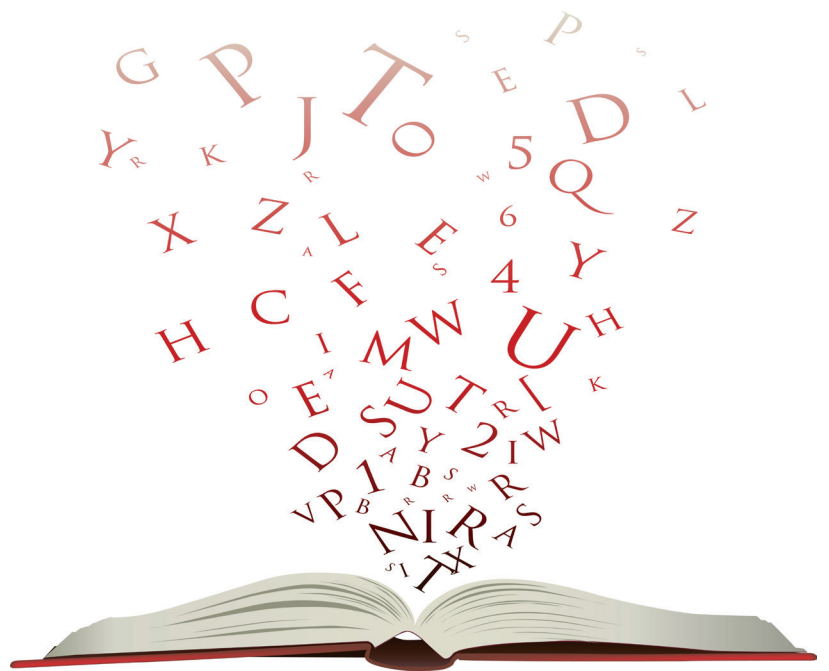


## Example Candidate Responses – Paper 2

### Cambridge O Level English Language 1123

For examination from 2020



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## Introduction

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

In this booklet candidate responses have been chosen from the November 2020 exam series to exemplify a range of answers.

For each question, the response is annotated with a clear explanation of where and why marks were awarded or 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:

**November 2020 Question Paper 22**  
**November 2020 Paper 22 Mark Scheme**

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

[www.cambridgeinternational.org/support](http://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 – Question 1, High	Examiner comments
<p><b>Benefits of major sporting events</b> 1</p> <ul style="list-style-type: none"> <li>• sense of national pride is generated</li> <li>• brings people together from different nations</li> <li>• earns income for the host country or city.</li> <li>• raises the profile of sport in general and importance of keeping fit.</li> </ul>	<p>1 Under benefits, the candidate made six content points: people from different nations are brought together; the host country earns income;</p>
<p><b>Answers</b> are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.</p>	<p><b>Examiner comments</b> are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.</p>

## How the candidate could have improved their answer

In the first section, the candidate made six content points. However, no mention was made of famous athletes acting as role models or of watching sporting events at home or on television. The point was made that sporting events bring joy to spectators, but this was then repeated with reference to sporting events uniting spectators in a common purpose.

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

In the first section, the candidate made three content points. Although the point was made about sporting events showing what skill can be achieved, the point was then diminished by using the example as if it were the overarching point, e.g. writing that we can see what skill can be achieved by running 100 metres in 10 seconds. Two incorrect attempts were made by writing that sporting events bring enjoyment to spectators. The first incorrect attempt was when the candidate wrote that these events attract spectators, without reference to enjoyment and by the example that cricket fans attend matches together. The second incorrect attempt was where the candidate wrote that going to matches together unites people in friendship, whereas the word 'spectators' or 'viewers' needs to be used. No reference was made to these events bringing people together from different countries, or to participants gaining satisfaction, or to athletes acting as role models for people.

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

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

## Question 1(a)

Example Candidate Response – high	Examiner comments
<p style="text-align: center;"><b>Section 1: Reading for Ideas</b></p> <p>Read <b>Passage 1</b>, <i>Major sporting events</i>, in the insert and answer <b>all</b> the questions below.</p> <p><b>1 (a) Notes</b></p> <p><b>Identify and write down</b> the benefits and drawbacks of major sporting events, as outlined in the passage.</p> <p><b>USE MATERIAL FROM THE WHOLE PASSAGE.</b></p> <p>At this stage, you do <b>not</b> need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.</p> <p>You will be awarded up to <b>12</b> marks for <b>content</b> points.</p> <p><b>Benefits of major sporting events 1</b></p> <ul style="list-style-type: none"> <li>• <i>sense of national pride is generated</i></li> <li>• <i>brings people together from different nations</i></li> <li>• <i>earns income for the host country or city.</i></li> <li>• <i>raises the profile of sport in general and importance of keeping fit.</i></li> <li>• <i>participants gain immeasurable satisfaction from <del>just being</del> <sup>achieving</sup> <del>there</del>.</i></li> <li>• <i>help people to see what endurance, training and skill can achieve</i></li> <li>• <i>attract and bring extreme joy to spectators.</i></li> <li>• <i>Unites spectators in common purpose and friendship.</i></li> </ul> <p><b>Drawbacks of major sporting events 2</b></p> <ul style="list-style-type: none"> <li>• <i>for participants, there is huge pressure to succeed</i></li> <li>• <i>lead to mentality that sports is about winning at all costs.</i></li> <li>• <i>lead to cheating and taking performance-enhancing drugs.</i></li> <li>• <i>huge sums of money <sup>are</sup> needed.</i></li> <li>• <i>expensive ticket prices so local people can't afford to attend.</i></li> <li>• <i>no advantage <del>at</del> for local community after sporting events</i></li> <li>• <i>very expensive to send participants to major events.</i></li> <li>• <i>budgets for more useful things are used on sporting events instead.</i></li> </ul> <p style="text-align: right;">[12]</p>	<p><b>1</b> Under benefits, the candidate makes six content points: people from different nations are brought together; the host country earns income; the profile of sport is raised; participants gain satisfaction; people see what endurance can achieve; joy is brought to spectators.</p> <p><b>2</b> Under drawbacks the candidate makes five content points: sporting events lead to the mentality that sport is about winning at all costs; locals can't afford to attend; no advantage for locals after the event; expensive to send participants; budgets for more useful things suffer.</p> <p><b>Total mark awarded = 11 out of 12</b></p>

### How the candidate could have improved their answer

- In the first section, the candidate made six content points. However, no mention was made of famous athletes acting as role models or of watching sporting events at home or on television. The point was made that sporting events bring joy to spectators, but this was then repeated with reference to sporting events uniting spectators in a common purpose.
- In the second section, the candidate made five content points. Reference was made to the fact that sport sometimes leads to cheating, but this point was then diminished by the suggestion that all cheating athletes take performance-enhancing drugs. Reference was made to huge sums of money being needed, but the purpose of this money was omitted and that money is needed to build stadiums or to host the event.

## Example Candidate Response – middle

## Examiner comments

## Section 1: Reading for Ideas

Read **Passage 1**, *Major sporting events*, in the insert and answer all the questions below.

## 1 (a) Notes

Identify and write down the benefits and drawbacks of major sporting events, as outlined in the passage.

USE MATERIAL FROM THE WHOLE PASSAGE.

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

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

**Benefits of major sporting events** 1

- sense of national pride is generated
- The country hosting any sports event earns income. e.g. Rio de Janeiro gained £16 million from hosting 2014 football world cup.
- Such events raises the profile of sports and motivates people.
- Sporting events help people to see what endurance, training and skill can achieve through running 100m in just ten seconds.
- Major sporting events attract spectators. e.g. cricket fans attend matches together.
- Going to matches together unites people in a common purpose and friendship.
- Anyone can now watch matches at home and not necessarily have to travel to watch matches.

**Drawbacks of major sporting events** 2

- for participants, there is huge pressure to succeed
- The pressure might lead to the mentality that sport is about winning at any cost.
- Winning at any cost may lead to cheating. e.g. by taking performance enhancing drugs. e.g. steroids.
- hosting such events is not easy. huge sums of money is required.
- People argue that this money could be used somewhere else. e.g. health care schools
- Ticket prices are so expensive that local people cannot afford.
- No advantages for local communities. so new stadiums lie empty.
- Since public funding is paid for travel, it gets very expensive to [12]

1 Under benefits the candidate makes three content points: the host country earns income; events raise the profile of sport; events can be watched at home.

2 Under drawbacks, the candidate makes five content points: sporting events lead to the mentality that sport is about winning at all costs; this view might lead to cheating; huge sums of money are required to host events; money could be used for more useful things; locals can't afford to attend.

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

## How the candidate could have improved their answer

- In the first section, the candidate made three content points. Although the point was made about sporting events showing what skill can be achieved, the point was then diminished by using the example as if it were the overarching point, e.g. writing that we can see what skill can be achieved by running 100 metres in 10 seconds. Two incorrect attempts were made by writing that sporting events bring enjoyment to spectators. The first incorrect attempt was when the candidate wrote that these events attract spectators, without reference to enjoyment and by the example that cricket fans attend matches together. The second incorrect attempt was where the candidate wrote that going to matches together unites people in friendship, whereas the word 'spectators' or 'viewers' needs to be used. No reference was made to these events bringing people together from different countries, or to participants gaining satisfaction, or to athletes acting as role models for people.
- In the second section, the candidate made five content points. Although reference was made to there being no advantage for local communities because stadiums lie empty, the point is incomplete as the candidate had not written that this disadvantage occurs after the sporting event has taken place. Although reference is made to the expense of sending participants to the events, an example was given as if it is the overarching point as the candidate suggested that the only expense incurred in sending participants applies to travel.

Example Candidate Response – low	Examiner comments
<p style="text-align: center;"><b>Section 1: Reading for Ideas</b></p> <p>Read <b>Passage 1</b>, <i>Major sporting events</i>, in the insert and answer <b>all</b> the questions below.</p> <p><b>1 (a) Notes</b></p> <p><b>Identify and write down</b> the benefits and drawbacks of major sporting events, as outlined in the passage.</p> <p><b>USE MATERIAL FROM THE WHOLE PASSAGE.</b></p> <p>At this stage, you do <b>not</b> need to use your own words. Use note form. To help you get started, the first point in each section of notes is done for you. You may find it helpful to use bullet points when listing the content points.</p> <p>You will be awarded up to <b>12</b> marks for <b>content</b> points.</p> <p><b>Benefits of major sporting events</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span></p> <ul style="list-style-type: none"> <li>• <i>sense of national pride is generated</i></li> <li>• <i>Events such as the olympic games or the football world cup bring people together from different nations as competitors.</i></li> <li>• <i>Rio de Janeiro gained £ 110 million from hosting the 2014 world cup</i></li> <li>• <i>Seeing a record breaking run might motivate people.</i></li> <li>• <i>Major sports event help people to see what endurance.</i></li> <li>• <i>Members of local tennis club attend championship events and groups of football supporters travel long distance to cheer on team.</i></li> <li>• <i>There will always be some fans keen enough to sit up all night to watch a favourite athlete on team.</i></li> </ul> <p><b>Drawbacks of major sporting events</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span></p> <ul style="list-style-type: none"> <li>• <i>for participants, there is huge pressure to succeed</i></li> <li>• <i>This might lead to the mentality that sport is about winning at all costs.</i></li> <li>• <i>It is not uncommon to witness footballers having temper tantrums because the match isn't going their way.</i></li> <li>• <i>Some people complain that money is wasted on increasingly elaborate opening and closing ceremonies.</i></li> <li>• <i>argue that budgets for more useful things such as health care school roads suffer when money is used for sporting event instead.</i></li> <li>• <i>It can be very expensive to send participant to major event.</i> [12]</li> </ul>	<p><span style="border: 1px solid black; border-radius: 50%; padding: 2px;">1</span> Under benefits the candidate makes no content points. Several points are attempted but either contain unnecessary detail or are examples given as points.</p> <p><span style="border: 1px solid black; border-radius: 50%; padding: 2px;">2</span> Under drawbacks the candidate makes three content points: the mentality that sport is about winning at all costs; budgets for more useful things suffer; it is expensive to send participants.</p> <p><b>Total mark awarded = 3 out of 12</b></p>

### How the candidate could have improved their answer

- In the first section, the candidate made no content points, but instead offered examples as overarching points. The candidate lifted from the text without apparent understanding of how what is written reflects 'the benefits of sporting events' as asked in the question. The point was made that sporting events bring people together from different countries but was then weakened by the suggestion that only competitors are brought together. An example was given as an overarching point when the candidate wrote that Rio de Janeiro gained £110million from hosting the 2014 World Cup. The overarching point is that hosting events brings in a lot of money for the host country or city. Another example given as if it is the overarching point was when the candidate wrote that seeing a record-breaking run might motivate people, whereas the overarching point is that sporting events raise the profile of sport. The candidate wrote that events help us 'to see what endurance' but without 'can achieve'. Instead of making the overarching point that events bring enjoyment to spectators, the candidate gave the examples relating to tennis clubs and football supporters. In addition, instead of making the overarching point that people can see events at home or on television, the candidate wrote that some people sit up all night to watch a favourite athlete or team.
- In the second section, the candidate made three content points. Two irrelevant examples were given. The first was that footballers have temper tantrums and the second is that money was wasted on opening and closing ceremonies.



## Common mistakes candidates made in this question

- Many candidates did not differentiate between overarching points and supporting details, as indicated by expressions such as 'like', 'such as', or 'for example'.
- Candidates did not always focus on identifying, specifically, the main overarching points in the text without the unnecessary inclusion of examples, repetition and extensions of those points.
- Candidates sometimes made a content point and then gave a repetition of it, e.g., by writing that sporting events bring enjoyment to spectators and then repeating this idea by writing that sport unites spectators in a common bond.
- Some candidates repeated the idea of the given point as a separate bullet, e.g., by referring to national anthems, medals or belonging to a particular part of the world; such answers were ignored as being unnecessary, but time was misused making these points. The inclusion of such irrelevance in 1(a) was often transferred to 1(b) affecting the quality of the response here.

## Question 1(b)

### Example Candidate Response – high

### Examiner comments

**(b) Summary**

Now use your notes from 1(a) to write a summary of the benefits and drawbacks of major sporting events, as outlined in the passage.

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

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

Begin your summary as follows:

A benefit of major sporting events is that they generate a sense of national pride and also generates income for the host country. It brings people from different nations together and encourages a common purpose and friendship among them. It shows people what training, endurance and skills can achieve <sup>thus</sup> raising the importance of keeping fit. Spectators can also view the event at home by televisions which brings about enjoyment. However as the participants are under the pressure it creates a mentality of winning at all costs which also leads to cheating. As ~~new~~ huge sums of money are required to build stadiums and host events the budget for more important things suffers. Local people mostly cannot afford tickets due to the high price depriving them from an opportunity to attend the events. It can also be costly to send participants to attend major events. The money invested in stadiums is wasted as after the events the new stadiums mostly remain empty until the next event.

[10]

1 Under relevance for benefits, reference is made or attempted for seven content points: sense of national pride; income for host country; bringing people together from different nations; showing what endurance can achieve; raising the importance of keeping fit; watching events at home; enjoyment for spectators.

2 Under relevance for drawbacks, reference is made or attempted for eight content points: pressure for participants; mentality of winning at all costs; cheating; huge sums of money needed to build stadiums; budget for more important things; locals can't afford tickets; costly to send participants; stadiums lie empty after the event.

3 Under coherence, the candidate skilfully uses linking devices such as present participles ('raising the importance of keeping fit' and 'depriving them of an opportunity'); relative pronouns ('which leads to cheating' and 'which brings about enjoyment'); conjunctions ('as the participants' and 'as huge sums of money are required' and 'as after the event'); the adverb 'however' to show a change in direction in the argument.

**Total mark awarded = 9 out of 10**

### How the candidate could have improved their answer

- Under relevance, the candidate referred to 15 of the 17 content points in the text, omitting under 'benefits of sporting events' reference to athletes acting as role models and to participants gaining satisfaction from being at the sporting event. This puts the response into the lower section of Band 5.
- Under coherence, the answer could have been improved by a greater variety of adverbs and fewer uses of 'and'. This puts the response into the upper section of Band 4.
- Overall, the response is impressive and gains 9 marks in Band 5.

## Example Candidate Response – middle

## Examiner comments

## (b) Summary

Now use your notes from 1(a) to write a summary of the benefits and drawbacks of major sporting events, as outlined in the passage.

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

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

Begin your summary as follows:

A benefit of major sporting events is that they generate a sense of national pride. <sup>b</sup> 1

Major sporting events bring people together from different nations. Hosting such sporting events like Olympic games or football world cup can earn income for the host country.

These events can mark the culmination of years of preparation.

Viewing these events can raise the profile of sport in general and the importance of keeping fit.

Even famous athletes act as role models for people, particularly young.

These events even attract spectators

fans and other people too. Every one in the world

can watch sport events even if they have different time

zones because they can watch it at home.

However, <sup>for</sup> participants, there is a huge pressure 2

to succeed. This might lead to the mentality that ~~sporting~~

sport is about winning at all cost might lead to

cheating, ~~sometimes~~ even taking performance-enhancing drugs.

Some says hosting event ~~big~~ bring wealth to the host

country but it bring huge sums of expense to build

stadium. Also tickets are expensive so locals can't

3 watch. Further after the sporting events the stadium

are left empty. Other than own country sending

~~people~~ participants to major event can be expensive 10]

1 Under relevance for benefits, reference is made or attempted for six points: sense of national pride; bringing people together from different countries; earning money for the host country; raising the profile of sport; athletes acting as role models; watching events at home.

2 Under relevance for drawbacks, reference is made or attempted for seven points: pressure to succeed; mentality that sport is about winning at all costs; cheating by sometimes taking drugs (so not example given as overarching point); huge sums of money needed to build stadiums; locals can't afford tickets; stadiums empty after the events; expense of sending participants.

3 The candidate uses some linking devices, such as conjunctions ('even if', 'because they can', 'after the sporting events' and 'but') The adverb 'however' is used to show a change in direction in the argument. One noun clause is used ('the mentality that').

Total mark awarded =  
6 out of 10

## How the candidate could have improved their answer

- Under relevance, the candidate referred to 13 of the 17 content points in the text, omitting under 'benefits of sporting events' reference to participants gaining satisfaction, to enjoyment for spectators and to showing what skill and endurance can achieve. Under 'drawbacks of sporting events' reference to budgets for other things suffering when money is spent on sporting events is omitted. Instead of referring to some of the missing points, the candidate used some irrelevant material, such as 'it marks the culmination of years of preparation' as well as 'they bring wealth to host counties' in the drawbacks section, whereas this has already been correctly referenced under benefits. Other irrelevant material used is 'attracts spectators', without going on to refer to the enjoyment spectators gain. This puts the response into the lower section of Band 4.
- Under coherence, the candidate wrote ten lines of accurate prose, but lacked linking devices. Further on some linking devices were used, such as conjunctions ('even if', 'because they can', 'after the sporting events' and 'but') The adverb 'however' was used to show a change in the direction of the argument. One noun clause is used ('the mentality that') For coherence, the response is a satisfactory presentation of points with limited fluency. This puts the response in Band 3.

Example Candidate Response – low	Examiner comments
<p><b>(b) Summary</b></p> <p>Now use your notes from 1(a) to write a summary of the benefits and drawbacks of major sporting events, as outlined in the passage.</p> <p>Use your own words as far as possible. You will be awarded marks for producing a piece of writing which is relevant, well organised and easy to follow.</p> <p>Your summary must be in continuous writing (not note form). You are advised to write between 150 and 180 words, including the 10 words given below.</p> <p>Begin your summary as follows:</p> <p>A benefit of major sporting events is that they generate <u>Pride</u> <sup>1</sup> <u>or sense of national</u> furthermore it <u>compiles</u> folks from different nation <u>al</u> <del>to</del> <u>viewers</u>, <u>leaders</u> and <u>competitors</u> <del>apart</del> <u>apart from that</u> country host such event <u>earn</u> a profit out of them <u>and</u> Motivation is brought about when records are <u>dismantled</u> and <u>athletes</u> act as <u>role-model</u> for young folks because it helps <u>them</u> to <u>notice</u> what <u>endurance</u>, <u>skills</u> and <u>practice</u> <u>and</u> <u>opportunities</u> <u>people</u> and <u>viewers</u> for <u>common</u> purpose but the <u>drawbacks</u> <sup>2</sup> are the worst where there is a huge <u>load</u> on participants to win which brings <u>metability</u> of sport's is all about <u>winning</u> at all cost which may <u>lead</u> of <u>illegal</u> <u>intake</u> of <u>drugs</u> to <u>inhance</u> <u>performance</u> apart from that some <u>argue</u> about how such amount of money can <u>improve</u> <u>local</u> <u>life</u>, <sup>3</sup> <u>as</u> <u>huge</u> <u>sum</u> of <u>money</u> it <u>needs</u> <u>to</u> <u>construct</u> such <u>stadiums</u> and to <u>send</u> <u>participant</u> to <u>major</u> <u>event</u> <u>abroad</u>.</p> <p>word count: 143 [10]</p>	<p><b>1</b> Under relevance for benefits, reference is made or attempted for five points: sense of national pride; bringing people together from different nations; host country earns profit; athletes as roles models; people notice what endurance can achieve.</p> <p><b>2</b> Under relevance for drawbacks, reference is made or attempted for four points: pressure on participants to win; sport is about winning at all costs; huge sums of money needed to build stadiums; expensive to send participants.</p> <p><b>3</b> There are some areas of simple coherence: 'when records are dismantled'; 'notice what endurance can achieve'; 'but the drawback'; 'which may lead'; 'as huge sums of money'.</p> <p><b>Total mark awarded = 3 out of 10</b></p>

### How the candidate could have improved their answer

- Under relevance, the candidate referred to 9 of the 17 content points in the text, omitting under 'benefits of sporting events' reference to: participants gaining satisfaction; enjoyment for spectators; raising the profile of sport; being able to watch the events at home or on television. Instead of writing that sporting events raises the profile of sport, the candidate referred to motivation being brought about when records are dismantled. This is supporting evidence only and not sufficient to be seen as a benefit. Under 'drawbacks of sporting events' the following ideas were omitted: reference to budgets for other things suffering when money is spent on sporting events; local people not being able to afford tickets or to attend; no advantages for locals after the events; the expense of sending participants. Under drawbacks, the candidate failed to address four consecutive points in the text, omitting any reference to paragraphs 5 and 6. This puts the response into the lower section of Band 3.
- Under coherence, there were areas of breakdown concerning sense, e.g., 'they generate pride of sense of national.' There were also points where lack of punctuation, or commas used in place of full stops, impede fluency, e.g. 'competitors, apart from that' and 'national furthermore'. There were missing articles, e.g. 'apart from that, country'. This puts the response into the lower section of Band 2.

## Common mistakes candidates made in this question

- Under relevance, some candidates relied on the use of supporting details, such as the amount of money gained by hosting particular events, or references to football supporters or cricket fans, or to not having to worry about differences in time zones. Other candidates relied on examples, such as suggesting that all cheats take performance enhancing drugs, or that the useful things for which budgets suffer are specifically healthcare, schools and roads. Some candidates invented non-specific topic sentences, such as ‘So we can see there are many benefits and many drawbacks of major sporting events.’
- Under coherence, candidates did not always use linking devices appropriately and/or selectively. For many candidates, it sometimes seemed as if linking devices were used like a mental list without a real sense of purpose or understanding. There was sometimes inappropriate use of, ‘therefore’ when there was no causal link between sentences. While ‘firstly’ could be a useful starting point, it was less effective to continue with ‘secondly’ etc. Candidates sometimes used ‘lastly’ when in fact what followed was not the final point to be made. Some candidates overused a linking device, especially ‘and’ or ‘also’. Some candidates used words and phrases which were not Standard English, such as ‘to add on’. Although punctuation was not being assessed, coherence was sometimes impeded by the use of commas instead of full stops. Occasionally, there were stretches of sentences run together with no punctuation, requiring a re-reading to make sense of what had been written.

## Question 2

Example Candidate Response – middle	Examiner comments
<p>2 Re-read paragraphs 1, 2 and 5.</p> <p>Give <b>one</b> opinion from each of these paragraphs. <b>1</b></p> <p>Paragraph 1 <i>It is reassuring to see leaders of countries sitting together chatting.</i> [1]</p> <p>Paragraph 2 <i>There is nothing more thrilling than witnessing athletes at the peak of their physical fitness.</i> [1]</p> <p>Paragraph 5 <i>Some people complain that money is wasted on elaborate opening and closing ceremonies, which might have more to do with politics than sport.</i> [1]</p> <p>[Total: 25]</p>	<p><b>1</b> To find the opinions in paragraphs 1 and 2, the candidate correctly targets the words ‘reassuring’ and ‘nothing more thrilling’ respectively as the words which contain the subjectivity of opinions.</p> <p><b>Total mark awarded = 2 out of 3</b></p>

### How the candidate could have improved their answer

For the opinion in paragraph 5, the candidate incorrectly wrote that ‘some people think that money is wasted on elaborate opening and closing ceremonies.’ The fact that some people think this way means this is a statement of fact and not an opinion. If the text had said only that money was wasted, the word ‘wasted’ would have been subjective and enough to make an opinion, but the text includes the words ‘some people think’, thus introducing a fact. The correct opinion in paragraph 5 is that depriving locals of the experience of sporting events is a terrible injustice.

### Common mistakes candidates made in this question

A common mistake was failure to identify subjective words which point to opinions. A small number of candidates offered their own opinions rather than the writer’s opinion which was required in this question.

## Question 3

Example Candidate Response – middle	Examiner comments
<p>From paragraph 1</p> <p>3 (a) What is the 'opportunity' Kevin's mother refers to? <span style="color: red; font-weight: bold;">1</span></p> <p style="margin-left: 20px;">Kevin has started high school, so this was the opportunity. [1]</p> <p>(b) What evidence is there that Kevin's father was interested in his own education?</p> <p style="margin-left: 20px;">His father help Kevin doing his homework, solving mathematics question. <span style="color: red; font-weight: bold;">2</span> [1]</p>	<p><span style="color: red; font-weight: bold;">1</span> The candidate correctly answers by referring to Kevin starting high school, which is allowed as the answer, although simply 'High School' or 'starting High School' would have been more direct. Mark for (a) = 1 out of 1</p> <p><span style="color: red; font-weight: bold;">2</span> This does not answer the question and is therefore incorrect. Mark for (b) = 0 out of 1</p> <p><b>Total mark awarded = 1 out of 2</b></p>

### How the candidate could have improved their answer

The candidate wrote incorrectly in 3(b) that Kevin's father helped him to do his homework, solving mathematics questions. In the text the reference to Kevin's homework comes after the inference that Kevin's father was interested in his own education, which is supported by the fact that he did the exercises from Kevin's textbooks. The candidate narrowed the focus of the answer in any case by the reference to mathematics, as the question asks for interest in his own education and not simply in mathematics.

### Common mistakes candidates made in this question

Some candidates referred only to school in 3(a) and not specifically to High School. In 3(b), the most common mistake was that Kevin's father helped him do his homework. Some candidates invalidated an otherwise correct answer by adding a reference to homework, such as 'he did the exercises from the textbooks and helped Kevin with his homework' or 'he did the exercises from the textbooks and even felt confident enough to help his son.'

## Question 4

Example Candidate Response – high	Examiner comments
<p>From paragraph 2</p> <p>4 (a) Give two reasons why you think Kevin's father had to try 'to edge closer to the mirror'.</p> <p>(i) ...He wanted to had a better look of his face as he was shaving. 1</p> <p>(ii) It was a very tiny room and he wanted to make space for Kevin. [2]</p> <p>(b) Kevin's father 'groped for the towel'. Why could he not see the towel?</p> <p>His face was covered with soap. 2 [1]</p>	<p>1 The candidate correctly writes that Kevin's father wanted to have a better look at his face as he was shaving. The candidate writes in 4(a)(ii) that the room was tiny and Kevin's father wanted to make space for Kevin. Mark for (a) = 2 out of 2</p> <p>2 The candidate correctly writes that Kevin's father's face is covered in soap. Mark for (b) = 1 out of 1</p> <p><b>Total mark awarded = 3 out of 3</b></p>

### How the candidate could have improved their answer

- In 4(a)(i) the candidate correctly wrote that Kevin's father wanted to have a better look at his face as he was shaving. To have written that he was shaving would have been sufficient.
- The candidate wrote in 4(a)(ii) that the room was tiny, and Kevin's father wanted to make space for Kevin; it would have been sufficient to have written that Kevin's father wanted to make space for Kevin.
- In 4(b), the candidate correctly wrote that Kevin's father's face is covered in soap.

### Common mistakes candidates made in this question

Many candidates gave the answer to 4(a)(i) in two separate ways in both 4(a)(i) and 4(a)(ii), probably because they were unable to locate the second separate answer. They often wrote answers such as (i) he was shaving and (ii) he wanted to see his face more clearly, or (i) he was shaving and (ii) he didn't want to cut himself shaving. Only one of these duplicated responses could be acceptable. Some candidates wrote that the room was tiny but failed to link that to making space for Kevin. To write only that the room was tiny was illogical as, if the room had been tiny, the mirror would have been closer than it would have been in a bigger room and so there would have been no need to 'edge closer' to it to complete the task which had been proceeding successfully.



## Question 5

Example Candidate Response – middle	Examiner comments
<p>From paragraph 3</p> <p>5 Give <b>two</b> reasons why Kevin's father called out the answers 'with great speed'. <span style="color: red; border: 1px solid red; border-radius: 50%; padding: 2px;">1</span></p> <p>(i) ...He was in a hurry to go out somewhere.....</p> <p>(ii) ...He wanted Kevin to leave on his own..... [2]</p>	<p><span style="color: red; border: 1px solid red; border-radius: 50%; padding: 2px;">1</span> The candidate correctly makes the first point, which is that Kevin's father was in a hurry. The second reason is incorrect.</p> <p><b>Total mark awarded =</b> <b>1 out of 2</b></p>

### How the candidate could have improved their answer

The candidate correctly made the first point, which is that Kevin's father was in a hurry, but fails to make the second point, which is that he was confident.

### Common mistakes candidates made in this question

Many candidates gave the versions of the same answer in both 5(i) and 5(ii) by writing something like (i) he was in a hurry and (ii) he was rushing to go out or (i) he didn't have time and (ii) he was rushing. Only one of these duplicated responses could be acceptable. Many candidates wrote for either (i) or (ii) that he wanted Kevin to do the work himself. Some wrote incorrectly that he rushed out of the door, thus referencing the idea of 'hurrying' from the wrong context.

## Question 6

Example Candidate Response – middle	Examiner comments
<p>From paragraph 4</p> <p>6 (a) When the students saw Mr Waldo approaching, they ‘dropped their voices until he was out of earshot’. Explain <b>in your own words</b> what the students did.</p> <p>1 They would lower down their voices and get silent till he was out of the corridor where he can't hear them [2]</p> <p>(b) Mr Waldo would crack the books down ‘with a dramatic explosion’. Which <b>single</b> word used earlier in the paragraph reinforces the idea of ‘dramatic’?</p> <p>2 crack [1]</p> <p>(c) What do you think Mr Waldo was suggesting when he picked up the exercise book ‘with the corner between thumb and one finger’?</p> <p>3 That it was an untidy book which he would not accept, it was to show disgust to the stains. [1]</p>	<p>1 Because this is a question requiring candidates to answer in their own words, the candidate needs to identify the expressions to be recast as ‘dropped their voices’ and ‘out of earshot’. The candidate writes that they lowered down their voices; although ‘lowered’ captures the idea of ‘dropped’ the word ‘voices’ is repeated and so the mark cannot be scored. The mark is scored for ‘out of earshot’ when the candidate writes ‘till he was out of the corridor where he can’t hear them’. This captures the idea of not being able to hear because he had moved away. Mark for (a) = 1 out of 2</p> <p>2 This is incorrect. Mark for (b) = 0 out of 1</p> <p>3 The candidate correctly answers that Mr Waldo is disgusted by the book. Mark for (c) = 1 out of 1</p> <p><b>Total mark awarded = 2 out of 4</b></p>

### How the candidate could have improved their answer

- Because 6(a) is a question requiring candidates to answer in their own words, the candidate needed to identify the expressions to be recast as ‘dropped their voices’ and ‘out of earshot’. The candidate wrote that they lowered down their voices; although ‘lowered’ captures the idea of ‘dropped’ the word ‘voices’ has been repeated and so the mark cannot be awarded. The mark is scored for ‘out of earshot’ when the candidate wrote ‘till he was out of the corridor where he can’t hear them’. This captures the idea of not being able to hear because he had moved away.
- The answer to 6(b) is ‘theatrical’ and the candidate incorrectly wrote ‘crack’. The correct answer ‘theatrical’ would have been given if the candidate had noticed that, although the expression ‘dramatic explosion’ is highlighted in the question, the word ‘dramatic’ and not the word ‘explosion’ is referenced in the question.
- The candidate correctly answered in 6(c) that Mr Waldo is disgusted by the book; there is no need to write that the book is untidy.

### Common mistakes candidates made in this question

- In 6(a), many candidates repeated ‘voices’ but, as this is a question requiring to be answered in the candidate’s own words, they gained no mark even if they recast ‘dropped’. Each section to be paraphrased was three words and not a single word, as sometimes is the case and many candidates failed to deal with this. ‘Dropped their voices’ did not mean that they stopped talking or that they were silent, simply that they were talking or speaking more quietly or softly or that they were whispering; many candidates failed to make this distinction. Many candidates wrote that Mr Waldo was unable to hear them while, at the same time, suggesting he was right there in front of them; they had to give the idea that he had moved sufficiently so that he was unable to hear the students.

Some candidates focused incorrectly on the idea that Mr Waldo was the teacher who commanded the most respect; this was the possible reason for them dropping their voices but did not paraphrase the expression, which is what the question required. Other candidates appeared to confuse hearing and sight, writing, incorrectly, that Mr Waldo couldn't see them.

- In 6(b), common incorrect responses were 'crash', 'crack' and 'snap', all chosen possibly because the candidate had focused on 'explosion' in the question rather than 'dramatic'. Another fairly common wrong response was 'slovenliness', which appears in the general context but is not a synonym for 'dramatic'.
- In 6(c), many candidates offered the idea that dropping the exercise book out of the window was the answer. Others wrote more generally that the book was untidy or that Mr Waldo didn't like it or that it was rubbish. The key here lay in spotting the nuance of picking up a book with the corner between thumb and one finger, which was the idea of disgust or dirt.

## Question 7

Example Candidate Response – middle	Examiner comments
<p>From paragraph 5</p> <p>7 Give <b>two</b> reasons why Kevin did not know immediately what Mr Waldo thought of his answers.</p> <p>(i) It is because Mr Waldo face was expressionless. 1</p> <p>(ii) It is because Mr Waldo will not leave until he <sup>he didn't know</sup> <del>he</del> admitted that <del>he</del> <sup>he</sup> something [2] 2</p>	<p>1 The candidate makes one of the two points, which is that Mr Waldo's face was expressionless.</p> <p>2 The second point is incorrect.</p> <p><b>Total mark awarded = 1 out of 2</b></p>

### How the candidate could have improved their answer

Although the candidate made the first point, which is that Mr Waldo's face was expressionless, an incorrect response followed, which was the incidental reference to Mr Waldo letting a student ramble on until he faltered and admitted he didn't know something. The candidate should have focused on the question, which is about Kevin and ignored the generalised reference to how the teacher deals with all students. By focusing on the question, the candidate would be rewarded by finding the answer to the second part of the question – it is a long time before Mr Waldo speaks – after the general comment about the teacher's treatment of all students.

### Common mistakes candidates made in this question

Many candidates gave the incorrect answer that Mr Waldo let a student ramble on until he faltered and admitted he didn't know something. Another common incorrect response was to write that Mr Waldo let Kevin go through the whole exercise without interrupting him or that he was waiting anxiously for a comment, but the text does not support the idea that the teacher should have interrupted him or that this would ever be a reasonable way for a teacher to behave.

## Question 8

Example Candidate Response – high	Examiner comments
<p>8 'Some students giggled quietly behind their hands at Kevin's assertion'. Explain in <b>your own words</b> how the students reacted to the situation.</p> <p>1 Students found Kevin's explanation funny so they laugh but but putting hands on their mouth so Mr Waldo could not see them. [2]</p>	<p>1 The candidate correctly judges that the key ideas to be recast are 'giggled' and 'assertion' and writes that the students found Kevin's explanation funny, were 'funny' recasts 'giggled' and 'explanation' recasts 'assertion'.</p> <p><b>Total mark awarded = 2 out of 2</b></p>

### How the candidate could have improved their answer

The candidate wrote that the students laughed by putting their hands over their mouths so that the teacher could not see them. This is in addition to the correct answer which has already scored both marks and an unnecessary further recasting of 'found funny' with 'laughed'.

### Common mistakes candidates made in this question

Many candidates offered unnecessary recasting of 'quietly behind their hands' and ignored the word 'assertion'. There were many possible paraphrases of 'assertion', such as 'excuse', 'justification', 'challenge' and 'comment'. Some offered words such as 'reason', 'reaction', 'confession' or 'certainty'; these were not acceptable responses as they did not fit the overall context of what was going on. Candidates were required to respond to the context in which Kevin was challenging the teacher.

## Question 9

Example Candidate Response – high	Examiner comments
<p>9 'But it was too late.' Why was it too late for Kevin?</p> <p>1 Because <sup>and his father</sup> he had been insulted in front of the whole class as he got the wrong answers. [1]</p>	<p>1 The candidate gives a correct response – that he and his father had been insulted in front of the whole class.</p> <p><b>Total mark awarded = 1 out of 1</b></p>

### How the candidate could have improved their answer

After a correct response – that he and his father had been insulted in front of the whole class – the candidate went on to give the wrong reason for the insult; that their answers were wrong. Kevin and his father are not insulted because their answers were wrong, but because Kevin's father had done his homework. However, the addition of the inaccurate reason is not enough to deny the mark.

### Common mistakes candidates made in this question

Some candidates missed the nuance of 'too late' and took the expression too literally, writing that Kevin was late for class or that the next class had already started. Others gave responses which were too generalised and not rooted in the text, such as 'the damage was done', or responses which merely repeated what had happened, such as 'his answer were wrong' or 'his father did his homework' or 'he had corrected the teacher.'

## Question 10

Example Candidate Response – middle	Examiner comments
<p>10 From paragraphs 4–6</p> <p>For each of the words below, circle the letter (A, B, C or D) which has the same meaning that the word has in the passage.</p> <p>(a) <b>occasionally</b> (line 24) <span style="float: right;">1</span>  A soon      B surely      C <u>sometimes</u>      D shortly      [1]</p> <p>(b) <b>backed</b> (line 25)  A <u>reversed</u>      B supported      C returned      D pulled      [1]</p> <p>(c) <b>tense</b> (line 33)  A exciting      B <u>stressful</u>      C present      D <u>frightening</u>      [1]</p> <p>(d) <b>faltered</b> (line 37)  A broke      B cried      C shook      D <u>paused</u>      [1]</p> <p>(e) <b>conviction</b> (line 40)  A hope      B certainty      C <u>trust</u>      D confession      [1]</p>	<p>1 The candidate selected the correct answers.</p> <p>Mark for (a) = 1 out of 1  Mark for (b) = 1 out of 1  Mark for (c) = 0 out of 1  Mark for (d) = 1 out of 1  Mark for (e) = 0 out of 1</p> <p><b>Total mark awarded = 3 out of 5</b></p>

### How the candidate could have improved their answer

The candidate correctly chose ‘sometimes’ in (a), ‘reversed’ in (b) and ‘paused’ in (d). Incorrect choices were made with ‘frightening’ being given in (c) and ‘trust’ being given in (e). A closer check of the context would have shown that in (c) ‘stressful’ is a more accurate description of what would happen in a classroom when homework was being checked by a strict teacher and that ‘frightening’ is too strong in the context. A closer check of the context would have shown that in (e), when Kevin asserts that his answers can’t be wrong, he is speaking out of certainty and not trust; the word ‘conviction’ in the context strengthens that idea.

### Common mistakes candidates made in this question

‘Frightening’ was a common incorrect response as the synonym for ‘tense’; ‘stressful’ is a more accurate description of what would happen in a classroom when homework was being checked by a strict teacher. In (b), a common incorrect response resulted when candidates failed to check the context that the teacher backed against the door, in other words moved backwards against it to close it. Candidates who failed to check the context often chose ‘supported’, thinking possibly of the function of the back in the human body.

## Question 11

Example Candidate Response – high	Examiner comments
<p>11 Re-read paragraphs 5 and 6, which contain phrases about (a) Mr Waldo's behaviour and (b) Mr Waldo's words.</p> <p>Explain:</p> <ul style="list-style-type: none"> <li>the <b>meaning</b> of each phrase as it is used in the passage</li> <li>the <b>effect</b> of each phrase as it is used in the passage.</li> </ul> <p>(a) 'the sweeping hand gesture brought the students quickly to their feet' (line 31) <b>1</b></p> <p>Meaning: Mr Waldo's sign indicated to the students to stand up.</p> <p>Effect: This line shows that Mr Waldo was well respected, and <sup>he</sup> was able to control the class. [2]</p> <p>(b) "A shop!" Mr Waldo mimicked' (line 48) <b>2</b></p> <p>Meaning: Mr Waldo repeated Kevin's words in a mean and sarcastic way.</p> <p>Effect: This line makes us feel empathy for Kevin. [2]</p> <p>[Total: 25]</p>	<p><b>1</b> The candidate writes correctly under meaning that Mr Waldo's sign indicated that the students should stand up; either 'sign that the students should stand up' or 'indicated that the students should stand up' is enough to score the mark. Under effect, the candidate writes correctly that Mr Waldo was well-respected. The second answer 'able to control the class' is also correct.</p> <p>Mark for (a) = 2 out of 2</p> <p><b>2</b> The candidate writes correctly under meaning that Mr Waldo repeated Kevin's words. The answer under effect is incorrect.</p> <p>Mark for (b) = 1 out of 2</p> <p><b>Total mark awarded = 3 out of 4</b></p>

### How the candidate could have improved their answer

- In 11(a), the candidate wrote correctly, under meaning, that Mr Waldo's sign indicated that the students should stand up; either 'sign that the students should stand up' or 'indicated that the students should stand up' is enough to score the mark. Under effect, the candidate wrote correctly that Mr Waldo was well-respected. There is no need to add that he was able to control a class but that is a correct alternative answer.
- In 11(b), the candidate wrote correctly, under meaning, that Mr Waldo repeated Kevin's words. Under effect, the candidate wrote incorrectly that the phrase makes us feel empathy for Kevin. Correct responses required a focus on Mr Waldo's character, not on Kevin and not on the reader.



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