



**Cambridge Assessment
International Education**

Example Candidate Responses – Paper 1

**Cambridge International AS & A Level
English Language 9093**

For examination from 2024



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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS & A 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 for each question.

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

The question paper and mark scheme are available on the [School Support Hub](#)

9093 June 2024 Question Paper 11

9093 June 2024 Mark Scheme 11

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- and 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.

Example Candidate Response – high		Examiner comments
1	<p>(a) 1 Subject: reduction of plastic waste in the environment</p> <p>Dear Haco, 2</p> <p>3 I hope this email finds you well. I am writing to you, in the hope of urging you to please reduce the amount of plastic waste you are contributing to the environment. Your company along with others are one of the main contributors to the tonnes of plastic waste in our city, and it is doing more harm than good to our environment.</p> <p>You see, plastic doesn't only harm the environment, but it also has a negative impact on human health and</p>	<p>1 This response shows characteristic conventions of an email. There is clear recognition of purpose.</p> <p>2 A formal salutation which names a large company. This is followed by a formal opening to the email.</p> <p>3 There is specific focus on the purpose of the email.</p>

Responses are written by real candidates in exam conditions, demonstrating the types of answers for each level. These could be used to discuss and analyse the answers with learners in the classroom to improve their skills.

Examiner comments explain where and why marks were awarded. These help to interpret the standard of Cambridge exams to help learners refine their exam technique.

How the candidate could improve their answer

(a)

- The candidate showed detailed understanding, effective expression and development.
- The candidate could have used more of the details in the given text to support their argument, such as the use of statistics or credible sources and the effects of plastic waste. They could also have incorporated specific information on the impact on the earth of failing to act.
- The inclusion of a range of actions that the company could take to reduce plastic waste. The candidate could have drawn on material such as 'plastic waste from the production of plastic pieces after manufacturing' were related to plastic waste.

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

Common mistakes and guidance

- Stronger responses to **Question 1(a)** employed some key conventions of the form, including an email address line and a subject line and an appropriate salutation and valediction (To . . . , Dear Sir/Madam/Dear John Doe and Yours sincerely/Yours faithfully). These paid careful attention to the audience and the context of the piece, adopting an appropriate, formal register and a respectful but insistent tone.
- Candidates, most often, adopted a combination of first and second person: setting out their personal experiences of plastic waste and the nature of their concerns in first person and their demands for the company to take action in second person and/or first-person plural. The most effective responses were declarative, interrogative and imperative. They made effective use of persuasive language when advising the company about the negative effects of plastic waste and when presenting possible solutions without making demands. The most effective responses had with both 'problem' and 'solution' content addressed.

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

1 (a) Subject: reduction of plastic waste in the environment

Dear Haco,

I hope this email finds you well. I am writing to you, in the hope of urging you to please reduce the amount of plastic waste you are contributing to the environment. Your company along with others are one of the main contributors to the tonnes of plastic waste in our city, and it is doing more harm than good to our environment.

You see, plastic doesn't only harm the environment, but it also has a negative impact on human health and comes with an extremely heavy economic cost which affects regions depending on tourism for economic growth, and, if I might add, it affects wild life too as it destroys their natural habitats.

You might be wondering how you can reduce your plastic waste, as you are a company that heavily incorporates plastic into manufacturing. Well, you can join forces with Nils Simon on the global treaty to end production of virgin plastic, or you can re-use the spare pieces ^{left after manufacturing,} instead of turning them into waste.

As I conclude this email, I kindly urge that you ponder the ramifications of your contribution to land pollution and ~~highly~~ ^{you} consider taking action in reducing ~~the~~ amount of plastic waste ^{you} produce.

Yours sincerely,
Alice

- 1 This response shows characteristic conventions of an email. There is clear recognition of purpose.
- 2 A formal salutation which names a large company. This is followed by a formal opening to the email.
- 3 There is specific focus on the purpose of the email.
- 4 There is an indication of the effect of plastic waste.
- 5 The candidate uses their own words to incorporate negative impact from the given text, i.e. on humans, the economy and wildlife.
- 6 The candidate uses effective expression and complex sentence structure.
- 7 This shows recognition of the large company's business and incorporates the context.
- 8 The candidate proposes actions specific to the large company.
- 9 The call to action stresses the importance of timely action.
- 10 Formal sign off is a characteristic feature of the given task.

Mark for AO1 = 4 out of 5
Mark for AO2 = 4 out of 5

Mark for (a) = 8 out of 10

Example Candidate Response – high, continued

Examiner comments

1 (b) Text A is a newspaper article about pollution and aimed at a public audience informing them on the global treaty being introduced to end the production of virgin plastic as well as inform them on the environmental ramifications of plastic waste. Text B however is an email to a large company with the purpose of urging ^{or persuading} them to reduce their plastic waste. Text A employs the use of 3rd person point of view, varying lengths of paragraphs, statistical information and more to fulfill the purpose of writing whereas text B employs direct address, 1st person point of view, emotive language and more to fulfill the purpose of writing.

Firstly, Text A employs the use of the 3rd person point of view so as to present facts and information from an outsiders point of view as since it is a newspaper article, no form of bias or personal opinion or perspective can be presented. For inst However, any form of opinion or viewpoint of the subject is presented in quotes for instance, 'the time for preventing plastic pollution is long past.' the time for chan is presented in quotes as the writer quotes a ^{scient} ~~source~~ ^{ist}. This establishes credibility as well as presenting ~~unbiasedness~~ ^{an objective} as it presents an expert opinion without any form of bias from the writer. Text B on the other hand uses 1st person point of view to express personal opinion on the matter of ^{plastic} pollution. For instance, the phrases 'if I might add, it affects wildlife too' and 'I kindly ask that you ponder the ramifications...' ^{pr} use the first person singular pronoun 'I' to express my opinion on what I think about the subject and what could be done to stop it. This is because it is a personal message from me to persuade them to spark change which and my opinion could be

11 The opening paragraph takes a themed approach and compares form: audience, purpose and point of view.

12 The candidate shows awareness of point of view and the effect of using third person. There is a quotation to support the comment.

13 The candidate provides comparative analysis of points of view.

14 The candidate takes a reflective approach which leads to description.

Example Candidate Response – high, continued

Examiner comments

helpful in advising them on what to do to spark this change, therefore fulfilling the purpose of writing.

Secondly, text A is structured in varying lengths of paragraphs with the shorter paragraphs utilised to present key information and the longer paragraphs used to condense ideas or adequately express an idea in intricate detail. ~~Some of the~~ Another aspect of the structure in text A is the bullet points presented which highlight major points in the extract – being the solutions to plastic waste and the main calls from the global treaty. These stand out to the readers which effectively gives them the main information of the whole text, fulfilling the purpose of writing. Text B however is structured in topical order with the first paragraph being the introduction of the speech explaining the reason for writing, the second paragraph stating solutions and precautions that can be taken to reduce the amount of waste and finally the last paragraph which concludes the email by summarising the main points of the email and making my final remarks. This makes it easier to follow, giving the reader a deeper and clearer understanding of the main message which fulfills the purpose of writing.

Moreover, Text B ~~is~~ employs ~~of~~ the use of emotive language to ~~convince~~ persuade the ~~re~~ company to reduce their public waste. For instance, the phrases 'has a negative impact on human health', 'affects wildlife too as it destroys their natural habitat' and 'is doing more harm than good to our environment' use ~~emotional~~ appeal to the emotions of the reader as it shows them the negative effects that they have on society through their plastic

15 The candidate identifies relevant features of structure; there is a comment on the effect of length of paragraph(s) and use of bullet points.

16 The candidate provides a successful comparative analysis, although there are no specific references.

17 The candidate selects examples of language choices and how they relate to audience.

Example Candidate Response – high, continued

Examiner comments

18

waste and it will spark them to make change as they will be empathetic as a result of the emotive language, therefore fulfilling the purpose of writing. Text A on the other hand does this in a different way. Instead of using opinions for emotional appeal, the writer uses statistics that show the effects of plastic pollution. For example, 'each year 3% of worldwide plastic waste ends up in the oceans', 'plastic from fossil fuels consume 10-13% of carbon budget' and '8 billion tonnes of plastic has been produced.' These phrases present hard facts and statistics which establish the credibility of the information as well as an emotional appeal as people care about the environment and it will spark change in their habits of waste and pollution, therefore fulfilling the purpose of writing.

18 The candidate provides comparative analysis of language use, with examples, and a comment on the effect of this writer's choices.

19

Furthermore, text B employs the use of direct address as it is an email addressed to a company. The direct address was achieved by the use of the second person pronoun 'you' employed in the phrases 'I'm writing to you', 'plastic waste you are contributing', 'your company' and 'you can re-use the...'. These phrases enable the reader to personalise the message and with it being about pollution feel like they themselves are contributing to it, inspiring them to spark change by reducing the amount of waste fulfilling the purpose of writing. Text A however remains objective and direct by only using 3rd person pronouns and writing from an outsiders point of view. As it is a news article it has to remain factual and objective and doesn't ~~contai~~ utilise direct address it however states the solutions through the claims of the global treaty which the audience can take as direct address. For example the phrase '(start a worldwide clean-up of plastic waste)' ^{presents} presents a call-to-action in the

19 The candidate gives detailed comparative analysis of address and point of view, well supported by examples and comments on effects achieved.

global treaty by Simon which the readers can respond to as though they are being directly called to action though it does not use the second ^{person} pronoun 'you'. This gives them information about the treaty as well as persuading them to make change, therefore fulfilling the purpose of writing.

Mark for AO1 = 4 out of 5
Mark for AO2 = 8 out of 10

In conclusion, both texts effectively utilised form, structure and language to fulfill the purpose of writing in relation to the form of text and target audience.

Mark for (b) = 12 out of 15

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

How the candidate could improve their answer

(a)

- The candidate showed detailed understanding, effective expression and development.
- The candidate could have used more of the details in the given text to support their argument, such as the use of statistics or credible sources and the effects of plastic waste. They could also have incorporated specific information on the impact on the earth of failing to act.
- The inclusion of a range of actions that the company could take would have strengthened the email's approach to the company. The candidate could have drawn on material from lines 45 to 49. It was not clear whether the 'spare pieces after manufacturing' were related to plastic waste.

(b)

- The candidate took a topical, integrated approach for their response which is to be encouraged.
- There was some clear identification of characteristic features of both an article and an email. However, when textual evidence was selected, the candidate did not always explain how those choices shaped the meaning of the text.
- There was some use of precise language to link comments with evidence (direct address, second person pronoun); further use of critical terminology would strengthen a response.
- The candidate would be advised to avoid adopting a reflective commentary approach when analysing their own writing; this leads to a descriptive approach.
- The candidate could have noted that the newspaper article about plastic pollution was an article partly based on a 'special report in the journal *Science*'. This would have enabled them to draw a clear distinction between the journalist/reporter and the editor of *Science* or the scientists involved in writing the previously published *Science* report.

Example Candidate Response – middle

Examiner comments

1 (a) To: Whom it May Concern ¹
 From: Sophia Petersen

Reducing Plastic ²

³ Hello there, I am writing this email to
⁴ address some significant issues about the waste
 in our community. Recently, some fellow neighbors
 and I have witnessed ~~thousands~~ billions of pieces of
 plastic laying on our street like a hurricane had
~~occurred~~ ~~accured~~ come through our town. The amounts
 of litter we find, with your label is mind-blowing ⁵
 It is very understandable why so much of trash
 from your building is created; it is NOT acceptable
 on how much of it is found elsewhere. The waste
 has created somewhat of an odor around the
 block, as well as tiny little critters as small as bugs
 finding a way into our homes. It is totally
 okay if this is an accident but try harder,
 for your town.

Also, as a team, my neighborhood friends ⁶
 and I thought of some ways to help so please
⁷ listen. TO start, invest in recycling bins. This way,
 your items can be stored in your building. Instead
 of, WHOOSH, it flying to ours. Our neighborhood
 relies on YOU to keep it clean and safe. Please
 listen to what we say and give back to your
~~neighbors.~~ ~~neighbors.~~ Happy Cleanining!! ⁸

- ¹ This response shows characteristic conventions of an email. The salutation adopts an appropriate, formal tone; there is also a formal sign off beginning 'From'.
- ² The candidate gives a subject line which clearly reflects the purpose of the email.
- ³ The word choice 'significant' shows the enormity and importance of the problem.
- ⁴ The context for the email is set but there is a drift in focus from the set task.
- ⁵ There is a focus on trash in general rather than plastic waste.
- ⁶ The candidate uses an appropriate urging tone.
- ⁷ The candidate offers a suggestion for action and the focus of the communication shifts back to the given audience.
- ⁸ The candidate uses exclamation marks which is not appropriate for the given audience; there is a spelling error.

Mark for AO1 = 3 out of 5

Mark for AO2 = 3 out of 5

Mark for (a) = 6 out of 10

Example Candidate Response – middle, continued

Examiner comments

1 (b) To begin, the form⁹ of the original text was a newspaper article. The purpose of this form is to inform others on the problems surrounding. The author proves this purpose in paragraph 9, it states "Each year, 31% of worldwide plastics waste ends up in the oceans; in 2010 that amounted to about 8 million tonnes of plastic." This proves that the author was informing by including facts and educating the readers on our world's issues. Similarly, in my short piece the form was an email. This is similar because the purpose of my email was to ~~also~~ inform, however the ~~so~~ purpose was also to persuade the readers. As I proved in paragraph 1 early on, "I am writing this email to address some significant issues..." This can show that the purpose was to inform the reader of current problems, but persuade the reader to fix it. In the newspaper article, the audience was ~~to~~ environmentalists, teenagers who litter, and generally anyone who cares for our earth. However, this is very different from my text because my audience was a large company who produces the waste. Quoting from my first paragraph, "The amounts of litter we find, with your label on it." This shows I am speaking to a select group of people.

¹²

¹³ For structure, the original article was written from problem to solution. The author began their article speaking on how bad this issue is, and ended on how to fix it. The first sentence of the original article states, "A binding global treaty is needed to phase out the production of 'virgin' or new plastic by 2024." The author clearly states a

- ⁹ The candidate takes a topical approach to the selection of elements; their response is structured around form, structure and language.
- ¹⁰ The candidate clearly identifies the purpose of the article with a supporting reference from the text.
- ¹¹ The candidate compares the purpose of the two texts and recognises the secondary purpose of the email.
- ¹² The candidate takes a themed comparative approach; here, the respective audiences are compared and references to support comments given.
- ¹³ The candidate gives a clear overview of the structure of each text with examples.

Example Candidate Response – middle, continued

Examiner comments

1	(b)	<p>problem and slowly explains how to solve it throughout the text. However, my small email explains the cause and effect. This is shown in paragraph 1 as, "The waste has created somewhat of an odor." This shows the waste and explains how it causes an odor. Another difference is the sentence formatting. The author of the original article uses long and complex sentences. In my small piece, this is different because I used small, simple sentences. In the last sentence of my piece, it states "Happy cleaning!!". There is no detail or punctuation used, only two small words. For the first document, these are all relevant features because in a newspaper article the author informs the audience on new issues. The author provided long sentences to get to and a problem and solution to get their point across.</p>
		<p>Finally, the language is the biggest difference. In the original article, the author uses very formal language. This is because due to only needing to inform and not add irrelevant features. To quote from paragraph 10, "In 2019, 368 million tonnes of newly made, or virgin, plastics were produced." The author only included information that was needed and didn't have time to make jokes. However, in my email I used friendly language as a comic relief. I did this as if me and the audience were friends. As I did in my second paragraph, "Our neighborhood relies on YOU". This was included to make it clear that the author is somewhat</p>
1	(b)	<p>close to who they're writing to. The author of the original article also used demanding phrases. As found in paragraph 11, "Start a worldwide clean-up." The author was serious and had a point to make clear. In my piece, I used silly jokes to make it more friendly and understanding. In paragraph 2 of my piece I used an onomatopoeia onomatopoeia, "WHOOSH" as well as a simile "critters as small as bugs" in paragraph 1. This is used to make the audience more comfortable and feel friendly.</p>

14 The candidate makes an appropriate selection but does not show how these word choices and punctuation shape meaning or how they relate to the audience.

15 The candidate offers a general comment as analysis.

16 The candidate identifies use of formal language as a characteristic feature, but the comment is not developed, and statistics are used as support.

17 The effect of general stylistic choice (rather than specific examples) is given.

18 Here, the candidate offers some clear analysis of how stylistic choices shape meaning.

19 There is emerging use of critical terminology.

Mark for AO1 = 3 out of 5
Mark for AO3 = 5 out of 10

Mark for (b) = 8 out of 15

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

How the candidate could improve their answer

(a)

- The focus of the text could have been improved by making sure that content was clearly relevant to the purpose of the directed writing, i.e. urging a large company to take action to reduce their plastic waste. This response assumes the focus is waste in general.
- The candidate could have used more of the given text to support their argument, such as the use of statistics or credible sources and the effects of plastic waste. They could also have focused on the impact on the earth of failing to act.
- The inclusion of more actions that the company could have taken would have strengthened the approach to the company.
- As the purpose of the email was to urge the company to act, the use of declarative, interrogative or imperative would have been appropriate.
- There are a few examples where expressions did not flow easily; proofreading to identify anomalies would be beneficial.

(b)

- The candidate took a topical, integrated approach for their response which is to be encouraged.
- There was some clear identification of characteristic features of both an article and an email. However, when textual evidence was selected, the candidate did not explain how those choices shaped the meaning of the text. More precise explanations would have strengthened the response, rather than use of phrases such as 'long sentences . . . to get their point across'.
- There was some use of precise language to link comments with evidence (onomatopoeia); further use of critical terminology would have strengthened the response.
- Precision should have been used with analytical comments.

Example Candidate Response – low

Examiner comments

1	a	<p>Dear Company "X", I decided to write you an email about one of the biggest ecological problem in the world. I really want you to take it seriously and listen carefully. I believe that you, as a large company, can find a solution and protect our planet from the ecological issues.</p> <p>Nowadays, plastic- is one of the most useful material around the world. All of us need it while eating, drinking, going to the shop and etc I know, we can't imagine our daily activities without plastic. Anyway, if every one will understand that it's a global problem, maybe we can change the number of deaths and help our planet to be "healthy"?</p> <p>So, the aim of my email is to kindly ask you and your company's workers to take action to reduce a plastic waste. We all need to take this problem seriously and we have to find a solution! I hope my email will find you well, thanks for your attention.</p> <p style="text-align: right;">Anna</p>
1	b	<p>While comparing, both of the texts have a really different form, structure and language used. The original text is a newspaper article, which was written in description form with a lot of details and examples to help people to understand it clearly. The newspaper addressed to all people who will find it, while my email addressed exactly to the one company. Anyway, both of the</p>

- 1 This response shows the characteristic conventions of an email. The salutation adopts an appropriate, formal tone, 'Dear Company X'.
 - 2 There are spelling and grammatical errors in this sentence.
 - 3 Specific detailed content from the given text would strengthen this observation.
 - 4 There is an incorrect use of tense.
 - 5 The candidate shows understanding of purpose.
 - 6 This is an abrupt sign off.
- Mark for AO1 = 2 out of 5
 Mark for AO2 = 2 out of 5
- Mark for (a) = 4 out of 10
- 7 The candidate provides a basic, general comment on one of the texts.
 - 8 The candidate identifies the different target audiences.

Example Candidate Response – low, continued

Examiner comments

texts have a pretty same purposes; to help our planet with ecological problems and to end the production of plastic.

The structure of the original text is easy and comfort to readers. Firstly, they can see the main idea and the aim, after it continues by giving an examples and speeches to help everyone to see a problem. And in conclusion there are 2 paragraphs which can give a motivation. It really takes place in Finish while the original text consist of many small paragraphs, my writing has only 3. The email structured writing uses a different way to present the main idea.

The language used are completely different. The original text language has a really pivotal tone and role. Firstly, we can notice a simile "virgin plastic" for making stronger his words about producing a new materials.

In the third paragraph we can see a chronological example "since the 1950s" author is showing us a really long-time issue which is continue through the years. Then we found a lot of speeches and examples by other people. It makes an article stronger. In 8, 9, 10 paragraphs we can see a statistics "each year, 3% of world-wide plastic waste ends up in the oceans." More and more examples are helpful for each text or writing. As a people, need to see a real situations and statistics, because sometimes we can't believe or take it seriously. Last 2 paragraphs we end-up the text with a good motivated words to make a conclusion well-

understandable and strong. In comparing, my text was written not in that formal language. In the second paragraph I used a phrase "healthy planet" as a simile. I finished one of my words with question-sentence structure to make a relationships between reader and writer more comfortable and friendly, even if they are formal.

Even the texts are completely different in form, structure and language, the simple purpose makes them pretty same for readers.

9 The candidate does not identify the main idea and aim.

10 This is an incorrect use of simile.

11 The candidate gives a specific example of the writer's specific stylistic choice, followed by a general comment.

12 The candidate identifies a characteristic feature of an article, i.e. the use of statistics. There is a general comment 'take it seriously' on its effect.

13 Although the example is not given and the precise terminology not used, there is reference to the use of a rhetorical question. There is a general comment about effect.

Mark for AO1 = 2 out of 5
Mark for AO3 = 3 out of 10

Mark for (b) = 5 out of 15

Total mark awarded = 9 out of 25

How the candidate could improve their answer

(a)

- The candidate could have used more of the given text to support their argument, such as the use of statistics or credible sources and the effects of plastic waste. They could also have focused on the negative effects of plastic pollution and the impact on the earth of failing to act.
- The response did not mention *plastic waste* until the end of the email. The focus is on plastic and its uses in general.
- The inclusion of more actions that the company could have taken would have strengthened the approach to the company. The candidate could have drawn on material from lines 45 to 49.
- As the purpose of the email was to urge the company to take action, the use of declarative, interrogative or imperative would have been appropriate.
- There were frequent examples where expressions did not flow easily; there were spelling and grammatical errors. Proofreading to identify anomalies would be beneficial.
- A more formal sign off would have strengthened the response.

(b)

- The candidate sometimes took a topical, integrated approach for their response which is to be encouraged.
- There was some clear identification of characteristic features of both an article and an email. However, when textual evidence was selected, the candidate did not always explain how those choices shaped the meaning of the text. More precise explanations would have strengthened the response, rather than use of phrases such as 'It makes the article stronger.' and '. . . to make a relationship between the reader and writer more comfortable . . .'
- There was some use of precise language to link comments with evidence, but this was not always correct (simile); further use of critical terminology would have strengthened the response.
- The response was focused on the given text, rather than treating their email as of equal importance as the article.
- The response would have benefited from further supporting evidence in their comparison.

Common mistakes and guidance

- Stronger responses to **Q1(a)** employed some key conventions of the form, including an email address line and a subject line and an appropriate salutation and valediction (To . . . , Dear Sir/Madam/Dear John Doe and Yours sincerely/Yours faithfully). These paid careful attention to the audience and the context of the piece, adopting an appropriate, formal register and a respectful but insistent tone.
- Candidates, most often, adopted a combination of first and second person: setting out their personal experiences of plastic waste and the nature of their concerns in first person and their demands for the company to take action in second person and/or first-person plural. The most effective pieces employed a range of moods in their responses: declarative, interrogative and imperative. They made effective use of encouraging, motivational tones of voice – advising the company about the negative effects of plastic pollution though not lecturing in a hectoring manner, presenting possible solutions without making demands about their adoption and managing a balanced approach with both ‘problem’ and ‘solution’ content addressed.
- Weaker responses often simply listed pieces of information presented in the article without much attempt to shape it to the requirements of the task especially regarding form, purpose and register. Many of these weaker responses focused extensively on the content concerning the impact of plastic waste on the environment and human health and often did not address solutions at all or did so very sparingly.
- Many weaker responses offered a summary of the extract, drifted from the focus of the question and original text or quoted large amounts from the original text in their directed writing which was rarely justified.
- Candidates would benefit from having a firm ability to employ appropriate devices to argue, persuade and create different effects, for example, a sense of danger or urgency. Some candidates, for example, instead of ‘urging’ the recipients of their communication (as required by the question) to change their ways, used insulting and threatening language.
- To do well in **Q1(b)**, candidates need to analyse form structure and language and to directly compare different approaches and features in the two texts available to them, i.e. the text given and the one they have just created. A topical, integrated approach is more effective for this type of comparative task rather than dealing with each text separately. Where textual evidence is selected, candidates should remember to offer clear analysis of how the writer’s choices of form, structure and language are related to audience and shape meaning.
- Many responses lacked supporting evidence in their comparisons. It is advised that candidates focus on the difference in formality, tone and registers, and collaborate language with form and structure to have a more robust response in terms of their analysis.
- Generally, stronger responses include appropriate and accurate critical terminology to link their evidence and explanatory comments on the effects created by the writers of the original passage and directed response.
- Stronger responses showed a clear distinction between an email and its conventions and the conventions of a newspaper article; these responses regarded the extract and their own leaflet as of equal status and commented on both extensively. Such responses also offered a considerable amount of detail to illustrate points, showing a strong grasp of each feature and detail selected, and how each related to audience and shaped meaning. More successful responses did **not** take a reflective commentary approach when analysing their own writing, which is a requirement of Paper 2. The strongest responses noted that the newspaper article about plastic pollution was an article partly based on a ‘special report in the journal *Science*’, and these were able to draw a clear distinction between the journalist/reporter and the editor of *Science* or the scientists involved in writing the previously published *Science* report.
- Comparative points in limited responses were often straightforward with little attempt to provide evidence from each text or to analyse the features identified. These responses were often brief, focused more, and occasionally entirely, on the extract, rather than on their own Directed Writing, and tended to summarise content rather than analyse comparatively with few or no supporting examples from the texts. They were often very general, showing little awareness of how writers’ stylistic choices relate to audience and shape meaning. Some candidates mainly listed the conventions of writing associated with the genres; and merely pointed out the variety of sentence types or length of paragraphs without any reference to effect.

Question 2

Example Candidate Response – high

Examiner comments

Z

This text is an article written for the ~~readers~~ ¹ readers of Sunday's newsletter, people who are interested in booking a holiday with the company, particularly an active holiday with sight-seeing. The purpose is therefore to advertise Sunday's to the ~~readers~~ ² reader and encourage them to book a trip by providing an ~~account~~ account from a satisfied customer.

The language of this text emphasises how amazing the company is by using phrases that with positive connotations. For example, it states that one individual employed by the company "unpacked a treasure trove of knowledge"; the ~~trove~~ noun "trove" connotes ~~or~~ ~~hidden~~ something ~~hidden~~ with a great amount of wealth and importance, and this is corroborated by the preceding "treasure". Another example describes the location as having "an aura of ancient wilderness". The noun "aura" connotes magic and mystery, which combine with the use of the adjective "ancient" to create an idea that these holidays are unique and exceedingly special.

3 Furthermore, this article has a friendly, casual tone ~~and~~ generated in part ~~from~~ its informal register. It ⁴ begins with the collective pronoun 'we';

¹ The candidate identifies the audience.

² Identification of purpose. The candidate gives a developed comment about how the purpose is achieved.

³ The candidate shows a detailed understanding of stylistic choices. There is an example from the text to show how the word choices shape meaning, and the explanatory comment is detailed.

⁴ The candidate makes reference to the 'friendly, casual tone' which is a characteristic feature of this type of article. There is an example of how the informal register is achieved; the use of effective language, 'noun', links the comment with the evidence.

Example Candidate Response – high, continued

Examiner comments

which subconsciously aligns the writer with their audience, even if they happen to be describing a separate Collective. The writer continues to include the reader with ~~the inclusion of~~ a rhetorical question: "How long had this view remained unchanged?" This lends the writing a casual tone as it is a language feature more commonly found in personal writing, such as diaries, and it prompts the reader to consider their response to the question itself. Aligning themselves with the writer means they ~~the~~ will place more trust in the writer's diaries, therefore they are more likely to book a holiday with the company.

Moreover, the article contains a concise closing sentence: "The Italy of yester-year, but still alive in Marche". Having a short, simple sentence to end the text leaves the reader with a clear impression that will remain in their minds, that sums up the purpose of the text: to encourage them to book a Sandals holiday. The fact that old traditions and beauty are "still alive" creates a sense of exclusivity, that this country can provide special experiences unavailable anywhere else, and this is the message the reader is left with, sharing that

5 The candidate comments on form and how tone appeals to the intended audience.

6 The candidate makes an effective selection. There is also an extended comment on structure and the impact of the closing sentence which is to create 'a sense of exclusivity'.

Example Candidate Response – high, continued

Examiner comments

this company is the best.

7 Finally, the structure of this text also impacts its form as an advertisement through the use of other ~~ea~~ short, simple sentences. One further example is "slowly and simply", in the first paragraph, which varies the pace of the writing and encourages the reader to pause and absorb the writing's information. Encouraging ~~pauses~~ pauses means the message of the text will be better understood, therefore making the reader more likely to purchase the advertised product, as they better understand its use. In this particular context, the pause also relates to stopping to admire the beauty of the location, again promoting the travel company.

8 Overall, this article's language and structure, informed by the form of the text, serve to make the text a success. An advertisement to the intended audience, and create a friendly, inviting atmosphere. The language used connotes great beauty and exclusivity, while aligning the audience with the writer. The structure, with concise, simple sentences and features like rhetorical questions, effectively communicates the purpose

and it helps give the intended effect ~~to~~ while ~~maintaining~~ maintaining the tone of the writing. The form of an article in a newsletter suits both the purpose and audience, allowing the appropriate people to see it and ensuring its message is delivered.

7 Another example of short simple sentence structure. However, the candidate does not comment on the effect of the use of alliteration.

8 The conclusion summarises and repeats previous comments.

Mark for AO1 = 4 out of 5
Mark for AO3 = 16 out of 20

Total mark awarded =
20 out of 25

How the candidate could improve their answer

- The candidate offered developed comments which were coherent and grouped around language form and structure.
- Greater use of critical terminology would have strengthened the response.
- A more detailed awareness of the writer's stylistic choices with appropriate evidence from the text would have strengthened the response.
- The response could have considered a wider range of language use for analysis: the conventional language of praise, language suggesting quiet and calm, references to the age of the area and references to the sense of legendary.

Example Candidate Response – middle

Examiner comments

Q	Form	Structure	Lang
	- Audience: people who travel, those interested in new places, Italy - Purpose: to inform/recount the tour of Italy / perhaps persuade one of its beauty / to visit - Travel writing / newspaper: personal yet informative, descriptive, chronological	- Chronology - Big paragraphs - Conversational yet sophisticated	- Past tense - 1st person plural - Many verbs/actions - Descriptive of sounds and imagery - Positive verbs/adjectives - Rhetorical questions - Whimsical/wintery mood/atmosphere, relaxed yet excited tone
	<p>This article from a travel company's newsletter is written with the purpose of recounting the narrator's trip hiking tour of Italy with a hint of persuasion about the location's beauty, perhaps making one inclined to visit. Published by a travel company, the existence of this article is perhaps an advertisement of their Italy hiking tours. Therefore, its audience is those that travel or wish to travel, or maybe even those interested in Italian culture and geography. Though articles are typically informative and neutral, this one reads more as travel writing: personal, slightly narrative in nature, and highly descriptive. The article's narrative style stems from its use of chronology. It recounts the hiking tour from beginning to end, using time markers like "the next day" and "at the end of our trip." By doing so, the readers feel immersed in the descriptions and are able to imagine a timeline of the tour. Additionally, the structure reads conversationally because of the use of conjunctions like "it's just..." that would typically exist in common</p>		

- 1 The candidate identifies the article's purpose.
- 2 The candidate shows clear awareness of secondary purpose and how this relates to audience.
- 3 The candidate identifies the audience.
- 4 The candidate identifies characteristic features of travel writing, though this is not exemplified.
- 5 The candidate uses technical language and time markers here, with examples.
- 6 The candidate makes a creditable point about tone, although the comment is not about structure.

Example Candidate Response – middle, continued

Examiner comments

speech. The readers feel personally connected to this structural choice, acknowledging that the author is a person just like them and finds the same excitement in travel as they do. However, the author tends to write with sophistication as well, masterfully describing

- 7 Scenes and therefore creating a whimsical and mystical atmosphere that I cannot quite put into words. The article's big and long paragraphs are used to extend the reading length of the article ~~while remaining concise~~. Though articles are typically short, and this one is, I believe that the length of the paragraphs makes the hiking tour feel longer than the restraints of the genre allow, and enhances its impact on the reader to a personal level.

The article is written in the past tense, as its purpose is recounting an event in the past, and in the first person, to increase its personality and

9 potential connection to the readers. This first person is plural; through the usage of "we" and "us", the readers understand the group ~~and~~ on the hiking tour and their connection to the shared events they have experienced together. The reader may feel a sense of inclusion and perhaps imagine the scenes in their head, creating a group of characters exploring Italy and becoming immersed together. This is another effect of the narrative-

- 10 esque style of the writing. Additionally, the author is very wordy, using a variety of descriptors to create imagery that is visual and auditory: "Fossils strew the footpaths." " and " but for birdsong and the odd distant donkey bray" are examples of
- 11 phrases that immerse the reader and create a moving picture accompanied by a soundtrack in their heads.

- 7 The candidate comments on the writer's stylistic choices. The following comment does not relate to the specific choices.

- 8 The candidate makes a general comment about the length of paragraphs.

- 9 The candidate correctly identifies a point of view and how this relates to the reader.

- 10 Use of critical terminology would strengthen this comment.

- 11 The candidate offers a general comment on effect.

Example Candidate Response – middle, continued

Examiner comments

Additionally, briefly, the reader's tastebuds are ¹² activated with descriptions of food like "olives stuffed with three types of meat" and "some biscotti and tiny chocolates." The author's purpose is continuously fulfilled with immersive and intriguing inclusions from their trip. ¹³

Similarly, other syntax choices included many ¹⁴ verbs in the past tense, like "stood" and "slipped", and adjectives that create visuals or sounds, such as "beautiful" and "silently." Readers are able to ¹⁵ comprehend the author's actions as well as

¹⁶ understand the positivity and beauty that makes up Italy's culture and geography. Positively connotated words like "delicious" and "elegant ease" paint a picture in a reader's head, one dependent on one's own interpretation and understanding of what is "beautiful" or "elegant." Therefore, each reader will be affected differently by these choices deliberately. What also can be noted is

the author's use of rhetorical questions to express ¹⁷ their thoughts while hiking. For example, by asking "How long had this view remained unchanged?", the reader is forced to ponder what the author once considered in the moment, further immersing them and leaving them thirsty for further knowledge of Italy's history.

¹² The candidate shows understanding of how the writer's stylistic choices shape meaning and relate to audience.

¹³ The candidate repeats the 'immersive' effect.

¹⁴ The candidate identifies the use of past tense but not how this shapes meaning.

¹⁵ 'Silently' is an adverb, not an adjective.

¹⁶ The candidate makes a general comment on the effect of word choices.

¹⁷ The candidate uses linguistic terminology correctly, followed by an example and an explanatory comment.

Mark for AO1 = 3 out of 5
Mark for AO3 = 10 out of 20

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

How the candidate could improve their answer

- The candidate referred to characteristic features of the travel writing. This could have been improved by commenting on how the features identified shape and meaning in addition to how they related to 'the reader'.
- The candidate could have strengthened their response by extending comments on structure and form.
- The candidate could have strengthened their response with the inclusion of a broad range of comments on the writer's use of language.
- Precise use of terminology would have supported the response.
- Even though different examples were chosen, repetitive comments on effect should be avoided such as 'immersive'.

Example Candidate Response – low

Examiner comments

Plan

Form – Article

Structure – Long sentence
 – Descriptive
 – Excited

Language – Adjective (Breath taking views)
 – Alliteration (slipped silently)
 – Idiom (Not seeing a soul)

Section B

The text is an article from a travel company's newsletter, about hiking ¹ tour of the little-known Marche region of Italy. The writer uses second ² person to give the reader the feel of the place and the use of 'we' make the reader ³ feel part of the hike.

⁴ The writer use mostly short paragraphs so that the readers don't get bored and don't continue. The short paragraphs are ^{very} precise and there is not alot of excess information.

⁵ The writer uses long sentences to give a description of the place and the description create an image in the readers mind. The use of imagery engages the reader.

The writer uses a descriptive tone to involve the reader and keep their attention till the end.

The tone shows how excited the writer ⁶ was to go for hiking an experience a new

- ¹ The candidate shows understanding of the location, although this is taken directly from the text.
- ² The candidate misidentifies the point of view which is first-person plural.
- ³ There is some awareness of the point of view and its relation to the audience.
- ⁴ This is a basic comment about the length of paragraphs with minimal analysis of how meaning is shaped.
- ⁵ The candidate shows minimal awareness of how the use of imagery shapes meaning.
- ⁶ The sentence structure here shows minimal coherence.

Example Candidate Response – low, continued

Examiner comments

side of the earth. When the writer says 'building in fascination ... handsome farmhouses ...' show that everything is ~~to~~ looking beautiful in their eyes. 7

There is a lot of use of adjectives 8 when the writer said 'breath-taking view' this also help the reader visualize how ~~to~~ extravagantly beautiful that place was.

'Slipped silently' the writer used alliteration to show that they got on the other lane without ~~any~~ anyone noticing them. 9

There is also use of idiom when the writer said 'not seeing a soul', the writer was trying to tell us that there was ~~no~~ one apart from ~~them~~. 10

The writer uses 2nd person to keep us engaged and also lots of literal techniques to make the article more interesting. The use of short paragraphs keeps the reader engaged. This descriptive writing help the reader visualize where they went. 11

7 The candidate selects appropriate language with some awareness of the writer's stylistic choice.

8 The candidate uses correct terminology; they use appropriate word choice to exemplify the point made and the explanatory comment shows awareness of the effect of 'breath taking'.

9 Whilst the candidate uses an appropriate selection of language, they do not recognise alliteration and its effect.

10 The candidate shows basic understanding of the selected phrase.

11 The final paragraph is a basic summary of earlier comments.

Mark for AO1 = 2 out of 5
Mark for AO3 = 4 out of 20

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

How the candidate could improve their answer

- The candidate made a few basic points and would have benefited from a much fuller consideration of specific examples.
- The critical vocabulary used tended to be highly generalised and the effects described needed more precise definition.
- A more exact description of the effects of language would have been helpful, for instance, avoiding phrases such as ‘so that the readers don’t get bored’.
- A stronger and clearer sense of progression through the development of the passage was required and a clearer connection between the examples chosen.
- A greater range of selection of elements of form, structure and language should be selected for analysis.

Common mistakes and guidance

- Stronger responses were generally aware of the conventions of travel writing especially chronological structure, location-focused and impressionistic descriptions and anecdotal or experiential content with retrospective observations integrated, in addition to the dissemination of ‘facts’, for example, place names and the reasonable cost of lunch at €5. These responses engaged well with figurative language features especially the metaphor ‘treasure trove of knowledge’, instances of personification ‘handsome farmhouse’ and ‘gentle hum of village life’ and the rhetorical questions that invite a reader’s reflection on the immediately preceding content; they were also sharply focused on lexis conveying enjoyment and pace of hiking/walking, geographic and natural features - including ones observed at a distance such as ‘The Apennines, still snow-capped even in May’, and gastronomic ‘delicacies’.
- Weaker responses usually struggled to make more than a few disparate observations about textual features with correct use of terminology, identification of an apt example and some effort to describe (if not explain) a direct effect created. They were often unclear about the nature of relationship between the writer (as one member of the walking group) and the occupants of Marche encountered, especially Tim and Jimmy; these responses did not clearly distinguish between the region of Marche and the country – Italy.
- Weaker responses often described style, mood, and vocabulary as having ‘positive connotations’ or ‘negative connotations’, with little further elaboration or definition. Similarly, a range of precisely constructed language effects were sometimes summed up as ‘creating an interesting image’ or ‘to paint a picture’. It is important that candidates use precise terminology to access the higher levels. Some weaker responses listed techniques with no reference or example given or explanation.
- Selection of evidence by way of quotation was not always expertly used in these weaker responses, with some candidates quoting at far too great a length, or merely referring to a range of lines. Quotation from the text should always be precise, as concise as possible, and linked to explanatory comments. Candidates should be advised to use quotations, evidence and evaluation, to produce precise, meaningful commentaries; use appropriate language to link quotations and evidence with explanatory comments and integrate quotations and evidence into a cohesive argument.
- It would be helpful for candidates to be aware that the discriminator ‘analysis is coherent and effectively structured’ and similar descriptors, are a feature of the higher levels; a whole text approach can often provide sophisticated and coherent analysis.

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