for Question 10(i) = 0 out of 1</p>
	<p>10 The candidate answers clearly but incorrectly.</p>
	<p>Mark awarded for Question 10(j) = 0 out of 1</p>
	<p>Total mark awarded = 4 out of 10</p>

How the candidate could have improved their answer

The candidate generally wrote clear answers on the line provided. Where there was a change of mind in Questions 10(a) and 10(f), the candidate neatly crossed out the original answer and wrote a clear alternative. However, the candidate needed to improve examination technique in Question 10(e), where there were two clear answers. The candidate needed to ensure that only one answer was chosen and written on the line provided. The candidate needed to improve the technique for matching key words in the question with similar expressions in the text.

Common mistakes candidates made in this question

- Candidates changed many answers as they cross referenced the question with the text. They did not cross out the original letter but wrote over it with a second version which meant the answer became unclear. This was especially the case with letters B and D.
- Candidates did not write their answer on the line provided.

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.

- 11 How this newly discovered fish behaves differently from other 'walking fish':
- ~~It~~ Uses four fins to walk. 1
 - climbs waterfall using body to grip the rock.
 - keeps tail straight as it walks. [3]
- 12 What scientists might learn from the discovery of this new fish:
- gather information on why fish moves this way. 2
 - what life was like on earth 400 million years ago.
 - whether whether they are our earliest ancestors. [3]
- 13 Why it was difficult for scientists to study this new fish:
- Around 2000 exist in wild. 3
 - Not allowed to remove them from caves. 4
 - Different bone structure. 5 [3]

Examiner Comments

1 The candidate provides all three details correctly in note form. The candidate uses verbs in all answers which is a requirement following the wording of the heading. There is good examination technique and the candidate lifts all the wording from the text and does not attempt to change it.

Mark awarded for Question 11
= 3 out of 3

2 The candidate provides three correct answers, which follow the wording of the heading with question words 'why', 'what' and 'whether' included.

The answers are in note form and the candidate accurately lifts and copies from the text.

Mark awarded for Question 12
= 3 out of 3

3 The candidate does not provide the key word 'only'. This is necessary to reinforce the answer. Without this, there is no definite idea as to why it was difficult for the scientists to study the fish.

4 The candidate provides the correct answer, showing good examination technique with a brief note-form response.

5 This response is not correct. The candidate uses wording and detail that does not appear in the text.

Mark awarded for Question 13
= 1 out of 3

Total mark awarded
= 7 out of 9

How the candidate could have improved their answer

In Questions 11 and 12, the candidate showed good examination technique with note-form answers which were lifted and copied accurately from the text. The candidate needed to ensure throughout that all key words were included and that wording or details which were not in the text were not used in the answer.

Example Candidate Response – middle

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.

11 How this newly discovered fish behaves differently from other 'walking fish':

- it seems that the fish skeleton is designed to keep the tail straight
- it climbs waterfalls using its body to grip the rock
- it uses its four fins to walk

[3]

Examiner Comments

1 The candidate does not provide all the key details here. The important idea of 'as it walks' is not included. The answer is also too long and in the form of a sentence rather than a note. The response does not require the words 'it seems that the fish' at the beginning.

2 The candidate provides a totally correct answer with all key detail.

3 The candidate selects the correct detail from the text and written the response in brief note form. This is good examination technique.

Mark awarded for Question 11
= 2 out of 3

Example Candidate Response – middle, continued

Examiner Comments

12 What scientists might learn from the discovery of this new fish:

- 4 • ...it gives a opportunity to gather information why the fish moves ~~are~~ ^{are unique}
- 5 • ...it can show us what life on Earth looked in the past
- 6 • ...it can lead to find whether they are our earliest living ^{ancestors} [3]

4 The candidate provides the correct answer. However, the examination technique could be better. Firstly, the answer is in the form of a sentence rather than a note. The candidate does not need to include any wording before 'why'. Secondly, the candidate has changed the wording from the expression in the text. In this answer, the paraphrase 'moves are unique' conveys the same meaning but it is always safer to copy the wording exactly from the text.

5 The candidate uses their own words 'in the past' and this is not correct. It is too imprecise, and the candidate should have copied the expression '400 million years ago' from the text.

6 The candidate provides the correct answer but the response does not need to be so long. The wording 'it can lead to find' is not required because the rest of the answer follows on correctly from the wording of the heading.
Mark awarded for Question 12 = 2 out of 3

Example Candidate Response – middle, continued	Examiner Comments
<p>13 Why it was difficult for scientists to study this new fish:</p> <ul style="list-style-type: none"> • they are were only around 1000 7 • they only lived in the caves. (For what they know now?) 8 • they were only 8 caves where they were found. [3] <p style="text-align: right;">[Total: 9]</p>	<p>7 The candidate provides a correct answer, which shows good examination technique. It is brief and in note form.</p> <p>8 The candidate selects two details about the caves for these two answers. Candidates are always required to find completely different ideas for each answer. In the previous bullet, the candidate provides a detail which is not in the text. Here, the detail is correct and contains the key word 'only'. Mark awarded for Question 13 = 2 out of 3</p> <p>Total mark awarded = 6 out of 9</p>

How the candidate could have improved their answer

The candidate satisfactorily recognised most of the key details from the text and had some success with each of the three questions. As this was a note-taking task, responses needed to be briefer and in note form rather than in full sentences. The candidate needed only to use the minimum amount of words required to provide all key detail and to follow the statement in the heading.

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:

11 How this newly discovered fish behaves differently from other 'walking fish':

- climbs water falls 1
- uses its four fins 2
- walks like a land animal 3 [3]

12 What scientists might learn from the discovery of this new fish: 4

- reasons the fish move in a unique way
- what life on Earth looked like 400 million years ago 5
- how living creatures first learned to walk [3]

1 The candidate provides an answer which is too brief and does not contain key detail about how it 'uses its body' which makes it different from other 'walking fish'.

2 The candidate provides an answer which is too brief and does not contain the key detail 'as it walks'.

3 The candidate conveys the correct answer. There is good examination technique because the response is brief, in note form and contains all key detail.

Mark awarded for Question 11 = 1 out of 3

4 The candidate provides the correct answer. The candidate uses their own words 'reasons' instead of 'why' in the text but it is a suitable alternative and conveys the meaning. It is, however, better technique to copy exactly from the text rather than using own words.

5 The candidate conveys correct answers for both bullet points. There is good examination technique, the responses are in note form with all key detail included. They both follow the wording of the heading by starting with the words 'what' and 'how'.

Mark awarded for Question 12 = 3 out of 3

Example Candidate Response – low, continued

Examiner Comments

13 Why it was difficult for scientists to study this new fish:

- only around 2000 exist **6**
- need to obtain special permission **7**
- research was not straightforward **8** [3]

[Total: 9]

6 The candidate writes the correct answer. There is good technique, with brief, note form detail and all key words included.

7 This is an incomplete answer. The candidate's response is too brief and lacks the key detail about obtaining permission from 'government', which reinforces why it was difficult for the scientists to study the fish.

8 The candidate selects incorrect detail. The wording is imprecise and does not address the specific question 'why' in the heading. Mark awarded for Question 13 = 1 out of 3

Total mark awarded = 5 out of 9

How the candidate could have improved their answer

The candidate observed the requirements of this exercise and attempted to write answers briefly and in note form. Question 12 was especially successful. Short answers were the right approach but they must have included all key detail in order to gain the mark. The candidate must have read the relevant wording in both the text and the heading carefully to have ensured that all key words and expressions appeared in the answer.

Common mistakes candidates made in this question

- Candidates wrote full sentences when the task required note making. The length of the line in the answer space was a guide as to how much to write.
- Candidates tried to use their own words in the answers – the task required copying and lifting from the text to ensure that meaning was not lost.
- Candidates overlooked single key words in the text – these were often vital to convey the precise detail in each heading.

Exercise 4 Summary

Example Candidate Response – high

Examiner Comments

Firstly, exercising a lot and regularly can improve your intelligence and make you ~~so~~ smarter. Secondly, organizing a healthy diet and consuming healthier food can stimulate mental activities. Not only ~~change~~ the way you dress can also help; for example, wearing certain types of clothes can boost your performance; but also practicing activities you're bad at might help. ~~It~~ not to mention focusing on a certain topic and getting deeper into it. On the other hand, you can seem smarter to people than you actually are simply by talking with a high self-esteem and

- 1 In the first sentence, the candidate clearly expresses point 2 on the mark scheme.
- 2 The idea of 'healthy diet' is a repetition of point 2 and is not credited.
- 3 The candidate conveys point 3 'changing the way you dress' on the mark scheme with all key detail.
- 4 The candidate uses good sentence construction with linking words which allow the candidate to convey 3 key points (3, 4 and 6) on the mark scheme.
- 5 The candidate uses a good linking device 'on the other hand' which clearly conveys to the reader that the candidate is changing from one aspect of the question to another.
- 6 The candidate uses own words here to convey point 7 'speaking confidently' on the mark scheme. The use of own words rather than copying from the text is good examination technique.

Example Candidate Response – high, continued	Examiner Comments
<p>7 smiling while speaking, as well as using middle initials which is always thought to make you look smarter. & last but not least wearing glasses can help. 8</p> <p>9</p> <p>10</p>	<p>7 The candidate clearly conveys point 8 'smiling while speaking' on the mark scheme.</p> <p>8 The punctuation is not accurate in the final sentence which requires a capital letter to introduce it. However, the wording is clear and point 9 'wearing glasses' on the mark scheme can be credited for content.</p> <p>9 The summary is a very good length, just short of 120 words.</p> <p>10 The whole summary is well organised and covers the two aspects of the question in equal detail. The variety of linking words and expressions gives fluency to the piece. There are very few redundant words and the summary is well focused throughout.</p> <p>Mark awarded for Content = 8 out of 8</p> <p>Mark awarded for Language = 6 out of 8</p> <p>Total mark awarded = 14 out of 16</p>

How the candidate could have improved their answer

The candidate displayed very good technique through the length, content relevance and language accuracy of the summary. Wherever possible, the candidate should have attempted to paraphrase from the text, using their own words.

Example Candidate Response – middle

Examiner Comments

What is intelligence, and can you make yourself any smarter? The myth about that we use around 10% of our brain is not true. The intelligence is actually measured by what we use our brain for. Research Research tells us that we should treat our brain, like the rest of our body. Eat healthy and exercise. Changing your clothes could also improve your intelligence. Things like speaking confidently, wearing glasses and using a middle initial actually give the impression that you are smarter. To achieve 'fluid intelligence' do something that is outside of your comfort zone.

1 The candidate provides an overlong introduction to the piece. The candidate selects material from the text which is totally irrelevant to the task. The first three sentences in the summary contain no detail which can be credited.

2 The candidate clearly includes point 2 'treat our brain like other parts of our body' on the mark scheme. However, the candidate could have attempted own words to convey this detail.

3 The candidate repeats point 2 on the mark scheme and this detail is not credited.

4 The candidate clearly expresses point 3 'changing your clothes' on the mark scheme.

5 The candidate moves onto the second aspect of the task and clearly conveys points 7, 9 and 10 on the mark scheme. However, the candidate could have used a linking word or expression to show clearly where the change of aspect occurs.

6 The candidate clearly conveys point 4 'doing something you find difficult' on the mark scheme with good use of own words 'outside of your comfort zone'.

Example Candidate Response – middle, continued	Examiner Comments
<p>Use the internet wisely, find one subject, and go into it in depth. 7</p> <p>8</p> <p>9</p>	<p>7 In the final sentence, the candidate conveys point 6 'go into a subject in depth' on the mark scheme.</p> <p>8 The candidate writes a summary of good length, just in excess of 100 words.</p> <p>9 The candidate summarises the text with good organisation, apart from the irrelevance at the beginning. Key points are well expressed. There is a good level of accuracy of language. However, a lack of linking words and expressions make the whole piece read like a list of disconnected points at times.</p> <p>Mark awarded for Content = 7 out of 8</p> <p>Mark awarded for Language = 5 out of 8</p> <p>Total mark awarded = 12 out of 16</p>

How the candidate could have improved their answer

The candidate showed good understanding of the task regarding the length of the summary and the selection of key detail and content points from the text. The candidate needed to ensure that irrelevant material did not appear, especially when attempting to introduce the topic. The wording in the summary was close to the wording of the text although there was an occasional attempt at own words. In order to increase Language marks, the use of cohesive devices would improve coherence.

Example Candidate Response – low

Examiner Comments

About the article is talking that people can making her self's smarter. This article tell us the most people on the world are using only 10% of their brains but is not that the problem, the problem is how we use our brains. Also if you want to be more smarter than are you before doing something like ~~do~~ number puzzles and a specific task. In addition some ~~are~~ other research tell us that if you warning you ~~do~~ exercise and eat healthy diet and study at mice that will help you to further more if you want to proof that you are more smarter than they are, then speaking confidently tends and also smile the same time you are talking and wearing glasses. At the end are also good test at internet to test your self's.

- 1 The candidate writes an irrelevant introduction which 'wastes' about 40 words of the allocation. The candidate selects detail which has no connection with the two aspects of the task.
 - 2 The candidate clearly expresses point 1 'do number puzzles' on the mark scheme.
 - 3 The candidate uses linking words 'in addition' and 'furthermore' to good effect.
 - 4 The candidate clearly conveys point 2 'exercise' on the mark scheme.
 - 5 The candidate includes an irrelevant expression about 'mice'. The whole detail is very awkward in its construction.
 - 6 The candidate uses confusing language and expression which does not clearly convey meaning. This means that point 7 on the mark scheme is not credited but points 8 'smile the same time you are talking' and 9 'wearing glasses' are expressed clearly enough for two marks for content.
 - 7 The candidate writes an overlong summary, about 12 words in excess of the requirements.
 - 8 The candidate recognises some points from both aspects of the question, but simple grammatical structures are unsound at times and impede clear expression of key detail.
Mark awarded for Content = 4 out of 8
Mark awarded for Language = 3 out of 8
- Total mark awarded = 7 out of 16**

How the candidate could have improved their answer

The candidate recognised some key points from the text but did not observe the word range stated in the rubric. The excessive length of this summary was the direct consequence of selection of irrelevant material at the start of the response. The candidate needed to improve basic grammatical structures to ensure that points were clearly expressed.

Common mistakes candidates made in this question

- Candidates wrote in excess of 120 words largely due to overlong and irrelevant introductions or repetition of key points.
- Candidates copied whole sections of text when use of own words was important to achieve higher marks for Language.
- When the question had two aspects, candidates did not make a clear distinction between the two and key points became confused.
- Candidates often wrote short, disconnected sentences which read like a list when use of conjunctions and other linking devices would have made the response more coherent.

Exercise 5 Writing

Example Candidate Response – high

Examiner Comments

Dear John,

1

How are you? It's been a while since I haven't written to you. I'd like to share with you ~~an~~ a once in a lifetime experience I had yesterday. Trust me, you're going to be amazed!

Last month I saw an advert in a ~~magazine~~ newspaper to get the chance to meet

2 michelle obama. I was in shock. The advert was a competition with a very tight and strict requirement. I had to make a 10-minute

3 speech on why I deserve to meet her. The speech was recorded in my camera and I sent it out to the magazine editor that same day.

4 Surprisingly, I won! I was so excited to see my idol! As there was only one winner, the experience became unforgettable. Many

5 photographers took pictures of me and asked how I was able to win.

6 After watching her gave an intriguing speech at the white House, I was finally able to shake her hands and take pictures.

1 The candidate writes an introductory paragraph which is brief with an informal style and addresses the recipient directly. There is good use of language in the final sentence of this paragraph.

2 The second paragraph clearly addresses the first bullet point in the rubric.

3 In the second paragraph, the candidate uses language which is clear and accurate. There is also good use of less common vocabulary like 'tight and strict requirement'.

4 The candidate writes with a good register and style in the opening two sentences of the third paragraph. These help to convey a sense of enthusiasm for the story.

5 The third paragraph covers the second bullet point in the rubric and the candidate adds some detail about the photographers and the speech.

6 There is some awkwardness with individual words 'gave' and 'hands' but the meaning is clear and the candidate uses fewer common expressions like 'intriguing speech'.

Example Candidate Response – high, continued	Examiner Comments
<p>7 That night, as I lay down in bed, I had an an everlasting smile. I knew that I'll cherish this moment forever. It still keeps me smiling as I write this down.</p> <p>8</p> <p>9 That's it for now. See you soon!</p> <p>10</p> <p>11 Regards, Alya Inanta</p> <p>[Total: 16]</p>	<p>7 The final paragraph covers the third bullet point expressing the candidate's feelings after the event.</p> <p>8 The candidate provides examples of more sophisticated vocabulary – 'everlasting smile' and 'cherish this moment'.</p> <p>9 The candidate writes a suitably brief and informal conclusion which directly addresses the recipient of the email.</p> <p>10 The whole piece is very effective and shows very good examination technique. The content has a sense of purpose and audience and the language shows ambition and a high level of accuracy.</p> <p>11 There could be a little more development, especially greater detail about the meeting with the famous person. There are also occasional errors.</p> <p>Mark awarded for Content = 7 out of 8</p> <p>Mark awarded for Language = 7 out of 8</p> <p>Total mark awarded = 14 out of 16</p>

How the candidate could have improved their answer

The response was very effective in relevance, range and accuracy of language, and organisation. The candidate needed to develop the bullet points with more detail about the meeting itself and more expression about the feelings after it. There were occasional slips in use of language, but they did not impede communication.

Example Candidate Response – middle

Examiner Comments

to : John
 from : Bilal

1 Dear John in the last month I entered a ~~competition~~
 competition to meet a famous person. The competition was
 2 about who can answer all the questions about the famous
 person's life correctly. I had to do a lot of research
 but ~~on~~ at the end I won it.

3 Yesterday was the day I was gonna meet the
 famous person, in this case Cristiano Ronaldo, the
 meeting was excellent. It was in his house, which is
 very very big and beautiful at the same time, I learned
 some of the best football moves and he kept answering
 4 all my curiosity questions I had. He also took me
 to a 30 minutes journey in his favorite car the Bugatti
 chiron, (it costs 17 million dollars) and it was a crazy
 5 experience, ~~bea bea~~ because he was driving at 2180 all
 the time. After the journey I went back to my home.

1 The candidate could improve the beginning of the email with a brief introduction and greeting to the friend rather than going directly to the first bullet point in the rubric.

2 The candidate clearly outlines in the first paragraph what the competition is about and addresses the first bullet point in the task.

3 The whole paragraph covers the second bullet point in some depth with imaginative detail about the car journey. With this story, the candidate shows a good sense of audience.

4 There is some awkwardness and lack of accuracy with the wording 'all my curiosity questions I had' but communication is not lost.

5 There is good and accurate use of verb tenses (past continuous and past simple) throughout the paragraph. The use of 'gonna' is acceptable in this informal context but would not be appropriate in other situations.

Example Candidate Response – middle, continued

Examiner Comments

6 I was really happy to have the opportunity to stay and talk with him, he is the world best football player, I was also very anxious to see who's gonna be for next year's competition.
 7 ~~(I returned my poll to prison who will make a final good no matter what)~~
 8 Best regards
 Bilal

6 In the final paragraph, the candidate addresses the third bullet point but the content is not convincing and needs more explanation and development.

7 There is a lack of a conclusion which addresses the recipient of the email and personalises the whole piece. This mirrors the lack of an introduction.

8 The task is fulfilled and the content is developed at an appropriate length. The paragraphs give the piece organisation.
 Mark awarded for Content = 6 out of 8
 Mark awarded for Language = 6 out of 8
Total mark awarded = 12 out of 16

How the candidate could have improved their answer

The candidate fulfilled the requirements of the task, with appropriate development and a good level of language. The candidate needed to show more sense of audience at the beginning and end of the piece by engaging with his friend, the recipient of the email. There needed to be more of an attempt to use a wider range of more complex vocabulary and expression to enhance the accurate common structures used throughout.

Example Candidate Response – low

Examiner Comments

Hello there

1 I have experienced the ~~are~~ craziest. Last month I got to meet my favorite singer. It only happend happened because I won a competition.

2 I was at a lecture and at that you could fill out a sheet with questions. It was questions about the lecture, and i thought it could be fun

3 to try. I didnt quite think that i would win,

4 but i did. It was so fantastic to finally meet him. I have been a fan since i was

5 eight years old. He was very nice, and we talked about different things. For example we talked about how i also play the guit guitar.

When i got home from the meeting. I started to cry. My mom didnt quite understand,

6 but you know how stee is. It has been the biggest dream of mine to meet him.

7 And it finally happened. I just wish that you could've been there with me.

8 9

- 1 The candidate does not write an introduction, which means that a sense of audience is missing at the start.
- 2 The candidate covers the first bullet point in the rubric in lines 2–8 but there is a lack of precise focus and convincing detail.
- 3 The candidate’s use of the lower case ‘i’ on occasion is frustrating for the reader although it does not affect communication.
- 4 The candidate conveys a good sense of purpose and audience with expressions such as ‘It was so fantastic’ and ‘I have been a fan’.
- 5 Lines 8–12 of the email cover the second bullet point in the rubric but the detail is sparse and needs greater development.
- 6 The candidate conveys convincing and personal coverage of the third bullet point and expressed this with feelings that are genuine. The mention of ‘his mum’ is also a nice touch.
- 7 The sense of audience which is missing at the start is covered to a certain extent by the final sentence which addresses the candidate’s friend directly.
- 8 The lack of paragraphs affects the overall organisation of the piece and makes it more difficult to read.
- 9 The candidate does not provide a name for the famous person. This means that the piece is somewhat distanced from the reader and is less convincing as a narrative.

Mark awarded for Content = 5 out of 8
 Mark awarded for Language = 5 out of 8

Total mark awarded = 10 out of 16

How the candidate could have improved their answer

The candidate wrote with some purpose and audience and a good range of language was demonstrated. The candidate needed to show better organisation and sequencing, perhaps by including an introduction and a conclusion to the piece. There needed to be an attempt to provide greater development of content, with detail that was more convincing to the reader.

Common mistakes candidates made in this question

- Candidates did not address all three bullet points and so did not fulfil the task.
- Candidates did not always use a range of structures successfully.
- There were often overlong introductions with pre-learnt phrases which were not always relevant. In addition, candidates did not always use idioms successfully. Responses lacked organisation and did not demonstrate effective use of linking words and cohesive devices.
- Responses tended to lack a sense of purpose and audience.

Exercise 6 Writing

Example Candidate Response – high

Examiner Comments

~~Contrary to~~ ^{It is} popular belief ^{that} having music lessons at school does not improve other subjects and I for one wholeheartedly favor this.

Most school's opening time is in the morning and at this time most students are not fresh ~~more~~ and not prepared for studying. Music solves this by forcefully awakening the body from its slumber-like state. Personally speaking from experience listening to music before coming to school keeps the brain active.

Music also helps a person's concentration as playing music can not only be hard but also agonising as having to do a repeat just because you missed a single string on a guitar makes you concentrate more so as to not make the same mistake twice and ~~break~~ waste your time. This helps greatly in increasing your brain activity at the same time increasing your concentration.

Many people would state that utilizing that great amount of concentration would likely mentally fatigue the person. And yes while this may be accurate to some ~~but~~ levels it is not completely accurate due to this only happening the first few days after which it becomes a routine for the body and is

- 1 A brief introduction where the candidate clearly states an opinion on the topic. There is good use of the persuasive word 'wholeheartedly'.
- 2 In the second paragraph, the candidate uses a range of accurate and more complex vocabulary such as 'forcefully awakening' and 'slumber-like state'.
- 3 The candidate clearly states the benefits of music generally and has related it to the rubric requirement of music in the school day.
- 4 In the third paragraph, the idea of music 'increasing concentration' is an implicit reference to the benefits of music lessons within the learning context. It is a general statement, however, and could be linked more closely to studying at school.
- 5 In the fourth paragraph, the candidate develops the idea detailed in the previous paragraph. The candidate acknowledges an alternative viewpoint with the expression 'Yet while this may be accurate...' This is a very appropriate and sophisticated approach when writing formal articles.

Example Candidate Response – high, continued

Examiner Comments

In conclusion I would state that it is extremely
 6 important, and I would call it a nessecity, to have music
 lessons at school and it would be extremely beneficial in
 7 the long run.
 8

6 In the concluding paragraph, the candidate uses appropriately forceful language to reinforce the point of view, with vocabulary such as ‘extremely important’, ‘nessecity’(sic) and ‘extremely beneficial’.

7 The candidate makes good use of paragraphs, including an introduction and conclusion, and these separate the different ideas and give balance to the whole piece.

8 The whole piece has a consistently appropriate register with skilful communication of the argument. There is a high level of accuracy in both complex and more common language.

Mark awarded for Content
 = 7 out of 8

Mark awarded for Language
 = 7 out of 8

**Total mark awarded
 = 14 out of 16**

How the candidate could have improved their answer

The candidate offered a very clear opinion on the topic and used a consistently appropriate style and register throughout. The candidate needed to develop more breadth to the argument by introducing one or two more diverse ideas, and relate them closely to school and music lessons. The link between music and school could have been more explicit.

Example Candidate Response – middle

Examiner Comments

- are too much.
- 1 There is a ~~break~~ ~~center~~ controversy ~~that~~ ~~polarised~~ ^{whether} about ~~whether~~ ~~having~~ ~~s~~ music lessons ^{must} be applied on all students or not. Students ~~were~~ ~~polarised~~ have been polarised.
- 2 Music lessons ~~has~~ can ^{have a positive impact} ~~impact~~ ~~great~~ on students. Music will be relieved and freed from school's stress.
- 3 To justify, students are marooned most of the day in classrooms and they need to relax. A blind eye shouldn't be turned on the close communities formed by music. Not only does music develop close communities, but also boost social skills.
- 4 On the other hand there are drawbacks of having music lessons. Some student's precedence is for academic subjects only. To explain, they might have crammed scheduals that it is difficult to fit music in it. Another major reason, ~~is~~ that music have small fun base in our school, so it can be replaced by any other recreational projects.

1 The introductory paragraph is suitably brief. The candidate has the right approach in wanting to make an immediate, forceful statement, but the awkwardness of the language and structures lessens the impact of the message.

2 In the second paragraph, the candidate argues for music lessons in school and supported this with details about stress relief, community bonding and improved social skills. This is well presented.

3 In the second paragraph, the candidate correctly employs less common wording such as 'marooned', 'blind eye' and 'boost'. This is balanced by the more awkward expression 'Music will be relieved and freed...'

4 In the third paragraph, the candidate adopts a reasoned and balanced approach and presents the drawbacks to music lessons at school. The choice of content, that is a full timetable with both academic and recreational activities, offers a mature counterargument. The change of emphasis is well signalled with the use of 'On the other hand...'

5 In the third paragraph, the candidate attempts more ambitious vocabulary with 'precednce', 'scheduals' but with spelling errors. There is also a subject/verb non-agreement with 'music have'. These do not impede communication but are frustrating for the reader.

Example Candidate Response – middle, continued	Examiner Comments
<p>..... In conclusion, the music lessons can have a 6 positive effect on students academically and mentally. In my views, it is crucial to start start mushrooming music lessons in our school.</p> <p>7 8</p>	<p>6 The concluding paragraph summarises the key points of the article. Although the candidate gives details of the pros and cons associated with the topic, the final opinion is clear and persuasive. The candidate leaves the reader in no doubt and the use of 'crucial' reinforces this.</p> <p>7 A good use of paragraphs throughout provides balance to the piece.</p> <p>8 Overall, the candidate attempts more ambitious vocabulary and structures and there is a good level of accuracy throughout. Errors are usually in the spelling of single words and communication and meaning is not lost.</p> <p>Mark awarded for Content = 6 out of 8</p> <p>Mark awarded for Language = 6 out of 8</p> <p>Total mark awarded = 12 out of 16</p>

How the candidate could have improved their answer

The response was well organised and sequenced. The content was suitably developed. Simple structures were used appropriately, although there were some occasional errors particularly with subject and verb agreement. There was awkwardness of expression, which detracted from the candidate's opinions on the topic.

Example Candidate Response – low

Examiner Comments

1 I think that it is important for all student
to have music lessons at school. But also
2 other students thinks that are more important
things to do at school.
3 In addition, I think that music lessons is
relaxing for you brain and make your brain think
more easily. Also is something nice to learn
how to play a music, like guitar and drums
and more.
4 In other ways some people don't like
music for relax, ~~so~~ so people is relaxing
with reading books or play an athletic game
like football or basket. And to something ~~at~~
5 athletic you exercise you body and your
healthy life.

1 In the opening paragraph, the candidate addresses the topic directly and stated an opinion. This is diluted, however, by the statement in the second sentence about the thoughts of other students.

2 There is appropriate use of linking expressions 'in addition', 'in other ways' and 'at the end' at the start of paragraphs 2, 3 and 4. This gives a cohesion to the piece and helps the flow of the argument.

3 In the second paragraph, the candidate presents two ideas to support the opinion in the introduction, but there is a lack of detail and development.

4 In the third paragraph, the candidate attempts to promote alternatives to music as forms of relaxation and to give a balance to the views expressed in the previous two paragraphs.

5 In the third paragraph, the candidate attempts to develop content but there is a lack of clarity due to grammatical errors.

Example Candidate Response – low, continued	Examiner Comments
<p>At the end I think that we have to 6 do both of these things in school to be all the students happy. 7 8 9</p>	<p>6 The conclusion needs to be more persuasive. The candidate ends the piece with a vague statement which matches the unconvincing introduction.</p> <p>7 The whole piece is short at around 125 words. The minimum requirement is for 150 words. Consequently, development of the content is incomplete.</p> <p>8 There is paragraphing which gives a balance to the piece. The candidate attempts to provide an introduction and conclusion although they are lacking in conviction and detail.</p> <p>9 Throughout the piece there are grammatical errors. They occur when using common vocabulary and simple structures. The candidate needs to concentrate on improving basic structures, especially in the use of verbs.</p> <p>Mark awarded for Content = 3 out of 8</p> <p>Mark awarded for Language = 4 out of 8</p> <p>Total mark awarded = 7 out of 16</p>

How the candidate could have improved their answer

The candidate attempted to give balance and cohesion to the article through linking expressions and paragraphing. The response needed to be longer to meet the word length requirement in the rubric. The ideas expressed needed more development of content. The response would have also benefited from using a wider range of vocabulary and structures.

Common mistakes candidates made in this question

- Candidates did not use a more formal register from that required in Exercise 5 and their language did not convey convincing or persuasive ideas and opinions.
- Candidates made up their own titles for the piece which did not always match the original question on the paper. Consequently, their writing did not precisely cover the required topic which can affect marks awarded for Content.
- Candidates needed to be resourceful in terms of their development of the prompts provided and in the introduction of their own ideas and other perspectives on the topic.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

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