

Example Candidate Responses – Paper 1

Cambridge O Level English Language 1123

For examination from 2024







Contents

Introduction	4
Question 1	6
Example Candidate Response – high	6
Example Candidate Response – middle	8
Example Candidate Response – low	10
Question 2	12
Example Candidate Response – high	12
Example Candidate Response – middle	14
Example Candidate Response – low	16
Question 3	18
Example Candidate Response – high	18
Example Candidate Response – middle	20
Example Candidate Response – low	22

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level English Language, and to show how different levels of candidates' performance (high, middle and low) relate to the syllabus requirements. This document helps teachers to assess the standards required to achieve marks beyond the guidance of the mark scheme.

In this booklet candidate responses have been chosen from the June 2024 exam series to exemplify a range of answers.

For each question, the response is annotated with examiner comments about where and why marks were awarded or omitted. This is followed by comments on how the answer could be improved. There is also a list of common mistakes and guidance for candidates.

Please refer to the June 2024 Examiner Report for further details and guidance.

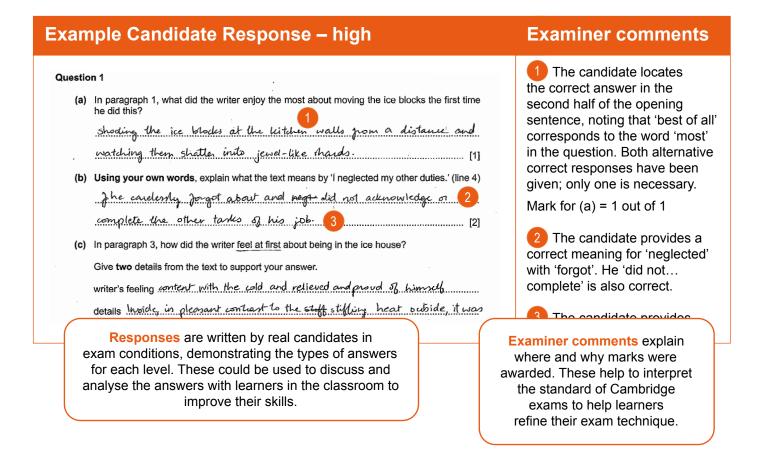
The questions and mark schemes are available on the School Support Hub

1123 June 2024 Question Paper 12 1123 June 2024 Mark Scheme 12 1123 June 2024 Insert 12

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

How to use this booklet

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



How the candidate could improve their answer

To make efficient use of time, the candidate should have focused on providing one correct answer when required.

This section explains how the candidate could improve each response. It helps learners to improve their exam technique.

Common mistakes and guidance for candidates

- Candidates need to make sure they read the questions carefully. They need to take careful note of key instructions such as 'own words' and paragraph and line references.
- For **(b)** it was not uncommon for candidates to repeat 'neglected' or 'duties'. In this own word question, candidates needed to provide a meaning or synonym for each of the two words.
- (h) Candidates must ensure that they identify feelings a

This section lists common mistakes as well as helpful guidance from the examiner. This will help your learners to avoid these mistakes. You can use this alongside the relevant Examiner Report to guide your learners.

Question 1

Example Candidate Response – high

Examiner comments

Question 1

- (a) In paragraph 1, what did the writer enjoy the most about moving the ice blocks the first time he did this?

 Shoding the ice blocks at the kitchen walls from a distance and watching them shatter into jewel-like shards.

 [1]
- (b) Using your own words, explain what the fext means by 'I neglected my other duties.' (line 4)

 The carelesty jorgot about and regt old not admost edge or 2

 complete the other tasks of his job. 3
- (c) In paragraph 3, how did the writer feel at first about being in the ice house?

 Give two details from the text to support your answer.

 writer's feeling content with the cold and relieved and provid of himself details haside, in pleasant content to the stoff stifling heat publide, it was the temperature at which water becomes ice.

 Initially, though deeped in a thin short and shoot breeches, I stood congradulating myself on avoiding the task of cleaning up.
- (d) Explain what the writer was thinking when he leant against the door and it 'surprisingly swung open'. (lines 13-14)

 he thought he had been locked and trapped in the prickling cold and was not expecting the door to be spen left spen.

The candidate locates the correct answer in the second half of the opening sentence, noting that 'best of all' corresponds to the word 'most' in the question. Both alternative correct responses have been given; only one is necessary.

Mark for (a) = 1 out of 1

- 2 The candidate provides a correct meaning for 'neglected' with 'forgot'. He 'did not...complete' is also correct.
- 3 The candidate provides a correct meaning for 'duties' with the word 'tasks'. 'Job' is an alternative correct answer.

Mark for (b) = 2 out of 2

- 4 The candidate demonstrates understanding of the writer's feeling with 'content'. 'Relieved' is also correct but is unnecessary since a single feeling is required. 'Proud' is incorrect but it does not negate the correct answer.
- 5 The candidate selects the correct supporting detail from the text which focuses on the heat outside.
- 6 The second supporting detail focusing on avoiding the task of cleaning is correct.

Mark for (c) = 3 out of 3

The candidate correctly infers what the writer was thinking and offers alternative answers: he thought he was locked in; he thought he was trapped; and he did not expect the door to be left open. All are correct.

Mark for (d) = 1 out of 1

Example Candidate Response - high, continued

- e) From paragraph 5, identify two techniques used by the palace kitchen cooks that the writer thought could be useful to improve the flavour of the ices he is making with Ahmad.
 - · puccing juits to intensify the flavours. 8
 - · extracting the perfumes of nowers to planous creams and liquents.
- (g) In paragraph 7, the writer asked Ahmad what the ices they made tasted like.
 - (i) What reason did the writer give Ahmad for wanting to know?

 To increase his understanding of the methods is make the

 i.e. [1]
 - (ii) Suggest the real reason the writer was asking about the taste of the ices.

To geed his unionity as to what was so good about the ices. He wanted to taste them. [1]

(h) Explain using your own words the writer's different feelings and opinions about Ahmad while he was working for him.

Give three details from anywhere in the text to support your answer.

The mailer realised that he was simply a worker to Mhmad, a relationship of two workers lacking case or empethy since "to him I was simply a workhouse the also felt infection to Mhmad, a jecting Mhmad maintained by withholly knowledge from him: "to ensure that I would always know less than he did"
The writer believed Ahmad to be a cold and strict man, never jailing to remind him of how he lacked: "he was tauting me of course: he knew I couldn't wood"

[Total: 16]

Examiner comments

8 The candidate makes good use of the bullets to clearly and efficiently identify two techniques used by the palace cooks.

Mark for (e) = 2 out of 2

9 The candidate omits the key word 'two' in the first answer. It is the fact that only two families know the recipes that ensures they remain secret. The second part of the answer correctly identifies that the secrets are memorised by Ahmad and so are inaccessible.

Mark for (f) = 1 out of 2

10 The candidate correctly identifies the reason: the writer's understanding of ice making will increase.

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

The candidate offers two correct answers although only one is required for this one mark question.

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

demonstrates a secure understanding of the writer's different feelings and opinions. Three feelings or opinions about Ahmad are required. The response is clear and focused. The candidate explains in their own words that Ahmad 'lacks care or empathy'; he is 'cold and strict'; and the writer 'felt inferior'. Each of these feelings and opinions is supported by an appropriate textual detail therefore gaining full marks.

Mark for (h) = 3 out of 3

Total mark awarded = 15 out of 16

How the candidate could improve their answer

To make efficient use of time, the candidate should have focused on providing one correct answer when required.

Example Candidate Response – middle

Examiner comments

Question 1

(a) In paragraph 1, what did the writer enjoy the most about moving the ice blocks the first time he did this?

Throwing them at the ice blocks at the watching watching kitchen batt from far away and seeing [1]

them break into pieces.

(b) Using your own words, explain what the text means by 'I neglected my other duties.' (line 4)

He did not give that much priority to his other works tasks. [2]

(c) In paragraph 3, how did the writer feel at first about being in the ice house?

Give two details from the text to support your answer.

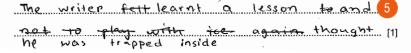
writer's feeling # He felt joyans jubilant 3

as,
details In pleasent contrast to the stifextreme
heat outside he felt good and for

Congratulated himself for skipping task

of cleaning up.

(d) Explain what the writer was thinking when he leant against the door and it 'surprisingly swung open'. (lines 13–14)



The candidate provides a correct response: 'throwing the ice blocks at the kitchen wall'. The response also includes an attempt at the alternative correct answer: 'watching them break into pieces'. On this occasion, the own word alternative for 'shatter' is not creditworthy without the suggestion of breaking into 'small' pieces. However, only one correct answer is required and the candidate is awarded 1 mark.

Mark for (a) = 1 out of 1

2 The candidate offers a full explanation for this 'own words' question: 'not give that much priority to' is a correct meaning for 'neglect' while 'tasks' correctly explains 'duties'.

Mark for (b) = 2 out of 2

3 The candidate's choice of word 'jubilant' is not creditworthy as a feeling since it is too extreme for the context.

4 The supporting textual details are both correct. Because the 'feeling' is incorrect, 1 mark maximum is awarded for the details in this guestion.

Mark for (c) = 1 out of 3

5 The candidate correctly infers that the writer thought he was trapped.

Mark for (d) = 1 out of 1

'Ahmad was perilous' does not make sense in context. Overall, this demonstrates some awareness and

is awarded 1 mark.

Mark for (h) = 1 out of 3

10 out of 16

Total mark awarded =

Example Candidate Response – middle, continued **Examiner comments** From paragraph 5, identify two techniques used by the palace kitchen cooks that the writer 6 The candidate clearly identifies thought could be useful to improve the flavour of the ices he is making with Ahmad. the two correct techniques used by · Pursed fruits to intensify the flavours 6 the palace cooks. extracted the perturnes of flowers to flavour Mark for (e) = 2 out of 2 The candidate provides one (f) Give two reasons why the secrets of ice had remained 'known to few'. (line 22) correct reason: the secrets were They were passed down within two families who passed down 'within two families'. supplied frozen ice and the secrets were [2] The second reason offered – that kept in a stained leather-bound notebooks. they were kept in notebooks – is incorrect. The fact that not all of g) In paragraph 7, the writer asked Ahmad what the ices they made tasted like. the secrets were in notebooks, and (i) What reason did the writer give Ahmad for wanting to know? therefore were inaccessible, is key to being awarded marks here. To know how they ice are meant to taste like so the writer could understand better [1] (8) Mark for (f) = 1 out of 2 (ii) Suggest the real reason the writer was asking about the taste of the ices. 8 The candidate's response is To know what the ices tasted like. incomplete since it needed to state what the writer could understand[1] better: the making of ices. h) Explain using your own words the writer's different feelings and opinions about Ahmad Mark for (g)(i) = 0 out of 1 while he was working for him. Give three details from anywhere in the text to support your answer. The candidate provides a The writer felt that Ahmad was selfish person concise correct answer. as he did not share the full secrets and Mark for (g)(ii) = 1 out of 1 just wanted to share the tota workload. The whe also pored thought Ahmad was was tounting as he tounted 10 The candidate provides one valid opinion about Ahmad – that he the writer. The lastly the writer thought Ahmad 10 was 'selfish'. This is supported with was perilous as he did not dare to ask [3] a relevant textual detail - Ahmad's what the ice tasted like for 2 years. [Total: 16] reluctance to share the secrets. The following point that 'Ahmad was taunting' is not creditworthy because this is textual detail ('He was taunting me') without providing a feeling or opinion. The final attempt is also incorrect; since

How the candidate could improve their answer

- (f) Instead of copying from the text, the candidate needed to rework the passage details to answer the question.
- When choosing their own words, the candidate must select words which are appropriate in meaning. There are occasions, such as in (c) and (h), when this was not the case. For (c) feeling, 'happy' or 'pleased' would have been more appropriate choices.

Example Candidate Response – low

Examiner comments

Question 1

(a) In paragraph 1, what did the writer enjoy the most about moving the ice blocks the first time he did this?

The curiosity of playing with the frozen slabs - 10 of seeing how they slid away from him like eels [1]

(b) Using your own words, explain what the text means by 'I neglected my other duties.' (line 4)

As he neglected his duties to in a state of childish enthusiasm. He likes to play with frozen Slabs.[2]

(c) In paragraph 3, how did the writer feel at first about being in the ice house?

Give two details from the text to support your answer.

writer's feeling. He feels that it was pleasant Contrast to the shifting heat outside details In it idily he was dressed in a thin shirt and short breeches he stood congratulating himself on abouting the task of cleaning. After few minutes 1 he began to shiver His Confidence crumbled:

(d) Explain what the writer was thinking when he leant against the door and it 'surprisingly swung open'. (lines 13–14)

SO that he can reveal . Ahmed waiting patiently 5

- (e) From paragraph 5, identify two techniques used by the palace kitchen cooks that the writer thought could be useful to improve the flavour of the ices he is making with Ahmad.
 - . He was observing how they pureed fruits to intensity the flower
 - · How they extracted the performes of flowers to flavour extrand [2]
- (1) Give two reasons why the secrets of ice had remained 'known to few'. (line 22)

 It was passed down to within two families who supplied frozen ices to the royal court. This knowledge was in stained [2] in leather board boorders oks.

The response is incorrect. The candidate indiscriminately lifts the beginning of the paragraph without reading on to locate the correct answer.

Mark for (a) = 0 out of 1

The response demonstrates insecure understanding. The candidate repeats the words 'neglected' and 'duties' instead of explaining their meanings.

Mark for (b) = 0 out of 2

- 3 The candidate provides a supporting detail from the text instead of a 'feeling'.
- 4 The candidate provides one correct textual detail: 'avoided the task of cleaning'. Elsewhere, the response is unfocused and includes indiscriminate content. 1 mark is awarded for the correct textual detail.

Mark for (c) = 1 out of 3

5 The response demonstrates misunderstanding of the question. The candidate copies a section of the text which does not answer the question.

Mark for (d) = 0 out of 1

6 The candidate correctly identifies two techniques used by the cooks.

Mark for (e) = 2 out of 2

7 The candidate provides one correct answer: the secrets were passed down within two families. The lifted text which follows does not answer the question so only 1 mark is awarded.

Mark for (f) = 1 out of 2

Example Candidate Response – low, continued Examiner comments (g) In paragraph 7, the writer asked Ahmad what the ices they made tasted like. (i) What reason did the writer give Ahmad for wanting to know? He thought he'll understant better how make 8 8 The answer is correct. The candidate provides a clear reason these ices if he know how they are meant to test ?! for 1 mark. (ii) Suggest the real reason the writer was asking about the taste of the ices. Mark for (g)(i) = 1 out of 1 He said that this is not a dish for us. They are The question refers candidates there to entertain only. to paragraph 7. The candidate's incorrect answer is text lifted from (h) Explain using your own words the writer's different feelings and opinions about Ahmad while he was working for him. paragraph 9. Give three details from anywhere in the text to support your answer. Mark for (g)(ii) = 0 out of 1 He had been working for ahmad almost two years before he dared to ask what the ices they made tosted like He sometimes wondered why Ahmad shared his knowledge so readily with him, but soon realised 10 The candidate's response does that to him her was a workhorse, a creature not explain any feeling and opinion but simply refers to details from the incapable of reason. [3] text. A mark can only be awarded if a textual detail supports a correct [Total: 16] feeling or opinion. Mark for (h) = 0 out of 3 Total mark awarded = 5 out of 16

How the candidate could improve their answer

- The candidate could have read the questions more carefully. For (a), the word 'most' was missed so the focus of the answer was incorrect. The candidate needed to see the connection between 'most' in the question and 'best of all' in the paragraph.
- **(h)** The candidate should have identified feelings and opinions which are supported by the details. For example, the details in the response provide evidence that the writer is *scared* of Ahmad and that Ahmad is *selfish*.
- When a paragraph is identified in a question, the candidate needs to locate the answer within this section of the text.
- The candidate should rework and rephrase the text to answer the questions precisely, rather than simply copying from the passage.

Common mistakes and guidance for candidates

- Candidates need to make sure they read the questions carefully. They need to take careful note of key instructions such as 'own words' and paragraph and line references.
- For **(b)** it was not uncommon for candidates to repeat 'neglected' or 'duties'. In this own word question, candidates needed to provide a meaning or synonym for each of the two words.
- (h) Candidates must ensure that they identify feelings and opinions in response to this question.

Question 2

Example Candidate Response – high

Examiner comments

Question 2

(a) Read this sentence from the text:

'Ice crystals cracked and crunched against my teeth, dissolving on my tongue with a sparkling sensation.' (lines 38-39)

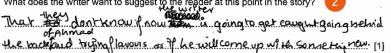
What effect does the writer suggest about the sensation of the crystals dissolving on his tongue by using the word 'sparkling' to describe it?

that they were a bit sharp or prickly and tingled on his. tounge like fireworks and at hada that I fickling sensation: [2]

(b) Read this extract from the text:

'But, once I'd got over the initial strangeness, I found I could not forget that extraordinary flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, + tasted every ice-confection we made.' (lines 43-46)

What does the writer want to suggest to the reader at this point in the story?



Explain why the writer uses the word 'creature' rather than 'boy' in the expression 'a creature incapable of reason,' (line 48)

That Ahmad did not see linn as a human or value him enough he "just that but he will have a dumb animal that had no comparison [i]

(d) What two impressions does the writer want to convey to the reader in the sentence:

'And so I learnt the subtle art of more complex water ices: 'sorbetti', in which the syrups themselves were frozen, transforming magically to mounds of glittering crystals; and 'sherbets', the most difficult and enchanting of all, expertly infused with fragrant cardamom, and resembling refrozen snow.' (lines 50-53)?

that the wifter was learning more and more about the beauty of complex water ices and that he was most amas e expecetly everything was made with most careful detail. [2]

The candidate's answer that 'sparkling' suggests a 'ting[ling]' and 'tickling' sensation is correct. Only 1 mark is scored since these words describe a similar effect. Further attempts at the effect are incorrect: 'sharp' and 'prickly' suggest discomfort and the 'firework' comparison lacks precision.

Mark for (a) = 1 out of 2

The candidate's answer demonstrates understanding that the writer's behaviour is risky since he could 'get caught'.

Mark for (b) = 1 out of 1

3 The candidate correctly explains the effect of the word 'creature' rather than 'boy', recognising that it suggests the writer is not regarded as human, is seen as an animal and is not valued. Each of these three ideas are correct; only one answer is required for 1 mark.

Mark for (c) = 1 out of 1

The candidate provides two correct impressions recognising that the vocabulary in the extract suggests the 'beauty' of the ices and that they are 'made with most careful detail', evident in the detailed description of their construction. Each correct impression is awarded 1 mark.

Mark for (d) = 2 out of 2

Example Candidate Response – high, continued Examiner comments Identify one example of how the writer uses language effectively to convey his feelings once he begins his double life, in this extract from the text: 'So began a period in which I lived a double life. By day, I followed Ahmad's instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory as I experimented wildly, without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something - some method, some key - something that could unlock the deepest, frozen secrets of ice cream.' (lines 61-66) Explain the impression the writer creates in the example you have identified. example ...l.experimented wildly. 5 5 The example selected is both relevant and precise and is awarded explanation The water felt free 18ke an animal in the wild he 1 mark. could do anything without being trapped to follow orders or being Scared of getting scolded the was open to all ideas and lethismagnation 6 6 The explanation demonstrates Flow with no restriction until he found the cloud combination the felt like an unstappable force. a clear understanding of the effect of the selected example. The response explores the associations [Total: 9] of the word 'wildly': the idea of being 'free'; not having to 'follow orders'; letting 'his imagination flow'; and feeling like 'an unstoppable force'. This is a very full response and two of these effects would have been sufficient for maximum marks. Mark for (e) = 3 out of 3 Total mark awarded = 8 out of 9

How the candidate could improve their answer

(a), (c) The candidate could have avoided repeating ideas, thereby allowing more efficient use of their time.

Example Candidate Response – middle

Examiner comments

Question 2

(a) Read this sentence from the text:

'Ice crystals cracked and crunched against my teeth, dissolving on my tongue with a sparkling sensation.' (lines 38–39)

What effect does the writer suggest about the sensation of the crystals dissolving on his tongue by using the word 'sparkling' to describe it?

He suggests that the crystals moved anomal in his torque almost as they sporked Sparkling as in tiny explosions in Parmor

(b) Read this extract from the text:

'But, once I'd got over the initial strangeness, I found I could not forget that extraordinary flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, I tasted every ice confection we made.' (lines 43–46)

What does the writer want to suggest to the reader at this point in the story?

He storted howing an addiction to the ices and 2 showed his more interest in it. [1]

(c) Explain why the writer uses the word 'creature' rather than 'boy' in the expression 'a creature incapable of reason.' (line 48)

Ahmad did not care about who works for him, just if the y work for him as writer uses work horse as an example.

(d) What two impressions does the writer want to convey to the reader in the sentence:

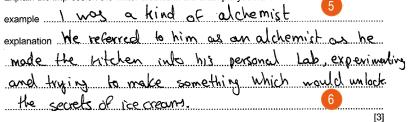
'And so I learnt the subtle art of more complex water ices: 'sorbetti', in which the syrups themselves were frozen, transforming magically to mounds of glittering crystals; and 'sherbets', the most difficult and enchanting of all, expertly infused with fragrant cardamom, and resembling refrozen snow.' (lines 50–53)?

He conveys that he had now learnt special techniques only most tend by Pew. He conveys his dedication to the work tying to create new items by learning new [2] me thank

(e) Identify one example of how the writer uses language effectively to convey is feelings once he begins his double life, in this extract from the text:

'So began a period in which I lived a double life. By day, I followed Ahmad's instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory as I experimented wildly, without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something – some method, some key – something that could unlock the deepest, frozen secrets of ice cream.' (lines 61–66)

Explain the impression the writer creates in the example you have identified.



[Total: 9]

The candidate offers one correct effect likening the sensation to 'tiny explosions'. The opportunity for a second mark has been missed since in the rest of the response the word 'sparkling' is repeated as 'sparked' and 'sparks' rather than being explained in their own words so understanding of the effect is not fully secure.

Mark for (a) = 1 out of 2

2 The candidate's answer, likening the writer's behaviour to 'an addiction', is correct.

Mark for (b) = 1 out of 1

3 The candidate's response ('did not care about') is too general and does not relate specifically to the comparison of the writer to a 'creature'.

Mark for (c) = 0 out of 1

The candidate provides one correct impression that ice making requires skill. This is evidenced in the words 'special techniques' and 'mastered'. The second sentence is a general overview of the situation rather than the effect of specific vocabulary or an image so the second mark is not awarded.

Mark for (d) = 1 out of 2

5 The candidate selects a relevant and precise example. This is awarded 1 mark.

6 This candidate's answer is incorrect as it does not explain the impression the writer creates. Instead, it provides narrative detail about what is happening in the extract as a whole.

Mark for (e) = 1 out of 3

Total mark awarded = 4 out of 9

How the candidate could improve their answer

- The candidate should focus on individual words or an image and explain their effect rather than giving a general overview of the situation or event. In (e), for example, the candidate could have explained what an alchemist and the writer have in common.
- (e) The candidate's explanation must only focus on the words in the selected example.

Example Candidate Response – low Examiner comments Question 2 (a) Read this sentence from the text: 'Ice crystals cracked and crunched against my teeth, dissolving on my tongue with a sparkling sensation.' (lines 38-39) What effect does the writer suggest about the sensation of the crystals dissolving on his tongue by using the word 'sparkling' to describe it? There were small ice peaces which wereld down melt instently The candidate's response is when ever It touchael the towns. [2] incorrect. It does not focus on the (b) Read this extract from the text: effect of the word 'sparkling'. 'But, once I'd got over the initial strangeness, I found I could not forget that extraordinary Mark for (a) = 0 out of 2 flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, I tasted every ice confection we made.' (lines 43-46) What does the writer want to suggest to the reader at this point in the story? The candidate's response It was so attractive that here he could need resist of trying to is correct. It demonstrates understanding of the writer's again because of Its rich flower and rep. [1] inability to stop tasting the ices with (c) Explain why the writer uses the word 'creature' rather than 'boy' in the expression 'a creature 'he could not resist'. incapable of reason.' (line 48) Mark for (b) = 1 out of 1 He was just on cef the simple markets with no importance The candidate understands the connotation of 'creature' which (d) What two impressions does the writer want to convey to the reader in the sentence: suggests the writer was considered 'And so I learnt the subtle art of more complex water ices: 'sorbetti', in which the syrups to be of 'no importance'. themselves were frozen, transforming magically to mounds of glittering crystals; and 'sherbets', the most difficult and enchanting of all, expertly infused with fragrant cardamom, Mark for (c) = 1 out of 1 and resembling refrozen snow.' (lines 50-53)? .. Evenything was done materially which helped to creeke such type of The candidate's response is incorrect. It is a general comment on the making of ices instead of focusing on the vocabulary and explaining the impressions (e) Identify one example of how the writer uses language effectively to convey his feelings once he begins his double life, in this extract from the text: conveyed by the details in the extract. 'So began a period in which I lived a double life. By day, I followed Ahmad's instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory as I experimented Mark for (d) = 0 out of 2 wildly, without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something - some method, some key - something that could unlock the deepest, frozen secrets of ice cream.' (lines 61-66) Explain the impression the writer creates in the example you have identified. example In the marring he was noted our and and and any he was an invanto - 6 The candidate does not select a relevant and precise example explanation In The marining he used to work as an employe cenel from the extract. would only do It is the may It was ordered and at night he 6 used to make the Florous which he liked to make and invent 6 Without a valid example, the candidate's explanation is not differt flancer s. creditworthy. Mark for (e) = 0 out of 3 [Total: 9] Total mark awarded = 2 out of 9

How the candidate could improve their answer

- · The candidate needed to give more careful consideration to the vocabulary and images in the extracts.
- The candidate needed to read the questions carefully, such as (a) which directed the candidate specifically to the word 'sparkling', and (e) which instructed the candidate to identify one example and provided a designated space in which the example should be written.

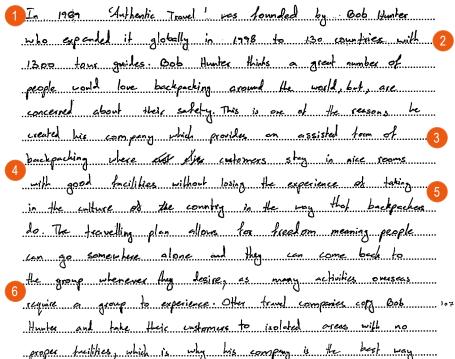
Common mistakes and guidance for candidates

- Candidates need to recognise that Question 2 is testing understanding of the use of language that is the effect of
 vocabulary, an image or a structural feature. Sub-questions might ask for an effect, an impression or what is being
 suggested. Candidates should consider the associations, connotations, pictures and feelings created by individual
 words or an image.
- Some candidates missed the opportunity to gain an additional mark when two ideas or impressions are required
 for maximum marks. Candidates should recognise the correlation between the number of marks available and the
 number of ideas required.
- It was not necessary for candidates to identify language features, such as metaphor or personification; no marks are awarded for this. The real skill lies in explaining *how* these features are effective.
- Candidates' examples for **(e)** were often too long. Candidates should select the example carefully, ensuring that it does not exceed the designated space and that it is rich enough in connotation and suggestion for two ideas to be confidently explained. Candidates must not substitute words with line references or ellipses.

Question 3

Example Candidate Response - high

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

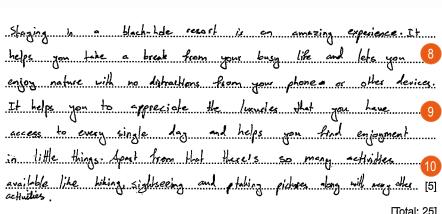


Examiner comments

- Reading: The candidate includes a good range of relevant ideas. The opening sentence covers the company's date of origin, its global destinations and also touches on the appeal of tour guides.
- Writing: The opening is focused on the task with three relevant ideas concisely embedded in the first sentence.
- Writing: Original structures enhance fluency and organisation. The accurate use of relative pronouns ('who expanded...'; 'which provides...'; 'which is why...') organises and shapes the candidate's content.
- 4 Reading: There is some digression when the candidate explains what prevents people backpacking. The content then becomes more relevant with reference the company's aim to provide 'assisted' travel and 'good' accommodation, along with the opportunity to 'take in' the country's culture.
- Writing: The summary is in the candidate's own words and is expressed clearly. Where text vocabulary has been used, such as 'special interest', it is embedded into original structures. Own word vocabulary choices, such as 'assisted... backpacking' or 'whenever they desire', are mostly appropriate and contribute to a formal register.
- 6 Reading: The candidate carefully selects ideas about the flexible travel plan allowing an individual to join the group when they desire, while noting that some activities 'require a group'.

Example Candidate Response - high, continued

To experience travelling, as well as special interest travelling like sping on food tones, where you can taste and cook the various food food.



Examiner comments

Reading: The observation about what other travel companies do is not relevant, but the summary ends recognising the appeal of special interest travel.

Mark for (a) = 16 out of 20

Reading – Level 4 = 8 out of 10 Writing – Level 4 = 8 out of 10

8 The candidate selects specific details from the relevant paragraph – paragraph 6 – recognising that the perspective is that of a 'busy city' person and that at the black-hole resort phones do not work.

9 The candidate develops these ideas with inference: the resort provides a break for a busy person; one can enjoy nature without the distraction of a phone; and it makes one appreciate 'the luxuries' while enjoying the 'little things' in life.

10 The list of activities suggests some misunderstanding since the passage states that at a blackhole resort one does 'nothing for a week'.

Mark for (b) = 4 out of 5

Total mark awarded = 20 out of 25

How the candidate could improve their answer

(a)

- The candidate needed to avoid content which did not explicitly answer the question. This would have allowed for the skilful selection of more relevant content points.
- The candidate could have included a greater range of vocabulary, avoiding simple words like 'nice'.

(b)

 The candidate should have carefully read all the relevant content in Text B to ensure full understanding of what a black-hole resort offers.

Example Candidate Response – middle

Staying in clean and comfortable hotels and 1 quest houses rather than musty, old and quutionable hotels and still being able to step outside and experience a different culture with new [2] people without being isolated from the activities of everyday life and the locals the schedule is replaceable and customers can join in with the group anytime they want. Although solo travellers can 3 Change their schedule, some activities require a group Rather than rotting in a hotel pool, customers get to enjoy stuff that is happening outside the resort. I ravel companies provide destination with no water or electricity and it is highly unlikable that people would 5 like to stay in a place with no basic supplies or smartphones and internet Authentic traveler

resorts and back packing trips. The future

of the company lies in extreme adventures

and food trips that prove to be famous. 6

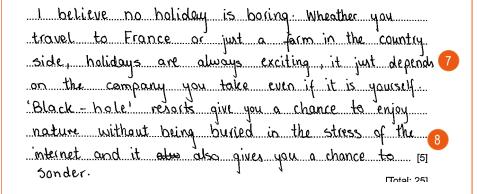
- Examiner comments
- Reading: The candidate selects relevant ideas from the third paragraph, identifying the 'clean and comfortable hotels' and being able to 'experience a different culture'. The candidate however misses relevant content points in paragraphs 1 and 2.
- Writing: The summary opens abruptly with the candidate embedding text phrases into some original constructions. The construction of this opening is insecure.
- 3 Reading: Relevant ideas are selected from the fourth paragraph. The candidate identifies the appeal of being able to join 'the group any time they want' as well as the fact that 'some activities require a group'.
- Writing: The second half of the summary is mainly in the candidate's own words and structures. The writing is generally clear. However, vocabulary choices are not always appropriate: 'the schedule is replaceable'; 'rotting in a hotel pool'; it is highly unlikable'.
- 5 Reading: The candidate loses focus on the task by commenting on what other travel companies offer.
- 6 Writing: The candidate sensibly follows the advice to write no more than 150 words.

Mark for (a) = 10 out of 20

Reading – Level 3 = 5 out of 10 Writing – Level 3 = 5 out of 10

Example Candidate Response – middle, continued

Examiner comments



The candidate writes an unnecessarily lengthy introduction over four lines. Comments here are too general to be creditworthy. The response should be focused on 'your holiday' at a black-hole resort.

8 In the second half of the answer, the candidate focuses on black-hole resorts. The response includes a text detail of being without internet ('impossible to get online'). There is some development in the suggestion of enjoying nature and the benefit of being removed from 'stress'. The candidate's final comment is unclear.

Mark for (b) = 2 out of 5

Total mark awarded = 12 out of 25

How the candidate could improve their answer

(a)

- The candidate could have read the opening paragraphs more carefully to locate a wider range of content points.
- · The candidate needed to include only content which was relevant to the task to ensure the answer was succinct.
- The candidate could have included more linking devices to organise the summary.
- The candidate needed to select vocabulary choices which were appropriate.

(b)

 The candidate could have avoided a lengthy and general introduction and instead used the time and designated space to answer the question more succinctly.

Example Candidate Response – low

1 The basic points of getting a genuine, at authentic experience which is reflected in the name proved to be a winner. Back in Australia all the people would a chijay back packing overceas but have the beneion of sofety so didn't have the confidence to do it by them selves.

So I, began researching more suitable idea of backpacking, which a didn't involve staying a to dirty, mustry places. The moments guests walked out their hotel they would experience a different culture and would experience a different culture and wouldn't feel left out from the facul people. There are some pluses to travelling solo of rejoin the group whenever they.

Examiner comments

- 1 Reading: The response refers to some ideas in the text; the first being that the company provides a 'genuine' experience. This same idea is repeated later with reference to 'a different culture' but can only be credited once.
- Reading: This content does not answer the question. It misses the point that the travel company provides safety, suggesting the task is not fully understood. The extensive copying also suggests an insecure understanding of the text.
- Writing: The candidate tracks through the text lifting phrases. Structures tend to be text-based with very occasional rewording so there is not much that is the candidate's original own words. When changes are made, such as 'didn't have the confidence' to 'didn't had the confidence', errors impede clarity.
- 4 Reading: The candidate focuses on what Bob Hunter's travel company does not offer rather than what would 'appeal' so focus on the task is lost.
- Writing: The candidate occasionally offers some original vocabulary including 'client' for 'customer'. Elsewhere, vocabulary is not always appropriate, such as 'the basic point' and 'the tension of safety'.
- 6 Reading: The idea of a flexible schedule for solo travellers who can join a group is touched on, but it is blurred by focusing on the 'pluses' of solo travelling in general rather than the 'appeal' of the particular travel company.

Example Candidate Response – low, continued

Examiner comments

outside the reat which the people want to experience. Therefore, I ?

notice more contentions conventional travel companies who try to copy we by Engling busy city people care real life. Some of the electrobions they are providing one impossible to get online in; of as well as there are no reliable water or eletricity supplies. At the same time we also offer faloulous to feather be provided to the provided to the provided the provided to the

(b) Imagine you are someone who lives in a city and has recently been on holiday at a 'black-hole resort'. You really enjoyed your stay.

You are asked to give feedback about your holiday in a survey.

Give your answer to the survey question, using information from the text.

The survey question: Some people think that a holiday at a 'black-hole resort' would be boring.

What is your opinion and why?

Your answer:

In my opinion it is no way near being boring, its all numours that it is a 11 boring place to vitib. People should definitely go over there when I had went over there I got to see hew people. 12 de different cultures and over all it felt amazing. With Jylz year water and electricity of 3 supplies there was nothing to worry (Total: 25) about

Writing: There is little evidence of organisation. Ideas do not connect and linking devices such as 'Therefore' and 'At the same time' are incorrect.

8 Reading: The candidate does not navigate around the redundant content. There is a lot of irrelevant detail about black-hole resorts showing limited evidence of selection.

Writing: The summary lacks concision. It includes lengthy sections of irrelevant content and repetition, taking it over the word limit.

10 Reading: The summary ends with a relevant content point about the 'foodie trips'.

Mark for (a) = 4 out of 20

Reading – Level 1 = 2 out of 10 Writing – Level 1 = 2 out of 10

The response opens with a lengthy introduction comprising half of the designated answer space.

The candidate is confusing a Bob Hunter holiday with a holiday at a black-hole resort so content is selected from the incorrect part of Text B. The response misses the fact that at a black-hole resort one does 'nothing for a week'.

There is further misunderstanding. The candidate has misread the text: a black-hole resort has unreliable water and electricity supplies.

Mark for (b) = 0 out of 5

Total mark awarded = 4 out of 25

How the candidate could improve their answer

(a)

- The candidate should only have selected content that was relevant to the task.
- The candidate needed to use their own words and avoid copying sections of text.
- The candidate should have written no more than 150 words.
- The candidate could have included correct linking devices to ensure ideas connected and flowed.

(b)

- Before answering, the candidate should have located and reread the section in the text relevant to the question: paragraph 6 focuses on black-hole resorts.
- Details from the relevant paragraph should have been used to support the perspective targeted in the question.
- The candidate needed to avoid a lengthy introduction which repeated the question and instead begin including text detail from the start.

Common mistakes and guidance for candidates

(a)

- Candidates sometimes lost sight of the question and included indiscriminate and excess content. Candidates must read the question carefully and only select ideas relevant to the task.
- Summaries which were overlong lacked concision. Candidates should adhere to the 150 word limit. Counting
 words is not an efficient use of time; however, candidates ought to be able to estimate the number of words they
 write.
- Some summaries were written in the first person and in a conversational style. Instead, the register for a summary should be formal and candidates should avoid phrases, such as 'on the flip side' or 'moving on'. More appropriate linking devices would be 'however' or 'furthermore'.
- Vocabulary was not always precise or appropriate. Candidates must demonstrate a range of vocabulary but, at the same time, obscure vocabulary should be avoided.
- Candidates who relied on copying sections of the text missed opportunities to demonstrate their understanding of the passage and their writing skills. Candidates needed to rephrase and reshape the relevant ideas in the text.

(b)

- Candidates did not always recognise the perspective they were to take. The question needs to be read very
 carefully. The candidate must then refer back to the relevant sections in Text B, including where the person
 identified in the question is mentioned.
- Candidates sometimes unadvisedly offered their own opinions or generalised what they had read. The response must be based on details in the text which are to be extended and developed. The viewpoint must be consistent throughout the response.
- Seven lines were allocated to answer this question. Some candidates' introductions were unnecessarily long and repetitive. Candidates needed to make more efficient use of the designated space by identifying and developing the relevant ideas from the start of their response.