

# Example Candidate Responses

Cambridge  
**O Level**

Cambridge O Level  
English Language  
**1123**



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Version 1

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## Introduction

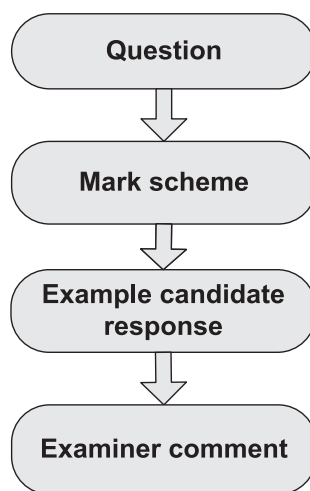
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The main aim of this booklet is to exemplify standards for those teaching Cambridge O Level English Language (1123), and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

In this booklet a range of candidate responses has been chosen to exemplify grades A, C and E. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

In this booklet a grade is given to each question but in the examination each question paper (whole candidate script) is graded on the overall mark awarded, not on each question or part question. It is therefore possible that, on some individual questions, lower grade candidate scripts are awarded the same, similar or sometimes higher marks than higher grade candidate scripts.

For ease of reference the following format for each paper has been adopted:



Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their grades.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <http://teachers.cie.org.uk>

## Assessment at a glance

All candidates take **two** papers.

	Paper 1: Writing 1 hour 30 minutes		Paper 2: Reading 1 hour 45 minutes	
<b>Marks</b>	60 weighted to 50		50	
<b>Weighting</b>	50%		50%	
<b>Candidate response</b>	On the question paper		On the question paper	
<b>Focus</b>	Task	Language	Task	Language
<b>Section title</b>	Directed Writing	Creative Writing	Reading for Ideas	Reading for Meaning
<b>Mark allocation</b>	30 marks (15 marks for task fulfilment and 15 marks for language)	30 marks (combined language and content)	25 marks (15 marks for content points of notes, 5 marks for language of summary; 5 marks for main ideas questions)	25 marks (content only)
<b>Weighting for writing skills: 50%</b>	20%	25%	5%	-
<b>Weighting for reading skills: 50%</b>	5%	-	20%	25%
<b>Assessment objectives</b>	W1, W2, W3, W4	W1, W2, W3, W4	R3, R4	R1, R2

Teachers are reminded that a full syllabus is available on [www.cie.org.uk](http://www.cie.org.uk)

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## Paper 1 – Writing

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### Section 1: Directed Writing

#### Section 1: Directed Writing

You are advised to write between 200 and 300 words. Total marks for this part: 30.

#### Task

You return to your house one day to find it has been broken into and many of your possessions have been stolen. You decide to write a letter to the police to report the robbery.

Write your **letter**. You must include the following:

- at what time **and** for how long you were away from the house when the robbery took place
- detailed information about the most valuable items taken
- any clues you have noticed **and** how you think the police might be able to catch the thieves.

Cover all three points above **in detail**. You should make your letter informative and helpful for the police. Start your letter 'Dear Sirs...' and remember to provide a suitable ending.

## Mark scheme

## MARKING of LANGUAGE Section 1 and Section 2

## General Assessment Objectives for WRITING

- W1 Communicate **appropriately**, with a clear awareness of purpose, audience and register.  
 W2 Communicate **clearly** and develop ideas coherently, at word level, at sentence level and at whole text level.  
 W3 Use **accurate** spelling, punctuation and grammar.  
 W4 Communicate **creatively**, using a varied range of vocabulary, sentence structures and linguistic devices.

The above objectives are assessed by **impression**, using as guides the Band descriptions in this mark scheme, the photostats and the exemplar marked scripts attached to this mark scheme, showing performance across the expected range of achievement.

## Specific Assessment Objectives for Section 1: Directed Writing

To test the candidate's ability to:

1. write a **letter** which communicates information clearly, accurately and economically;
2. carry out the instructions as detailed on the question paper regarding the particular information required.

## Detailed Marking Instructions for Section 1: Directed Writing

The 30 marks are allocated as follows:

Task Fulfilment 15 marks  
 Language 15 marks

Please indicate the TF mark first at the end of the essay, e.g. 10 + 12 = 22

*N.B. Assessing task fulfilment means more than including the bullet/content points.  
 N.B. Candidates who address only two points must be in Band 3 or below for TF.*

### SECTION 1 TASK FULFILMENT MARK

#### **Band 1 (15–13 marks)**

- Good understanding of purpose.
- Clear awareness of situation and audience.
- Format entirely appropriate.
- All required points developed in detail, fully amplified and well organised.
- Given information well used to justify personal opinion and interpretation.
- Tone and register entirely appropriate.

#### **Band 2 (12–10 marks)**

- An understanding of purpose.
- An awareness of situation and audience.
- Format appropriate.
- All required points addressed but not always developed in detail.
- Given information organised to support personal opinion.
- Tone and register appropriate.

#### **Band 3 (9–7 marks)**

- Some understanding of purpose.
- Some awareness of situation and audience.
- Format generally appropriate.
- At least two required points addressed (and partially/fully developed).
- Given information may not be logically used to support opinion.
- Tone usually appropriate, although there may be slips of register.

#### **Band 4 (6–4 marks)**

- Only partial understanding of purpose.
- Some confusion as to situation and audience.
- Format may be inappropriate.
- At least one of the required points addressed (and partially/fully developed).
- Given information may be used irrelevantly.
- Tone may be uneven.

#### **Band 5 (3–1 marks)**

- Misunderstanding of purpose.
- Confusion as to situation and audience.
- Little evidence of a specific format.
- None of the required points addressed.
- Given information misunderstood or irrelevant.
- Tone may be inappropriate.

#### **A mark of 0**

should be given only when:

- the response is totally incomprehensible *or*
- the candidate has merely copied out the question or parts of it at random *or*
- the question is not attempted at all.



## SECTION 1 LANGUAGE MARK

### Band 1 (15–14 marks)

- Highly accurate, apart from very occasional slips.
- Sentence structures varied for particular effects.
- Verb forms largely correct and appropriate tenses consistently used.
- Vocabulary wide and precise.
- Punctuation accurate and helpful.
- Spelling accurate, apart from very occasional slips.
- Paragraphs have unity, are linked, and show evidence of planning.

### Band 2 (13–12 marks)

- Accurate; occasional errors are either slips or caused by ambition.
- Sentence structures show some variation to create some natural fluency.
- Occasional slips in verb forms or tense formation, but sequence consistent and clear throughout.
- Vocabulary precise enough to convey intended shades of meaning.
- Punctuation accurate and generally helpful.
- Spelling nearly always accurate.
- Paragraphs have unity, are usually linked and show some evidence of planning.

### Band 3 (11–10 marks)

- Mostly accurate; errors from ambition do not mar clarity of communication.
- Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect.
- Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas.
- Simple vocabulary mainly correct; errors may occur with more ambitious words.
- Punctuation generally accurate and sentence separation correctly marked, but errors may occur e.g. with direct speech.
- Spelling of simple vocabulary accurate; some errors in more ambitious words.
- Paragraphs may show some unity, although links may be absent or inappropriate.

### Band 4 (9–8 marks)

- Sufficiently accurate to communicate meaning, with patches of clear, accurate language.
- Some variety of sentence length and structure, not always for particular purpose.
- Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication.
- Vocabulary usually adequate to convey intended meaning; idiom may be uncertain.
- Punctuation used but not always helpful; occasional sentence separation errors.
- Spelling of simple vocabulary accurate; errors in more difficult words.
- Paragraphs used but may lack unity or coherence.

### Band 5 (7–6 marks)

- Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.
- Some simple structures accurate but unlikely to sustain accuracy for long.
- Errors in verb forms and tenses will sometimes confuse sequence of events.
- Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely.
- Simple punctuation usually accurate, but there may be frequent sentence separation errors.
- Spelling of simple vocabulary accurate; frequent errors in more difficult words.
- Paragraphs used haphazardly.

**Band 6 (5–4 marks)**

- Many serious errors of various kinds of 'single-word' type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some 'blurring'.
- Sentences probably simple and repetitive in structure.
- Frequent errors in verb forms and haphazard changes of tense confuse meaning.
- Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors
- Spelling may be inconsistent.
- Punctuation and paragraphing may be haphazard or non-existent.

**Band 7 (3–2 marks)**

- Sense usually decipherable but some error will be 'multiple' (i.e. requiring the reader to re-read and reorganise); meaning may be partly hidden by density of linguistic error.
- Unlikely to be more than a few accurate sentences, however simple, in the whole essay.

**Band 8 (1–0 mark)**

- Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.
- Where occasional patches of relative clarity are evident, 1 mark should be given.
- The mark of 0 is reserved for scripts that make no sense at all from beginning to end.

## Example candidate response – grade A

Section 1	<del>Dear Sirs,</del>
	Dear Sirs,
TA	My name is [redacted]. I'm writing to report a robbery at my house that occurred on 20th September. On the day in question, I was out shopping in the market between 10:00 am and 2:00 pm. When I returned to my house, I found that the lock on the door was broken, and the interior was in a untidy.
V	I immediately searched through my entire house. The perpetrators were obviously long gone, and unfortunately they had also gotten away with several valuable items. After I took an inventory of my remaining possessions, I realised <del>that</del> the stolen items included my silver watch, my diamond bracelet, and \$2,000 worth of cash. My watch is made of genuine 925 silver with a bracelet clasp <sup>and</sup> about 15 cm in length. The face is round and measures approximately 2 cm in diameter, with Roman numerals marking the numbers. My bracelet is a simple white gold bangle inlaid with small diamonds around the perimeter; I purchased it from Lugo Diamonds. The \$2,000 in cash was all the money I kept in the house.
	I noticed that there were fingerprint smudges on my bedroom mirror and a frayed piece of red cloth caught in my dresser drawer. There were also footprints in my garden.
C <sup>1</sup>	I believe you might be able to track the <del>robbers</del> robbers by <sup>watching for</sup> tracking sales of watches or bracelets to jewelry shops, or by looking for people with frayed red clothes and men's size 8 shoes.
C <sup>2</sup>	I hope you can quickly solve this robbery and locate my belongings. I will help you any way I can. You can contact me at [redacted], or at my house address as written on the back of the envelope this letter came with.
	Thank you.
	✓ cordially, [redacted] ([redacted])
	Word count: 281

Task Fulfilment mark = 15 out of 15

Language mark = 14 out of 15

Total mark awarded = 29 out of 30

## Examiner comment – grade A

This is a very good response because it is admirably business-like in its approach and does not make the mistake of lapsing into narrative.

The **task fulfilment** is very strong. There is a clear sense of the *purpose*, *audience* and *situation* given in the address and the opening paragraph. The *purpose* is re-emphasised in the opening of the final paragraph which brings a sense of unity to the text. The *format* is good, without being perfect – “Cordially” is just formal enough to confirm the seriousness of the letter, whereas ‘Yours faithfully’ would have been better. There is an effort made to provide an *opinion with justification* in the penultimate paragraph. The *tone and register* are excellent as the letter is crisp, matter-of-fact and polite; it has a number of appropriate phrases such as “On the day in question”. Most importantly, the *detail* in response to the bullet points in the question, especially in the second paragraph, is convincing and helpful to the police. There is a real attempt to suggest how the police might catch the thieves, something that many candidates left out or simply allowed to be a hope. There is also a sensible use of elaboration in providing a contact number.

The **language** of the letter is very good indeed because it is not over elaborate; a letter like this needs to be direct. The *accuracy* is excellent and the *sentence structure* is complex in places, without being fussy. The *verb forms and tenses* are absolutely secure while the *vocabulary* is mature (“perpetrators”; “inventory”) and the *spelling* is accurate. *Paragraphing* and *punctuation* (even a semi-colon) are also of a high standard, although some lapses with commas and the repetition of “I” as a paragraph opening prevent this from being full marks.

## Example candidate response – grade C

Section 1

To the Police

[Redacted]

From [Redacted]

[Redacted]

09 October 2012

Dear Sir,

Robbery and Vandalism at my place.

Three months Kixumskreen.

I am writing this letter to you to express my situation after ~~an~~ the robbery and vandalism that occurred at my place yesterday.

Time and circumstances:

It all took place last night while ~~at~~ I was at Friend's villa for his birthday. At about eleven o'clock, my neighbour phoned me and said that he had heard some disturbing sound coming from my house. ~~at~~ During that moment, being drunk, I did not pay much attention to what he was saying and, that it was most probably ~~at~~ my dog searching for something to eat in the cupboards.

Items stolen:

To my dismay, when I returned back home,

I noticed that the window panes <sup>beside</sup> ~~bordering~~ the main entrance were in pieces. I rushed into the house and quickly made a quick check of my inventory of the most valuable goods. All the money that I had put aside for my vacations was missing. My 'Personal Digital Assistant' and my laptop were nowhere to be seen. Most important of all, my professional cycling bike worth a hefty value was no longer in my garage.

Clues that might be helpful:

After having a closer look all throughout my house, I have collected some clues: there was some blood residue on my dog's chin. <sup>the culprit's</sup> ~~the culprit's~~

C<sub>1</sub> I left some footprints on my muddy garden and I think that <sub>they</sub> might have left some marks ~~on~~ while untying the rods of my bicycle.

C<sub>2</sub> By tracking their digital prints and with more clues a professional team can extract from here, the police force may be able to catch the thieves with much ease.

I ~~will~~ will be grateful to you if my ~~and~~ situation is taken into consideration. With anticipated thanks,

Yours faithfully,

Task Fulfilment mark = 12 out of 15

Language mark = 11 out of 15

Total mark awarded = 23 out of 30

## Examiner comment – grade C

This is a very satisfactory response (just above middle of the range) because it is mostly accurate but it is a 'safe' response; it relies on basic correctness rather than any great sophistication and this is often the hallmark of a high Band 3 script or low Band 2 script.

The **task fulfilment** is perfectly adequate and lifts the overall achievement. A sense of the *purpose*, *audience* and *situation* emerges, although the expression "express my situation" is a little vague. The *purpose* is re-emphasised in the opening of the final paragraph, although again it could be more forceful. The *format* is good; it is a formal letter with the correct valediction. There is a hint that the format is of a report (the sub-heading and the paragraph headings) but this is acceptable in this case. Unfortunately, it lapses into narrative on occasions as in the detail about rushing into the house to make an inventory and this detracts from the crispness of the letter. There is an effort made to provide an *opinion with justification* in the penultimate paragraph in the detail about the "digital prints". The *tone and register* are very good as the letter is polite, especially with the thanks at the end, and it has one or two appropriate phrases such as "some blood residue". The *detail* in response to the bullet points in the question is convincing but needs to be more helpful to the police. For example, "last night" is too vague when it would have been easy enough to suggest a time, although this is put right a few lines later. The greatest weakness is in the lack of helpful detail about the stolen items; it is merely a list and "a hefty value" is particularly vague. The final bullet point is addressed well.

The **language** of the letter is 'clean' but straightforward. It has good *accuracy* and clarity in explaining the situation and there are some good phrases such as "To my dismay" but there are few *vocabulary* ticks for real merit. The *sentence structure* has some complexity. The *verb forms and tenses* are secure although there is a lapse with "I will" in the final paragraph. *Spelling* is mainly correct but more difficult vocabulary ("profesional" and "occurred") proves to be a problem. *Paragraphing* is good and, crucially in this band, *punctuation* is sensible, with secure sentence endings. The script is an example of an upper Band 3 (bordering on a grade B) rather than lower Band 3.

## Example candidate response – grade E

1 Dear sirs // i want ~~rep~~ report the robbery at my house. I went to ~~super~~ department store at 08.00 pm and back to my house at 10.00 pm.

(A) When i back to my house i found it has been broken into and many of my possessions have been stolen. I've ~~st~~ i have stayed out my house for two hours. I felt so panic when i saw that. My door and windows was broke. Many items been stolen at my house. For example, i have lost my televisions, my home theater, my telephone, my air conditioner, my computer, my ipad, my ipod, my mp3 players, my money, my expensive clothes, my cell phones, and the others. I felt so sad when i went to my garage i looked at my cars and my motorcycle was stolen. I am so dissapointed and cried loudly. I call my parents and talk about this and they said, "you must write a letter to the police to report the robbery" and i said i agree to my parents comments. I write this letter very detail because i should make my letter informative and helpful for the police. I think the police might be able to catch the thieres because i do not want any house be was ~~stolen~~ again like my house. I have the clues for the thieves. I think the thieves was teenagers because they left some things at my house. They left a hat and shoes. I know the model

(C)



1 of that ~~shoes~~<sup>shoes</sup> and that is for teenager. the colour of shoes is was blue with red rose and the colour of that was pink with the red rose. I think this teenagers are girls and boy. I hope fully you can catch the thieves. That is all of letter to report the roberg. That Thank you for your attention to read my letter.

Task Fulfilment mark = 7 out of 15

Language mark = 6 out of 15

Total mark awarded = 13 out of 30

## Examiner comment – grade E

This is a weak response because the content is vague and undeveloped and, although the overall meaning is never in doubt, it has frequent and serious errors which hamper precision.

The **task fulfilment** is adequate in some respects and poor in others. There is an obvious understanding of the *purpose*, *audience* and *situation* given in the opening line and at the end of the letter. However, the *format* is confused. The letter starts with the given opening “Dear sirs,” but it lacks the capital ‘S’ to suggest formality. Furthermore, there is no valediction, even though the text ends with the word “letter”. Even more of a problem is the way the letter becomes largely a narrative – “I felt so panic...cried loudly...call my parents...”. This is made worse by the inclusion of direct speech which is inappropriate in such a letter. There is, though, an effort made to provide an *opinion with justification* in the detail of the clothes. Also, the *tone and register* improve with the courteous ending. However, the *detail* in response to the bullet points in the question is weak as there is no detail about the stolen items and in fact the candidate relies on repeating the words of the question (“make my letter informative and helpful for the police”). Also, the suggestion as to how to catch the thieves (based merely on the fact that it could be a boy and a girl) is unhelpful.

The **language** of the letter is flawed. The *accuracy* is only occasional; there are no ‘patches’ of clear writing. The *sentence structure* is mainly simple and yet suffers sometimes from a lack of sentence endings. The *verb forms and tenses* are particularly confused while the *vocabulary* is simple and yet still subject to error, especially in the use of prepositions. The *spelling* is actually good at this level. *Paragraphing*, however, is non-existent and *punctuation* is weak with the use of a lower case “I”.

## Section 2: Creative Writing

In this section there are five topics to choose from, each of which comes under one of three essay types: narrative (3 and 5), discursive (2) and descriptive (1) 4 can be interpreted in any way candidates choose. Example candidate responses at grades A, C and E have been included for each of these essay types.

### Section 2: Creative Writing

Begin your answer on a fresh page.

Write on **one** of the following topics.

At the head of your essay put the number of the topic you have chosen.

**You are advised to write between 350 and 500 words. Total marks for this part: 30.**

- 1 Describe the celebrity you most admire **and** the celebrity you least admire. (Remember that you are describing the people and not just why you admire or do not admire them.)
- 2 'Young people today have no interest in politics.' Do you agree?
- 3 Write a story which includes the sentence: 'No-one could understand why she failed to turn up.'
- 4 Dreams.
- 5 Write a story in which fear of flying is an important part. (Remember that you should include full details of the fear to show how it is an important part of your story.)

## Mark scheme

## Detailed Marking instructions for Section 2: Creative Writing

30 marks are allocated. The 'best fit' principle is applied, as in the following table. **N.B. Primary emphasis is on quality of Language**; comments on Content used to adjust mark within Band.

SECTION 2 MARK
<p><b>Band 1 (30–27 marks)</b></p> <ul style="list-style-type: none"> <li>• <b>Highly accurate, apart from very occasional slips.</b></li> <li>• <b>Sentence structure varied for particular effects.</b></li> <li>• <b>Verb forms largely correct and appropriate tenses consistently used.</b></li> <li>• <b>Vocabulary wide and precise.</b></li> <li>• <b>Punctuation accurate and helpful.</b></li> <li>• <b>Spelling accurate apart from very occasional slips.</b></li> <li>• <b>Paragraphs have unity, are linked, and show evidence of planning.</b></li> </ul> <p>➤ Consistently relevant. Interest aroused and sustained.</p> <p>➤ Tone and register entirely appropriate.</p> <p>➤ Discursive essays are well developed, logical, even complex, in argument.</p> <p>➤ Descriptive essays have well-developed images helping to create complex atmospheres.</p> <p>➤ Narratives are complex, sophisticated, possibly tense, and may contain devices such as flashbacks.</p>
<p><b>Band 2 (26–23 marks)</b></p> <ul style="list-style-type: none"> <li>• <b>Accurate: occasional errors are either slips or caused by ambition.</b></li> <li>• <b>Sentence structures show some variation to create some natural fluency.</b></li> <li>• <b>Occasional slips in verb forms or tense formation but sequence consistent and clear throughout.</b></li> <li>• <b>Vocabulary wide and precise enough to convey intended shades of meaning.</b></li> <li>• <b>Punctuation accurate and generally helpful.</b></li> <li>• <b>Spelling nearly always accurate.</b></li> <li>• <b>Paragraphs have unity, are usually linked and show some evidence of planning.</b></li> </ul> <p>➤ Relevant. Interest aroused and mostly sustained.</p> <p>➤ Tone and register appropriate.</p> <p>➤ Discursive essays have clearly-defined, cohesive, logical stages in their argument.</p> <p>➤ Descriptive essays have interesting images and range of detail, helping to create effective atmospheres.</p> <p>➤ Narratives have effective detail creating character or setting, and may contain some sense of climax.</p>
<p><b>Band 3 (22–19 marks)</b></p> <ul style="list-style-type: none"> <li>• <b>Mostly accurate; errors from ambition do not mar clarity of communication.</b></li> <li>• <b>Some variety of sentence structures, but tendency to repeat sentence types may produce monotonous effect.</b></li> <li>• <b>Errors may occur in irregular verb forms, but control of tense sequence sufficient to sustain clear progression of events or ideas.</b></li> <li>• <b>Simple vocabulary mainly correct; errors may occur with more ambitious words.</b></li> <li>• <b>Punctuation generally accurate and sentence separation correctly marked, but errors may occur e.g. with direct speech.</b></li> <li>• <b>Spelling of simple vocabulary accurate; some errors in more ambitious words.</b></li> <li>• <b>Paragraphs may show some unity, although links may be absent or inappropriate.</b></li> </ul>

- Relevant. Some interest aroused, although there may be some lack of originality and/or planning.
- Tone usually appropriate, although there may be slips of register.
- Discursive essays make a series of relevant points, with some being developed; linking of ideas may be insecure.
- Descriptive essays have satisfactory images, ideas and details which help to create atmosphere
- Narratives are straightforward with proper sequencing of sentences

#### **Band 4 (18–15 marks)**

- **Sufficiently accurate to communicate meaning, with patches of clear, accurate language.**
  - **Some variety of sentence length and structure, not always for particular purpose.**
  - **Errors in verb forms and tense consistency may cause uncertainty in sequence of events or disturb ease of communication.**
  - **Vocabulary usually adequate to convey intended meaning; idiom may be uncertain.**
  - **Punctuation used but not always helpful; occasional sentence separation errors.**
  - **Spelling of simple vocabulary accurate; errors in more difficult words.**
  - **Paragraphs used but may lack unity or coherence.**
- Attempt to address topic but there may be digressions or failures of logic. May lack liveliness and interest.
  - Tone may be uneven.
  - Discursive essays have mainly relevant points but may be only partially developed, with some repetition.
  - Descriptive essays have some detail but may rely too much on narrative.
  - Narratives are largely a series of events with only occasional details of character and setting.

#### **Band 5 (14–11)**

- **Overall meaning never in doubt, but errors sufficiently frequent and serious to hamper precision and distract reader from content.**
  - **Some simple sentence structures accurate but unlikely to sustain accuracy for long.**
  - **Errors in verb forms and tenses will sometimes confuse sequence of events.**
  - **Vocabulary limited, either too simple or imperfectly understood; some idiomatic errors likely.**
  - **Simple punctuation usually accurate, but there may be frequent sentence separation errors.**
  - **Spelling of simple vocabulary accurate, frequent errors in more difficult words.**
  - **Paragraphs used haphazardly.**
- Some relevance. Some interest.
  - Tone may be inconsistent.
  - Discursive essays make a few points but development is simple and not always logical; some obvious repetition of ideas.
  - Descriptive essays are relevant but lack scope or variety.
  - Narratives are simple, everyday or immature.

#### **Band 6 (10–7)**

- **Many serious errors of various kinds of 'single-word' type (i.e. they could be corrected without re-writing the sentence); communication established, although weight of error may cause some 'blurring'.**
- **Sentences probably simple and repetitive in structure.**
- **Frequent errors in verb forms and haphazard changes of tense confuse meaning.**
- **Vocabulary conveys meaning but likely to be simple and imprecise; significant idiomatic errors.**

- **Spelling may be inconsistent.**
- **Punctuation and paragraphing may be haphazard or non-existent.**
- A little relevance. A little interest.
- Some recognition of appropriate tone.
- In Discursive essays only a few points are discernable and the argument progresses only here and there.
- In Descriptive essays the overall picture is unclear.
- Narratives are very simple and may narrate events indiscriminately.

**Band 7 (6–3)**

- **Sense usually decipherable but some error will be 'multiple' (i.e. requiring the reader to re-read and re-organise); meaning may be partly hidden by density of linguistic error.**
- **Unlikely to be more than a few accurate sentences, however simple, in the whole essay.**
- Little relevance or interest.
- Tone may be inappropriate.
- In Discursive essays only a very few points are discernable and the argument barely progresses.
- In Descriptive essays the overall picture is very unclear.
- Narratives are extremely simple and may narrate events indiscriminately.

**Band 8 (2–0)**

- **Scripts almost entirely or entirely impossible to recognise as pieces of English writing; whole sections make no sense at all.**
- **Where occasional patches of relative clarity are evident, 2 or 1 mark(s) should be given.**
- **The mark of 0 is reserved for scripts that make no sense at all from beginning to end.**
- Discursive essays are rarely relevant and may well be disordered, as are Descriptive essays and Narratives.

## Narrative essays

## Example candidate response – grade A

Section 2

It was the day of the party – the day everyone at school had been waiting for all through senior year. The graduating class of 2012 of Rockland City High had ~~been planning and preparing~~ opted to host a casual-style party this year instead of the more traditional prom the school usually held, and they had been planning and preparing for it since February. Now it was the day after graduation and ~~they~~ the students had all received their diplomas, and were now very excited about the party that evening.

Cindy thought she had never seen anything more fabulous. Not only was the weather cool and breezy, yet not rainy, but ~~the~~ also, the decorations ~~committee~~ had done a fine job with the school hall, where the party was to be. Thick, fluffy cloth ~~shades~~ drapes had been hung at strategic points along the walls, interspersed with sprigs of plastic flowers. Coloured cellophane ~~had~~ was wrapped around the lights to create a plethora of vibrant hues when they were switched on. A pale green meadow ~~made up~~ was painted on the backdrop behind the stage, splashed generously with blue and pink flowers; above it hung a gigantic, plain white banner bearing the words 'CLASS OF 2012' in ~~vivid~~ vibrant robin's egg blue.

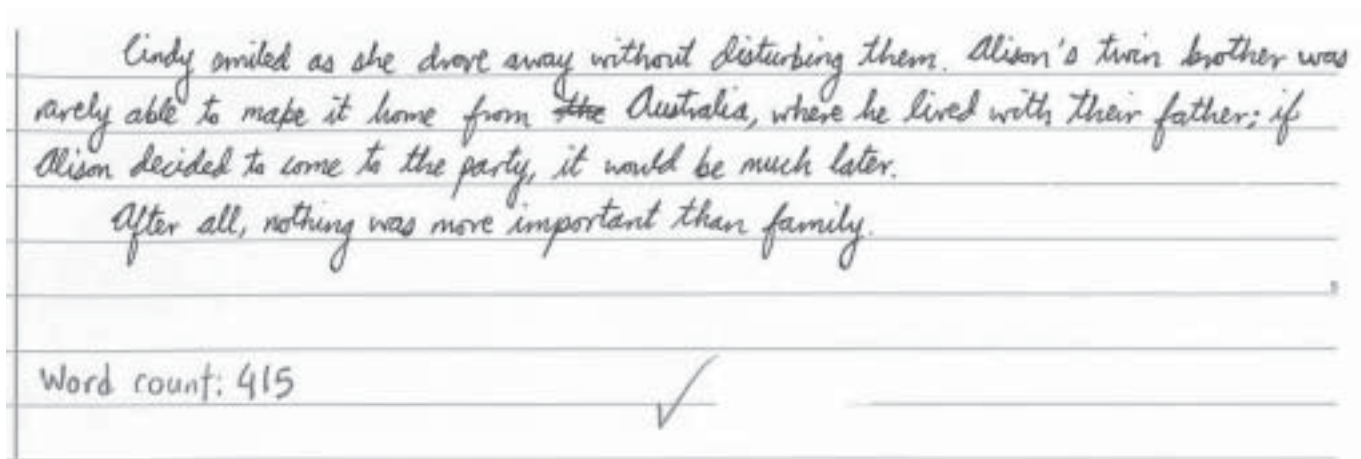
Cindy knew, however, that the main attraction ~~was~~ would be the long buffet table at the end of the room, already grazed with heaping plates of mouth-watering food from Connie's caterers.

And yet, as more and more people started arriving for the party, Cindy frowned. Everything was perfect, yes – except for one thing.

Alison wasn't there.

Alison's absence was conspicuous – as class valedictorian and chairperson of the organisation committee, she should have been the first to arrive. But the party was now in full swing, and she was nowhere to be found. Everyone noticed she wasn't there, but no-one could understand why she failed to turn up.

At last, ~~kindly~~ when 8:00 pm struck and Alison didn't come, Cindy decided to make the 5-minute drive to Alison's home. When she got there, she found Alison, dressed in a pretty white ~~dress~~ <sup>back</sup>, standing in the garden with a tall young man who looked a lot like her. It was clear from her face that Alison was surprised – yet her eyes also sparkled with joy as she threw herself into the young man's arms.



Total mark awarded = 27 out of 30

### Examiner comment – grade A

The essay is a response to Question 3 and concerns a young woman called Alison not turning up for a prom party. The essay correctly interprets 'failed to turn up' as being absent, whereas many candidates saw it as meaning 'failed to do well', as in an exam or sporting event. The achievement places this essay in Band 1 because it is highly accurate in its language while the content creates great interest. However, it is in the lower half of Band 1 because it contains lapses in the language and the content is a bit of an anti-climax in the final sentence.

Overall the **language** is highly accurate. The *sentence structure* is complex, containing a variety of sentence lengths and types and even employing dramatic short sentences for effect – "Alison wasn't there.". *Verb forms and tenses* are very good indeed and the candidate can handle sophisticated forms as in "Cindy thought she had never seen". However, the tenses are not perfect, with "Alison didn't come" being a fault – it is an indication that scripts do not have to be perfect to get into Band 1 but must have real merit to offset any lapses. Here, there is some excellent, precise observation and detail as in "vivid robin's egg blue". *Vocabulary* is certainly a very strong point ("opted", "conspicuous", "host", "valedictorian", "vibrant", "strategic") although there is a sense that the candidate overstretchs occasionally with "plethora" and "heaping" not being quite right. *Punctuation* is very good with sophistication again demonstrated in the use of the semi-colon. *Paragraphing* is also good although some might debate the use of "And" to start one paragraph. *Spelling*, especially of such a mature vocabulary, is excellent. This is a complex, sophisticated, occasionally tense, narrative with a real 'feel' for the occasion. Linguistically, it is far better than the 'accurate' descriptor of Band 2 and yet is not so accurate as to be at the top of Band 1.



## Example candidate response – grade C

Total mark awarded = 19 out of 30

5

Section 2

Ques No 5

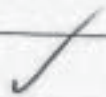
It all happened during the third term school holidays. It was a Sunday afternoon at about five o'clock. I was returning from the pub when a horrible <sup>and scary</sup> thing happened to me. It was a very scary experience that I had ever had.

On that day, I was completely alone - driving my car - suddenly car broken down - in the middle of a forest full of wild animals. In childhood, my father told me scary stories about this forest. Trembled like a leaf - no-one around - going to be six o'clock p.m. I rushed in the forest in search of water so as to fill it in my car. <sup>when</sup> I loitered in the forest, I remarked that most of the routes were the same. The trees were very tall and the <sup>when it was dark</sup>, the trees appeared like evil witch. The branches and leaves looked like long hairs flying in the air.

I kept on walking until I saw an old white house. It was looking very dirty and a bit scary from outside. The window panes were

broken. I was extremely terrified to see that house. Unfortunately I had no better place to rest rather in that house. I decided to spend the whole night in the house. When I went near the door to knock, it opened by itself. I took a look everywhere and saw nobody inside. I thought it was an abandoned house. I went upstairs and went to sleep in the bedroom. Suddenly there was a power cut. I quickly went downstairs to search for candles.

Afterwards, when I was going upstairs I saw a lady with white hairs.



## Examiner comment – grade C

The essay is a response to Question 5 which should be about the ‘fear of flying’. What the candidate has produced is an exciting story of satisfactory length in which the narrator runs away during a chase through a forest. It seems to be about ‘flying’ in the sense of ‘fleeing’ or ‘running away’. It is possible to understand how such an interpretation could result in the heat of the moment but it is nevertheless a misinterpretation. Therefore, instead of being seen as totally irrelevant, it is subject to some penalty which lowers it to the bottom of its language band.

The **language** is best described as ‘mostly accurate’ with errors which do not mar clarity. On language grounds alone it represents a comfortable, safe Band 3 achievement before any adjustment is made for the content – worth possibly 21 marks. The *sentence structure* is sensible but is almost entirely made up of very short sentences of the same mood (see particularly paragraph 3). This produces a limited, monotonous effect. There is a particular lack of variation, such as dialogue, to change the pace. *Tenses*, apart from one example (“experience that I have had”) are very secure and consistent, a strength of the essay which helps to confirm it as a Band 3. There is the very occasional merit in the *vocabulary* (“loitered”, “remarked” and also in the use of the similes in paragraph 2) but otherwise the vocabulary is very straightforward and rather ordinary – the description of the “old, white house” suggests this limitation, as does the expression “extremely terrified”. The repetition of vocabulary (“temple” in paragraph 4 and “went upstairs and then went to sleep”) emphasises this limitation. *Punctuation* is very accurate, apart from the odd omission of a comma, and in particular the sentence boundaries are very secure, another sign of a safe Band 3. There are, however, no question marks, exclamations or semi-colons to give the work sophistication or to lift it. The *spelling* has very few errors and the *paragraphing* is logical and good as it marks out the stages of the narrative. Ultimately, this is a secure use of the language but with limitations. It is too accurate to be in Band 4 but it does not have the range of vocabulary or sentence variation to be in Band 2. Therefore, it is a Band 3 with some reduction for content to leave it at the bottom of Band 3.

## Example candidate response – grade E

Question number	Section 2	Page
Q.5	<p>Fear of flying is an important part.</p> <p>As I go back <del>in</del> in my past there is something very important which I would like to share <u>it</u> with you. That is the fear of flying which once I had. This is not the most important <u>part</u> but still it played a role in my life.</p> <p>Many times it happened that my parents would go to many places for <u>the</u> visit, but my fear of flying never let <u>my</u> do that. But one day my cousin needed us very importantly and we <u>have</u> to go there <u>urgently</u>. The bus or car <u>wouldn't</u> take us <u>urgent</u> to an other city <del>so</del> so, the ticket <del>was</del> was booked without asking me.</p> <p>The day before, flight I was told that we all <u>have</u> to go, <u>specally</u>, me. I went into shock because <del>that</del> that was the most <del>scary</del> scariest thing to do at that time. Everyone <u>encourged</u> me and finally I <u>was</u> agreed to take that step and go.</p> <p>At the airport my face turned pale and vomiting started <u>badly</u>. With the support of <sup>my</sup> family and being <u>presistant</u> I told everyone I would do that. After all the checking <del>we</del> we went <del>to</del> inside the <del>plane</del> <u>airplane</u>.</p> <p>When I entered <sup>in the plane</sup> <u>my</u> feelings suddenly turned and I felt good to see something which was totally new for me. I became more happy when</p>	

I saw business class seats. There was a small screen in front of the chair which ~~cheered~~ cheered me up. ✓

As the plane took off things became more interesting. The buildings got small and we were in the clouds. The serving of air hostess made me special and I realized that how could I ever have fear of flying without trying it first.

The landing was also easy and we ~~enjoyed~~ enjoyed all the way to Islamabad. On the airport of Islamabad things were changed and I had a big smile instead of vomitings!

My cousin even encouraged me for doing it. The wedding ~~is~~ of my cousin in Islamabad ~~is~~ made me more realized that what would happen if I missed all ~~the~~ the fun just because of having fear of flying which turned ~~at~~ fun and adventures for me.

Total mark awarded = 14 out of 30

## Examiner comment – grade E

The essay is a response to Question 5 and concerns the narrator and a fear of flying which disappears after a successful trip in a plane. The essay is a little short of the stated minimum number of words but not so short as to incur any penalty. It is relevant and there is some interest in seeing how the trip will turn out but otherwise it is a rather routine story without a great deal of development.

As far as **language** is concerned, the overall meaning is never in doubt – there is sufficient accuracy to know about the candidate's fear, why the candidate has to take the trip and how the situation is resolved; indeed there are occasional 'clean' sentences. On the other hand, the errors are sufficiently frequent and serious to hamper precision and to distract the reader from the content. The *sentence variation* is limited, with the candidate relying mainly on simple or compound constructions. There are no real attempts to vary the sentences for effect and only one exclamation to vary the sentence mood. *Verb forms and tenses* are not secure with the candidate appearing to have difficulty distinguishing between the past and present tenses on times ("have to go" and "I was agreed") so that the sequence can be very confused as in "made me more realised that what would happen". The *vocabulary* is simple but reasonable, yet there are some strange choices as with "very importantly" and "go there urgent" and especially in "the serving of air hostess" which creates quite the wrong meaning. There is also the intrusive "that" in "I realised that how could I". Some repetition of vocabulary ("urgent") at key times limits the achievement, as do the several omissions of words and the weakness with prepositions ("On the airport"). As for *punctuation*, sentence separation is good overall but there is a careless use of commas and some clear weaknesses in the use of this straightforward vocabulary. *Paragraphing* is present but possibly it is over-paragraphed. Ultimately, it is difficult to find the 'patches' of clear writing that would lift the essay into band 4, nor does it have errors in every line to lower it into Band 6, so it remains in Band 5. A concentration on ensuring the proper sequence of tenses would have helped to raise the achievement.

## Discursive Essays

## Example candidate response – grade A

Section 2:  
Topic: 2

In the current modern era of the 21st Century, societies have advanced and people have been organised into different nations. Democracy has taken the world by a storm spread far and wide and dictatorships have been toppled down by the people. Politics has become an ever growing phenomenon that people have and continue to debate over. In most of the well known news channels such as Al Jazeera, CNN, BBC etc, we see people talking about politics and most of these people are either middle-aged or seniors. In short, younger people are not taking interest in politics today.

It is evident that the younger people youths around the world are very busy and engrossed in their personal matters which include studies, new relationships, socializing etc. The schedules of these young people are always full and they have to attend parties, prepare for their exams etc. everyday do a lot of things everyday. There is no time for them to think about or take an interest in the field of politics. A study by a group of researchers from the University of New York in the State of New York has shown that ~~70%~~ a whopping 70% of youngsters do not even visit the news channels let alone other channels specially dedicated to the discussion of politics. Youngsters have no interest to visit news-

Apart from that, youngsters tend to think that politics is only meant for older people and not for them. This is evident from the fact that youngsters observe that their parents talk the news channels that their parents watch only have older people discussing about over a certain issues. They have a mindset that they are only supposed to watch channels that are related to studies and entertainment and leave the news channels to their older people parents and other older people living with them. As a

Parents As a result of this youngsters hardly know about politics and the changes that are taking place to their nation and the world. Many youngsters might find that politics is boring compared to the things they do. Parents

also hardly ever tell their young children anything related to politics. They are of the opinion that their children should not be concerned with politics but rather concentrate more on their studies to excel in the future. ~~From~~ Therefore, whenever an election takes place in a particular country, we find that majority of the votes are from people who are mostly ~~30~~ <sup>35</sup> <sup>old</sup> years and above.

Some people might put forward the argument that youths do take interest in politics as there have been quite <sup>some</sup> ~~a number of~~ youth organisations that take part in rallies in support of a presidential candidates. ~~But~~ If we analyze, we will ~~see~~ <sup>find</sup> that these youth organisations are <sup>actually</sup> being ~~paid~~ encouraged by ~~older people~~ members of a particular <sup>presidential</sup> candidate's party ~~and in the end~~ they get ~~paid~~ support ~~from these older people~~ and in the end they have to agree to it. It is not due to their interest but ~~just~~ these youth organisations are only hoping to benefit themselves by giving support. Further, the number of youth organisations taking parts in rallies is very low. ✓

In conclusion, youngsters as a whole have no interest in politics ~~and~~ they Youngsters should know more about politics as <sup>they</sup> ~~their~~ are the ones that will replace the older generations and they will be responsible for the running of the nation in the <sup>years</sup> ~~future~~ to come.

(467 words)

Total mark awarded = 27 out of 30



## Examiner comment – grade A

This essay is a response to Question 2 and argues strongly that young people have little interest in politics. The content is mature and sensible. There is a very good sense of balance here as the essay neatly raises the opposite view in the penultimate paragraph and yet the reader is always aware of the candidate's real opinion. The essay ends strongly by urging the need for change; it does it without hectoring and so the essay is quietly but powerfully persuasive. It is particularly impressive that the candidate does not run out of ideas and resort to repetition which often happens with weaker candidates in discursive essays.

Overall the **language** is highly accurate with very occasional slips. The *sentence structure* has some variation; sentences are nearly always complex in mood but they do vary in length. *Verb forms and tenses* are absolutely right and demonstrate some sophistication as in “might put forward” and “are actually being encouraged”. *Vocabulary* is certainly a very strong point without being spectacular. There are some very good words (“engrossed”, “phenomenon”, “evident” and even the more colloquial “whopping” is acceptable here) but, more than that, there is the impression that the candidate nearly always chooses the right word. The candidate never tries simply to impress with extravagance but produces a range of vocabulary which has an admirable clarity, well suited to a discursive text. *Punctuation* is invariably correct, while *paragraphing* is also good, carefully allowing the argument to build. *Spelling* is excellent. There are occasional slips in this essay (“responsible”, and some omissions) but overall this is a secure, fluent piece of writing. It has a very natural feel to it. However, it is on the lowest mark in Band 1 because, although the vocabulary is well chosen for a discursive topic, it lacks some ambition. Also, the punctuation and sentence structure would benefit from a little more variation for effect. It is a good example of how an essay, especially a discursive one, can gain a Band 1 without being flamboyant in any respect but by being highly competent in every aspect.

## Example candidate response – grade C

Section 2:

● (4)

Dreams:

## Dreams

Dreams can be described as what someone wants to happen. Another meaning of dream may be the things we see at night while we are sleeping.

Everyone has got dreams. Some may want to become a doctor, someone else may want to have a big house. My dream is to become a lecturer at the University, as I love to share my knowledge. A lecturer is someone who teaches the students at the university. But to fulfill my dream, hardwork is needed. To become a lecturer, you must be highly qualified and must have a good personality. I have other dreams also, but they can only be fulfilled after my becoming a lecturer.

As I love cars, I wish to have a very comfortable car and a big house (also) where there must be a swimming pool. I wish to be (also) the owner of a company. The big house must (also) be equipped with the latest facilities and luxuries possible. Since childhood, I love animals and thus I also wish to have three dogs, a turtle and without forgetting my favourite pet, a hamster. As I have said earlier, ~~all~~ these ~~would~~ will only be ~~fulf~~ fulfilled if I become a lecturer.

But all dreams do not come true are not realized. Some

people are so much greedy that they dream of many things. There are also people who just dream and do not make any effort to realize it. It is important to know that ~~after~~ ~~a~~ for anything to be realized, hardwork is required. Lazy people just dream and their dreams never come true.

There are also people who dream <sup>of doing</sup> things which are impossible. For example, many people dream of seeing their future or even being immortal and destroying everything in the world.

Dreams at night are extraordinary things. They are so relaxing. When ~~someone~~ <sup>someone</sup> ~~dreams~~ at night, had a good dream at night, the next day he is relaxed and freed from all tensions. After a day's hardwork, when a person sleeps and gets a good dream, his mind is relaxed and this is very good for health as persistent tensions may even drive a person mad. So dreams help a person to enjoy his life. But these dreams can also take forms of nightmares and frighten the person.

Therefore dreams are wonderful gifts ~~at~~ through which every man can succeed. As we all know "where there is a will there is a way." If you want your dream to become true, you must work hard and achieve it.

Total mark awarded = 20 out of 30

## Examiner comment – grade C

The essay is a response to Question 4 and adopts a discursive approach to dreams, in particular the negative and positive effects of dreams as well as the candidate's own dreams for the future. The essay is not overlong, and does not have much elaboration, but it is certainly a realistic and adequate treatment of the topic.

In its **language** the essay is 'clean', mostly accurate, but it is not particularly ambitious and is therefore somewhere in the middle of the overall achievement range as a basic Band 3. Each aspect of the language descriptors is adequate or satisfactory but there tends to be a 'blemish' in each. There is some minor complexity in the *sentence structures* and variation with complex constructions being used at the beginning of paragraph 3 and in the penultimate paragraph. Otherwise, there tends to be a repetition of short sentences as can be seen in paragraph 2. *Verb forms and tenses* are secure and sustained and yet in paragraph 3 there is a serious error with "love" instead of "have loved" and, later on, "destroy" instead of "destroyed" and "had" instead of "has had". As for *vocabulary*, words like "immortal" and "persistent" stand out because the majority of the vocabulary is 'safe', sometimes even repeated ("car"/ "cars" in paragraph 3). There is also some uncertainty in paragraph 1 about whether to treat dreams as singular or plural. *Punctuation* is satisfactory, if routine, and *spelling* is safe at this level, while *paragraphing* has merit as it clearly moves the topic forward in stages. There is enough relevance to maintain interest as a reader but not enough to raise the linguistic achievement above a lower Band 3.

## Example candidate response – grade E

## Section 2.

21- 'Young people today have no interest in politics.' Do you agree?

I do to agree that nowadays many young people do not interest in politics. As nowadays most of our young ~~have~~ has got good education, good results. By that they have easily get a good job. But some are in politics because for the good of our country and our reputation.

In politics there are many division which may lead separation of family or parents and their children. Sometime politics cause fight between relatives, friends or between religious persons. In our new generation politics has become a ~~very~~ rarely thing. People do not have enought time as they all work every day, they didn't have time to think about these thing.

Nowadays ~~young~~ youngster belives more in education not in politics, because by getting education people has get much good work. Some has become doctor, teacher, engineer, lawer, Police man, Police women, chef in hotel. But politics has also some good state-effects. As people are seperate but in other ways we get friends, we know more people, more culture, we can also know how our country is in profit or how much loss. By politics we will know which part of our island has been developed, how much progress we have

make. By politics several job can be offer but if we are getting free education everyone should profit, that because our parent has not get the opportunity to learn to go to school as in one family there was nine to ten children so our grandParents didn't have the facilities to send all their children to school, now it our turn to take them by using the free education, to learn, to study and to get a good job. Now

Nowadays there are any parent, <sup>does not</sup> force their children to go toward politics as they know what can <sup>also may</sup> lead in such thing. In politics some people, lose their life. At school normally only the student who do law know more about politics but the other does not interest in this subject.

By politics we can learn more about the norms, and values of our society, as politics transform some type of good information, but it also transform wrong information so that many people will go toward politics, but our youngster are too good in education not in politics.

Total mark awarded = 12 out of 30

## Examiner comment – grade E

The essay is a response to Question 2 and argues the case that young people today have little or no interest in politics. The candidate takes the view that politics can be divisive, even dangerous, and young people have more interest in their education and subsequent jobs than in politics. Some young people may go into politics but the majority are not interested. The essay is of adequate length, is relevant and can be considered a satisfactory but rather superficial treatment of the topic.

As far as **language** is concerned, the overall meaning is never in doubt – there is sufficient accuracy to be clear about the candidate’s opinion; in fact, in paragraph 3 there is an improving sense of clarity and there is the occasional clear sentence. However, overall, the errors are sufficiently frequent and serious to hamper precision and to distract the reader from the content. Ultimately, it is difficult to find more than one ‘patch’ of relatively clear writing that could lift the essay into Band 4, nor does it have errors in every line to lower it into Band 6, so it remains in Band 5, towards the lower end. The *sentence variation* is limited, with the candidate relying mainly on simple sentences. There are occasional compound sentences to add variation but the effect is limited by several sentences starting with a conjunction. The candidate relies entirely on statement sentences with no attempt to vary the mood. As with the vast majority of essays in this Band, *verb forms and tenses* are not secure and the candidate has difficulty maintaining a consistent sequence of tenses – “young people does not interest in politics”, “they have easily get a good job”, “some has become doctor” and many more examples. This weakness is made more obvious by poor control of agreement as in “People has get”, “several job”, “our parent has not get”. The *vocabulary* is very simple but mainly acceptable, yet even here there are some basic errors as with “our youngster are too good in education” when the candidate means ‘better in education’. Sentence separation is good overall but the *punctuation* suffers from the lack of several full stops. The *spelling* of this simple vocabulary is mainly accurate but as soon as the candidate becomes ambitious (“developted”, “facilties”) the errors occur. *Paragraphing* is satisfactory. The overall simplicity of the language combined with the frequency of the serious error limits the achievement of this essay to Band 5.

## Descriptive essays

Example candidate response – grade A

Section 2

P1

1.)

In today's world, celebrities are people to whom ordinary people like you and me look up to. We follow their interesting lives; try to imagine ~~over~~ ourselves with ~~the~~ glitz, glamour and fashion in their places and how our lives would be if we were them. But the truth is that most of these celebrities had very hard lives before all this glitz, glamour and fashion. Their past lives are what make these celebrities who they are. But with lovers and admirers of these celebrities, come the haters of them as well. My favorite celebrity is Marshall Mathers – known as Eminem – whereas my least favorite celebrity is Kristen Stewart.

There are many reasons (for) why I love Eminem and why he has earned the love and respect of millions of people around the world. Marshall Mathers ~~was~~ was born in Detroit, Michigan and had a very tough life growing up. Being a short and scrawny boy and a minority in a largely black school, he was pushed ~~and~~ around and bullied a lot. He was never the best at school and ~~left~~ never finished High School. But he had something that no one else at that time had – Passion. A passion to be different, A passion to be the very best rapper.

Marshall had a long way to go however and would have to jump over many hurdles before becoming one of the <sup>greatest</sup> rappers. At that time, rapping was mainly dominated by people of African American descent, and by becoming the first caucasian rapper, Marshall proved he was willing to



go to all lengths just to become what he wanted.

Marshall was also criticized a lot for his ~~songs~~ songs which were deemed as vulgar. He was bashed by critics and parents alike ~~and~~ and there were also protest marches against him. He refused to give up on his dream however and he won over everyone with his lyrics. This is one of the main reasons he is considered a lyrical genius - He has a way with words the way he can manipulate words. His lyrics can be interpreted in many ways as well.

One of his greatest qualities is how he grew up with a fatherless past but has proven himself to be the best father a child can have with the way he treats his daughters. One of the greatest examples of this is how Eminem Marshall stopped taking drugs for the sake of his daughters. When Eminem ~~was~~ overdosed on Vicodin and Oxycodone and almost died, he realized he would have to change something just for his daughters, as there was no way he would leave them like his father had left him. Even though he relapsed a few times, he never gave up and finally won the war against his addiction in ~~2004~~ 2009 and he has been sober ever since.

~~My least favorite celebrity would have to be Ke\$ha~~  
Similar to how I have a celebrity I admire the most, I also have a celebrity that I believe does not deserve the fame and attention she gets.

Kristen Stewart, though a beautiful woman, is not the greatest actor ~~and~~ - she is just too overrated in the

mainstream media. She ~~hit the~~ got her breakthrough by acting as a protagonist in the ~~two~~ Twilight series and even though she was praised for her performance, I did not like her acting at all. ~~At through~~ Almost all the movies she stars in, she is as expressionless as a brick and you can barely tell if she's happy or upset.

Another reason she is least admired is due to her instability in relationships. She cheated with her boyfriend of 3 years with an older man. And even though we all make mistakes, the other person was a married man.

~~Celebrities around the world~~

There are celebrities all around the world. But it is their characters and personalities that make them admirable, loved and respected.

Word Count = 560 Words.

Total mark awarded = 27 out of 30

## Examiner comment – grade A

The essay is a response to Question 1 and describes two celebrities, the rap artist Eminem and the actress Kristen Stewart. The essay is a very satisfactory length, giving a little more consideration to Eminem than to Kristen Stewart, and the treatment effectively contrasts the two in the way the question requires. The candidate is admirably clear in emphasising the different qualities of the two celebrities and the essay creates real interest by giving an insight into the values of modern, popular culture. In fact, the quality of this content is vital in supporting the linguistic quality of the writing. There is a high level of accuracy in this essay but there are also some straightforward errors and so it is in the lower half of Band 1.

As has been said, overall the **language** is very accurate. What is crucial here in putting this in Band 1 rather than Band 2 is that the errors are not serious ones. The *sentence structure* is very good as it has complexity and also it attempts different constructions for effect – see particularly the effective conclusion to paragraph 2 and the sustained sentence lengths and complexity in paragraph 5. Unfortunately, the one real flaw of the essay is the use of conjunctions as sentence openings, although there is some excuse for it here as the overall style is more colloquial than in most descriptive essays. *Verb forms and tenses* are very good indeed and the candidate moves easily between past and present tenses. The sentence structures and the correct tenses give the essay a natural fluency which is very convincing. *Vocabulary* is certainly a strong point (“scrawny”, “minority”, “lyrical”, “manipulate”, “relapsed” as well as the very sophisticated phrase “deemed as vulgar”). The repetition of “Passion” for emphasis is very good. This is a mature range of vocabulary. There is a sense that the candidate is very comfortable using such words but the vocabulary is not flawless – the phrase “to whom” in the first line is excellent and yet it is let down by the repetition of the preposition at the end of the sentence; furthermore, “too overated” at the end is overdone. *Punctuation* is very good with sophistication again demonstrated in the use of the dashes for emphasis and in the use of commas (“Kristen Stewart, though a beautiful woman,”). *Paragraphing* is also very good in the way that it divides the material after a good introduction and finishes with a definite and sensible final paragraph. *Spelling*, especially of such a mature vocabulary, is excellent with only one or two slips. Linguistically, this essay is better than the merely ‘accurate’ descriptor of Band 2 and yet is not so accurate as to be at the top of Band 1.

## Example candidate response – grade C

1. Matthew Mafyden is the most delicious man I would ~~like~~<sup>love</sup> to meet! He is a great actor and has won many movie awards. His voice is ~~his~~ a killer! The way his voice goes deep melts my heart. He acted in 'Pride and Prejudice', the movie. He played Mr Darcy, who is my favourite character.

Matthew Mafyden was perfect to play Mr Darcy. He did not have the 'pretty boy's face', which I despised a lot. He has bright blue eyes and his nose is not too sharp like other actors. He was tall like Mr Darcy in the book. I think he is about ~~6 feet~~ 185 cm tall.

Matthew is married with another actress. His wife is the happiest woman on this earth as she can see him almost everyday. I envy her tremendously. At least Mr. Mafyden is happy with her. If he is happy, I am happy. But I do wish I could turn back the clock and be the first one to meet him.

Justin Bieber is the most immature boy who I would not care to meet. He is too overrated as every girl in my class is in love with him. Everytime ~~someone~~ when someone plays his music, almost <sup>all</sup> of the girls would scream, "Justin! I Love you! Marry me! I will die for you!" I wanted to puke ~~when~~<sup>whenever</sup> I heard them shout about him.

Justin is just a young boy who ~~has~~ does not have much experience. Three months ago he received his driving license and he did not obey the rules. He drove about 110 km/hr when the speed limit was 80 km/hr. He was not ~~setting~~<sup>giving</sup> a good example to his fans! All of the girls in my class, who are his fans, are on his side. They said ~~8~~ driving at 80 km/hr ~~are~~ were for old people. I was quite shocked and angry with them for saying such a thing. Do they not know that having speed limit is for ~~the~~<sup>the</sup> safety for everyone on the road?

Justin is just a celebrity, who can actually sing quite well, but he does not behave like a gentleman. Matthew is a celebrity who I adore very much as he has class. Matthew Mafyden, the ~~for~~ handsomest hunk in my life!

✓  
~~365 words~~

372 words

Total mark awarded = 20 out of 30

## Examiner comment – grade C

The essay is a response to Question 1, a descriptive title that asks for a contrast between two people rather than the creation of atmosphere. This candidate describes two entertainment celebrities, Matthew Macfadyen (“Mafyden” *sic*) and Justin Bieber, the former being admired and the latter not admired. It is a question which requires a description of personalities rather than places or events. The content here is very attractive because it is deliberately amusing and interesting but, while this will gain credit, it cannot disguise the fact that the language has flaws.

The **language** is best described as ‘mostly accurate’, placing it in Band 3. Sometimes the *sentence structure* is useful and enhances the humour (“If he is happy, I am happy.”) but there is no doubt that short sentences predominate, perhaps to the extent of being repetitive. This is certainly so at the end of the first paragraph. To offset this, the use of speech and question sentences brings some variety. *Tenses* are the weakness in this script. In the second paragraph, “despised” and “was” are both the wrong tense and at the end of paragraph 4 there are three serious tense errors where the past tense is used after “Everytime”. Also, in paragraph 5, “They said driving at 80km/hr *were* for old people” is clearly wrong. There are some ticks for *vocabulary* (“tremendously”, “overrated”) but otherwise the vocabulary is very straightforward and, indeed, there are a number of simple errors in this vocabulary – “married *with* another actress”, “his nose is not too sharp *like* other actors”, “He is *too* overrated”. *Punctuation* can be used very well to show the humour as with the many exclamation marks in paragraph 4 but seems a little overdone at the end of the first sentence. The *spelling* is adequate and the *paragraphing* is good as it emphasises the contrasts. Ultimately, the errors in tenses are serious and frequent enough to prevent this mature, amusing essay from being more than a Band 3.

## Example candidate response – grade E

Section 2	<u>My admire</u>
Ques 1.	<p>The <u>most</u> celebrity I most admire is my mother because <u>she</u> she so beautiful. <u>She</u> has long hair straight, <u>she</u> <u>small</u> and <u>talls</u>. <u>she</u> is fair. <u>she</u> like eating fish, salad and fairy cake. She has small eyes <u>and</u> brown, her nose is long. <u>she</u> has 39 years old. <u>She</u> lived at [REDACTED].</p> <p>I really admire my mom because <u>she</u> believe in prayers.</p>
	<p>After marriage, <u>she</u> lives at [REDACTED]. <u>She</u> has two children, me and my sister, [REDACTED]. <u>She</u> always give us good advise, how to behave with other, how to where and where to wear which clothes. Every morning <u>she</u> do all her house work. <u>She</u> preferred stay at home to look after her children and husband. When I am in trouble <u>she</u> always with me, I always respect my mum. My mother is, very shy, <u>spathy</u> and a <u>courageable</u> woman.</p>

My least admire is one of my friend, [REDACTED]. Sometime when I need her, or when I am in problem she ~~does not~~ <sup>always</sup> with me. Often I discussed with her. When she is with her other friend, she always forget me and make fun of me. But sometimes, ~~when~~ about financial, she always give me ~~about~~ money when I need. She does not like when I make friend with others boys, she is a bit ~~jealousy~~ <sup>jealousy</sup>. She ~~beare~~ <sup>behave</sup> ~~very~~ well with me and has a good manner. [REDACTED] is very beautiful and has 18 years old. She lives at [REDACTED].

Sometime when [REDACTED] is angry she used foul language with me, but I always try to understand her in some way and give her advice. I really like and loved her. No matter for me how she is, because I have only one friend who always with me



When there is a school holiday she stay at my place for two months. My mother also like her and look her like her own child. Every Sunday we go for shopping.

My most admire is my mom because she is always with me and will stay always with me and my least admire is [redacted] because she is a bit jealousy and one day, ~~she~~ if we fight, she can leave me forever and break-up our friendship.

Total mark awarded = 11 out of 30

## Examiner comment – grade E

The essay is a response to Question 1 and it describes the candidate's mother and a friend. This is a very loose interpretation of the word 'celebrity' in the question and the use of a friend shows limited understanding of the expression 'least admire'. However, the error was thought more likely to be the result of haste or a lack of familiarity with the word 'celebrity' rather than a deliberate attempt to distort the topic; therefore, while it obviously imposes some limit on the *content*, the consideration of the language is still the major one.

As far as **language** is concerned, the overall meaning is never in doubt – there is sufficient accuracy to know something about the two people and what the candidate feels about the two 'celebrities'; indeed there are occasional, relatively 'clean' sentences, especially at the end of the penultimate paragraph and in the final paragraph. On the other hand, the errors are sufficiently frequent and serious to hamper precision and to distract the reader from the content. The *sentence variation* is very limited, especially in length, and the sentence structure comes across as very simple. There are no real attempts to vary the sentence moods for effect. *Verb forms and tenses* are insecure with the candidate appearing to have difficulty distinguishing between the past and present tenses on times ("she like eating fish" followed by "she lived at"). However, the sense never quite breaks down in spite of this. The *vocabulary* is extremely simple but only occasionally is it misused as in the use of "talls" for 'long' in the first paragraph. At times, the idiom is awkward or misunderstood as in "The *most* celebrity I *most* admire". Some repetition of vocabulary ("most" and "she" in the first two lines) further limits the achievement. *Punctuation* is flawed, with sentence separation errors, as in the first paragraph, although this does improve. There are clear weaknesses in the *spelling* of this very simple vocabulary, even with the simplest words ("alway") and it is certainly true of more ambitious vocabulary ("syathy", "advise" and "courageable"). Clear *paragraphing* is a merit. Ultimately, it is difficult to find the 'patches' of clear writing needed to lift the essay into Band 4, and the emerging sense and paragraphing keep it out of Band 6; it remains in Band 5 and towards the lower end of the band because of the simplicity, the errors and the *content*.

## Paper 2 – Reading

### Section 1: Reading for ideas

#### Section 1: Reading for Ideas

For  
Examiner's  
Use

Read Passage 1 in the insert and answer **all** the questions below in the order set.

**1 (a) Notes [15 marks]**

**Identify and write down** information from the passage which describes the advantages and disadvantages of extended shopping hours.

**USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.**

At this stage, you need **NOT** use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

MAIN POINTS	
<b>Advantages of extended shopping hours</b>	
<ul style="list-style-type: none"> <li>• <i>People don't have to rush to the shops</i></li> </ul>	
<b>Disadvantages of extended shopping hours</b>	
<ul style="list-style-type: none"> <li>• <i>Decreases opportunity for family activities</i></li> </ul>	



For  
Examiner's  
Use

- 2 From your reading of paragraph 2, decide which **one** of the following statements is true and tick the box you have chosen.

It takes a long time to buy a family meal in a supermarket.

Students can juggle part-time work with their studies.

Fathers never take part-time jobs.

[1]

- 3 From paragraph 4, select and write down **two** opinions.

One opinion is .....

..... [1]

Another opinion is .....

..... [1]

- 4 From your **own** knowledge or experience, give **two** examples of 'valuable recreational excursions' for families. Do **not** refer to specific examples in the passage in your answer.

One example is .....

..... [1]

Another example is .....

..... [1]

Total for Section 1 [25]

## Insert

**Passage 1 – Shopping**

- 1 Markets, bazaars, corner shops, high street stores or out-of-town retail centres – wherever you live, shopping plays some part in your life, and the hours available for this common activity will vary. But do extended shopping hours have a positive or a negative effect on society?
- 2 Extending the opening hours of shops has many advantages. People do not have to rush to the supermarket after a hard day at the office, checking their watches to see how much time they have to buy the evening meal for the family. If a shop is open for a restricted number of hours per week, say forty, then one set of employees is sufficient to run it, but extended opening hours mean that more people are needed to work in the store, thus providing an income for them. This can be particularly beneficial for students, who are able to work for a limited period to earn some money without compromising their studies. Families can also benefit: parents, usually mothers, can work a few hours part-time in the local supermarket when their spouses are not at work. Not only does this provide additional income for the family; it can also avoid the costly and sometimes complicated childcare arrangements which will be necessary if both parents work the same hours. Extended opening hours mean more income for the shop owner, who will not miss out on a potential sale because the shop is shut.
- 3 Keeping shops open longer spreads the load for the shopping centre, as not all the potential shoppers are arriving at the same time, or fighting for a limited number of parking spaces. People have more time to browse when it suits them, and so shopping can become a form of relaxation, giving rise to the term 'retail therapy'. In modern times there has been a rise in the number of covered shopping malls, which are usually open for longer than the conventional high street stores. These malls offer under one roof a wide range of merchandise – from clothes, to food, to electronic equipment – and so there is increased availability of goods in these virtually round-the-clock outlets. Because these malls are normally modern and bright, they offer an attractive day out for families, and make shopping a valuable family activity.
- 4 But extended shopping hours are sometimes under fire from critics who argue that, far from promoting family life, the 'shop till you drop' mentality actually decreases the opportunities for family activities. Indeed, the very expression 'shop till you drop' suggests silly, robot-like behaviour. Children miss out on valuable recreational excursions with their parents, who take them on endless shopping trips instead of, for example, to an art gallery. If mum is working in the supermarket in the evening, chances for family bonding, such as simply eating dinner together, or watching television, have been removed. Children are not taken to run around parks and playgrounds because they are shopping instead. There is nothing more depressing than seeing the long faces of parents pushing baby buggies and trailing youngsters round yet another computer shop. The resulting lack of exercise perhaps contributes to increasing childhood obesity in some parts of the world.
- 5 Extending shopping hours also has a detrimental effect on employees, whose own family life is interrupted or compromised because one or other of the family members, possibly including teenage students, is working at any given time. Employers suffer too; they cannot always be in the shop, and will need to appoint an employee as deputy in their absence, which might cause problems. If they decide that this is impossible they may choose to close the shop, but they will lose business to the shops which have stayed open. Moreover, as people have a fixed amount of money to spend shopping, the idea that they spend more because shops are open longer is a myth in any case, and so employers do not ultimately benefit.
- 6 Finally, if people know that the shops are open constantly, they will waste the time that they might have spent doing more useful things.

## Mark scheme

MARK TO A MAXIMUM OF 15 FOR CONTENT POINTS. AWARD A MAXIMUM OF 5 MARKS FOR STYLE. (See page 5 for the Style marking method.)

## Question 1

(a) Points to be rewarded and their marks are indicated below. Indicate by a tick the point rewarded. Accept own words or lifting. Accept sentences or note form. Points 1 and 12 are already given.

1. *People don't have to rush to the shops*
2. Creates (more) jobs // more people (are needed) to work (in shops) // more employees (are needed)
3. Students can work (part-time) without compromising their studies / after school / outside school hours
4. Parents / mothers / fathers can work (part-time) when spouse isn't at work
5. (Families) save on childcare // don't need (expensive / complicated) childcare  
[Needs an attempt at point 4]
6. Shop owner earns more // more business for shop
7. Spreads the load for the shopping centre // no fighting for car park spaces
8. (People have) more time to browse / shop // (people can) browse / shop when it suits  
[Key = time]
9. (Provides) relaxation / therapy
10. Shopping malls / round-the-clock outlets offer wide range / increased availability of goods (at almost any time)  
[Key = variety]
11. (Malls / Shopping offers / becomes) a family activity // day out / trip for families
12. *Decreases opportunity for family activities*
13. Children miss out on educational / recreational activities [Do not accept examples only]
14. Chances for family bonding are removed [Do not accept examples only]
15. Children not taken to parks / playgrounds [Do not go to parks (alone) = 0]
16. Lack of exercise contributes to childhood obesity [Needs an attempt at point 15]
17. Employees' family life is interrupted / compromised / affected
18. Employers have to appoint deputy in their absence  
[can't always be in the shop (alone) = 0]
19. Employers / Shops will lose business (to open shops) if they close
20. People have a fixed amount to spend // Shoppers / Customers have a fixed amount of money
21. People / Shoppers will waste time that they might have spent doing (more) useful things  
[Accept 'They' as agent where it is clear from context it refers to people/shoppers. Accept passive form.]

- (i) *If script is entirely verbatim lift give 0.*
- (ii) *If content point is made in the wrong box, do not award the mark.*
- (iii) *If more than one content point appears under a single bullet point, award each content point separately if clearly made.*
- (iv) *If content point being made depends on information contained in another bullet point, withhold the mark unless a clear link is made between the two points.*

[15]

**(b) Summary Writing and Style****[5]**

Candidates have now fleshed out their notes into a piece of formal, continuous prose.

The mark for Style incorporates TWO categories of writing, namely OWN WORDS and USE OF ENGLISH. The table which follows on page 5 provides descriptors of the mark levels assigned to these TWO categories.

In assessing the overall mark for Style, first of all assign the script to a mark level under the category of OWN WORDS. Then arrive at the mark level for USE OF ENGLISH.

Under OWN WORDS, key pointers are: **sustained, noticeable, recognisable but limited, wholesale copying** and **complete transcript**. The difference between wholesale copying and complete transcript is that, whereas in wholesale copying there is nothing / little that is original, the copying has been selective and directed at the question, but with a complete transcript the candidate has started copying and continued writing with little sense of a link to the question. Complete transcripts are rare.

Under USE OF ENGLISH, take into consideration the accuracy of the writing, and the ability to use original complex sentence structures.

Write marks for OWN WORDS and USE OF ENGLISH separately in comments box beneath the question. Access this comments box by clicking on the speech bubble on Scoris Task Bar. Add the marks for OWN WORDS and USE OF ENGLISH together and divide by two. Raise any half marks to the nearest whole number e.g. OW 3, UE 2, giving 3 to be entered in Scoris marks column.

**HOW TO ANNOTATE Q1(b)**

Use margin (either left or right) to indicate OWN WORDS assessment, and the body of the script to indicate USE OF ENGLISH assessment. Under OWN WORDS, use either T (text) or O (own words). Where the candidate has more or less written a wholesale copy, but has substituted an odd word here and there (single word substitution), indicate these single words with O above them. Otherwise use the margin only for assessment of OW.

Under USE OF ENGLISH, use the body of the script for annotations. For accuracy assessment, use either cross or carat as appropriate for errors (over the errors). You may use cross for omission instead of carat. Indicate only serious errors. If the same error is made more than once, e.g. omission of definite article, indicate it each time it is made. Below follows a list of serious errors:

**SERIOUS ERRORS**

Wrong verb forms.

Serious tense errors.

Serious errors of sentence structure, especially in setting up subordination.

Omission or obvious misuse of prepositions.

Wholesale misunderstanding over the meanings of words used.

Serious errors of agreement.

Using a comma to replace the necessary full stop.

Mis-spellings of simple, basic words, e.g. were / where // to / too // their / there.

Breakdown of sense.

Serious omissions, or serious intrusions e.g. of definite article. Ignore what are clearly slips.



For sentence structure merit, use ticks where appropriate, in the body of the script. Tick only instances where the sentence structure is both complex and original, i.e. belonging to the two top boxes in the Use of English column on the MS. Ticks, therefore, tend to be over relative pronouns, present participles and conjunctions. Do not tick vocabulary: this will be taken into consideration under assessment of OW.

**Irrelevance:** Put a cross in the margin to indicate a stretch / section of irrelevance.

If a script is entirely irrelevant, mark for style as normal (i.e. arrive at mark under OW and UE, then add together and halve) and give 2 max for style. Note that such scripts are extremely rare.

**Wrong or invented material:** Put a cross in the margin to indicate a stretch / section of wrong or invented material. This might count as oblique or limited own words when you come to assess OW.

SUMMARY STYLE DESCRIPTORS			
Mark	OWN WORDS	Mark	USE OF ENGLISH
5	<ul style="list-style-type: none"> <li>Candidates make a <b>sustained</b> attempt to re-phrase the text language.</li> <li>Allow phrases from the text which are difficult to substitute.</li> </ul>	5	<ul style="list-style-type: none"> <li>Apart from very occasional slips, the language is accurate.</li> <li>Any occasional errors are either slips or minor errors. There is a <b>marked ability to use original complex syntax</b> outside text structures.</li> <li>Punctuation is <b>accurate and helpful</b> to the reader.</li> </ul>
4	<ul style="list-style-type: none"> <li>There is a <b>noticeable</b> attempt to re-phrase the text.</li> <li>The summary is free from stretches of concentrated lifting.</li> </ul>	4	<ul style="list-style-type: none"> <li>The language is <b>almost always accurate</b>. Serious errors will be isolated.</li> <li>Sentences show some variation, <b>including original complex syntax</b>.</li> <li>Punctuation is accurate and generally helpful.</li> </ul>
3	<ul style="list-style-type: none"> <li>There are <b>recognisable but limited</b> attempts to re-phrase the text detail. Attempt may be limited by <b>irrelevance</b> or by <b>oblique or mangled relevance</b>.</li> <li>Groups of text expression are interlaced with own words.</li> <li>The expression may not always be secure, but the attempt to substitute the text will gain credit.</li> </ul>	3	<ul style="list-style-type: none"> <li>The language is <b>largely accurate</b>.</li> <li>Simple structures tend to dominate and <b>serious errors are not frequent</b>, although they are noticeable.</li> <li>Where sentences show some variety and complexity, they will generally be lifted from the text.</li> <li>Serious errors may occur when more sophisticated structures are attempted.</li> <li>Punctuation is <b>generally accurate</b>.</li> </ul>
2	<ul style="list-style-type: none"> <li><b>Wholesale copying</b> of large areas of the text, but not a complete transcript.</li> <li>Attempts to substitute own language will be limited to single word expression.</li> <li>Irrelevant sections of the text will be more frequent at this level and below.</li> </ul>	2	<ul style="list-style-type: none"> <li>Meaning is not in doubt but <b>serious errors are becoming more frequent</b>. [<i>8+ errors as a guide</i>]</li> <li>Some simple structures will be accurate, although this accuracy is not sustained for long.</li> <li>Simple punctuation will usually be correct.</li> </ul>
1	<ul style="list-style-type: none"> <li>Pretty well a <b>complete transcript</b> of the text expression.</li> <li>There will also be random transcription of irrelevant sections of the text.</li> </ul>	1	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b>, sometimes impeding reading.</li> <li>Fractured syntax is much more pronounced at this level.</li> </ul>
0	<ul style="list-style-type: none"> <li><b>Complete transcript</b>.</li> </ul>	0	<ul style="list-style-type: none"> <li><b>Heavy frequency of serious errors</b> throughout.</li> <li><b>Fractured syntax</b>.</li> </ul>

**Question 2 from paragraph 2**

Students can juggle part-time work with their studies.

[1]

*More than one box ticked = 0*

Accept other notations, e.g. X, \*, shading of correct box, or T for True.

**Question 3 from paragraph 4**

Opinion 1: (far from promoting family life,) the 'shop till you drop' mentality actually decreases the opportunities for family activities [inclusion of *critics (who) argue* = 0]

Opinion 2: (Indeed, the very expression) 'shop till you drop' suggests silly /robot-like behaviour

Opinion 3: recreational excursions are valuable

Opinion 4: There is nothing more depressing than (seeing) the long faces of parents pushing baby buggies / trailing youngsters round (yet another computer) shop // shops

Accept any two of four for one mark each.

Two correct answers in one limb = 1 mark max.

Accept in any order. Accept own words versions.

[2 x 1]

**Question 4 from knowledge or experience**

Accept any reasonable examples, such as theatre trips, trips to exhibitions etc.

[2 x 1]

Accept plausible, if unknown to you, examples, e.g. family trip to Kampong Ayer.

Accept single word answers, e.g. museum, picnic etc.

Two correct answers in one limb = 1 mark max.

*art gallery / park (alone) / playground / watching television / meals together (at home) / any shop = 0 (text)*

*any activity clearly in the home = 0*

*going on a trip (alone) = 0 This merely defines the word 'excursion'.*

## Appendix

Markets, bazaars, corner shops, high street stores or out-of-town retail centres – wherever you live, shopping plays some part in your life, and the hours available for this common activity will vary. But do extended shopping hours have a positive or a negative effect on society?

Extending the opening hours of shops has many advantages. People **do not have to rush to the supermarket** after a hard day at the office, checking their watches to see how much time they have to buy the evening meal for the family. If a shop is open for a restricted number of hours per week, say forty, then one set of employees is sufficient to run it, but extended opening hours mean that **more people are needed to work in the store**, thus providing an income for them. This can be particularly beneficial for **students, who are able to work for a limited period to earn some money without compromising their studies**. Families can also benefit; **parents, usually mothers, can work a few hours part-time in the local supermarket when their spouses are not at work**. Not only does this provide additional income for the family; it can also **avoid the costly and sometimes complicated childcare arrangements** which will be necessary if both parents work the same hours. Extended opening hours mean **more income for the shop owner**, who will not miss out on a potential sale because the shop is shut.

Keeping shops open longer **spreads the load for the shopping centre, as not all the potential shoppers are arriving at the same time, or fighting for a limited number of parking spaces**. People have **more time to browse** when it suits them, and so shopping can become a **form of relaxation**, giving rise to the term 'retail therapy'. In modern times there has been a rise in the number of covered **shopping malls, which are usually open for longer than the conventional high street stores**. These malls offer **under one roof a wide range of merchandise – from clothes, to food, to electronic equipment – and so there is increased availability of goods in these virtually round-the-clock outlets**. Because these malls are normally modern and bright, they offer **an attractive day out for families**, and make shopping a valuable family activity.

But extended shopping hours are sometimes under fire from critics who argue that, far from promoting family life, the 'shop till you drop' mentality actually **decreases the opportunities for family activities**. Indeed, the very expression 'shop till you drop' suggests silly, robot-like behaviour. **Children miss out on valuable recreational excursions** with their parents, who take them on endless shopping trips instead of, for example, to an art gallery. If mum is working in the supermarket in the evening, the chances for **family bonding, such as simply eating dinner together, or watching television, has been removed**. **Children are not taken to run around parks and playgrounds** because they are shopping instead. There is nothing more depressing than seeing the long faces of parents pushing buggies and trailing youngsters round yet another computer shop. The resulting **lack of exercise perhaps contributes to increasing childhood obesity** in some parts of the world.

Extended shopping hours also has a detrimental effect on **employees, whose own family life is interrupted or compromised** because one or other of the family members, possibly including teenage students, is working at any given time. **Employers suffer too; they cannot always be in the shop, and will need to appoint an employee as deputy in their absence**, which might cause problems. If they decide that such a task is impossible **they may choose to close the shop, but they will lose business** to the shops which have stayed open. Moreover, as **people have a fixed amount of money to spend** shopping, the idea that they spend more because shops are open longer is a myth in any case, and so employers do not ultimately benefit.

Finally, if people know that the shops are open constantly, they will waste the time that they **might have spent doing other, more useful things**.

## Example candidate response – grade A

## Section 1: Reading for Ideas

For  
Examiners  
UseRead Passage 1 in the insert and answer **all** the questions below in the order set.

## 1 (a) Notes [15 marks]

**Identify and write down** information from the passage which describes the advantages and disadvantages of extended shopping hours.

**USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.**

At this stage, you need **NOT** use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for **content** points.

MAIN POINTS	
<b>Advantages of extended shopping hours</b>	
<ul style="list-style-type: none"> <li>• People don't have to rush to the shops</li> <li>• More people are needed to work, providing an <sup>income</sup> <del>income</del> <del>benefit</del></li> <li>• Beneficial for students, does not compromise their studies.</li> <li>• More income for shop owners.</li> <li>• Spreads load for shopping centres.</li> <li>• People get more time to browse, becomes a form of relaxation.</li> <li>• Make shopping a valuable activity.</li> <li>• Mothers can work part time, providing additional income</li> </ul>	
<b>Disadvantages of extended shopping hours</b>	
<ul style="list-style-type: none"> <li>• Decreases opportunity for family activities</li> <li>• Children miss out on valuable recreational excursions</li> <li>• If mothers are working, chances of family bonding have been removed.</li> <li>• Lack of <del>exercise</del> exercise, increasing childhood obesity.</li> <li>• Family life interrupted or compromised.</li> <li>• Appointing deputy can cause problems for employer.</li> <li>• Employer may choose to close the shop.</li> <li>• Time wasted could have been spent on more useful things</li> </ul>	

**(b) Summary**

Now use your notes to write a summary, in which you explain the advantages and disadvantages of extended shopping hours, as outlined in the passage.

This time, you will be awarded up to 5 marks for using your own words wherever possible and for accurate use of language.

Your summary, which must be in continuous writing (not note form), must be no longer than 160 words, including the 10 words given below. Begin your summary as follows:

Extending hours for shopping is arguably a good thing because ~~people~~ .....  
 don't have to rush to shops ~~in stores~~ to buy .....  
 their groceries after a tiring day at work. People .....  
 get more time to relax and shop calmly. Extended .....  
 hours would ~~see~~ mean more employees, resulting ~~for~~ .....  
 an additional income for them. Even students can .....  
 work time without ~~see~~ disrupting their studies or .....  
 grades. Mothers can even work part time which .....  
 will bring in extra income in the family. ~~She~~ .....  
 Employers would benefit from extra profits as well. .....  
 This can even help decrease load on shopping centres .....  
 and make shopping a valuable shopping activity. ....  
 However, it has its bad points. It decreases family .....  
 activities as chances of family get-togethers or .....  
 bonding may be removed due to part time jobs. ....  
 This can cause disturbance in family lives, leading .....  
 to complications. Children do not get a chance to go .....  
 on recreational activities and lack of exercise can lead .....  
 to obesity. The employer can incur expenses ~~problems~~ .....  
 and can close down the shop. And moreover, .....  
 the time wasted could be used on even more useful things.

No. of words

170

[5]

For  
Examiner's  
Use

2 From your reading of paragraph 2, decide which **one** of the following statements is true and tick the box you have chosen.

It takes a long time to buy a family meal in a supermarket.

Students can juggle part-time work with their studies.

Fathers never take part-time jobs.

[1]

3 From paragraph 4, select and write down **two** opinions.

One opinion is *The 'shop till you drop' mentality actually decreases the opportunities for family activities.* [1]

Another opinion is *The resulting lack of exercise, perhaps contributes to childhood obesity in some parts of the world.* [1]

4 From your **own** knowledge or experience, give **two** examples of 'valuable recreational excursions' for families. Do **not** refer to specific examples in the passage in your answer.

One example is *a trip to the zoo learning about different animals and habits.* [1]

Another example is *Camping: increasing knowledge and skills about the wild life in forests.* [1]

Total for Section 1 [25]

## Examiner comment – grade A

- 1 (a)** Candidates were asked to select advantages of extended shopping hours from Paragraphs 2 and 3. The candidate selected two points from Paragraph 2: that more people are needed to work, and that more income is provided for the shop owner. The point that students benefit was incompletely made as no reference was made to the part-time nature of the work made available to students by extended shopping hours. The candidate selected three points from Paragraph 3: extended shopping hours spreads the load for the shops, shoppers have more time to browse and are given an opportunity for relaxation. These last two points were offered under one bullet point by the candidate, but points are rewarded where made, so that it is possible to score more than one point under a single bullet. The candidate attempted the point that mothers can work part-time but omitted to mention the link with her husband not being at work, and so the point was incomplete.

The candidate had then to select the disadvantages of extended shopping hours as outlined in Paragraphs 4 and 5. The candidate selected two points from Paragraph 4: that children miss out on excursions with their families and that family bonds are removed. The point that childhood obesity is caused by lack of exercise was made, but could not be rewarded because the dependent point that children are not taken to parks (because they are shopping instead) was not made. The candidate selected only one point from Paragraph 5, namely that people waste time shopping that could have been spent doing more useful things. Three points were incompletely made: family life is interrupted had to be specified as employees' family life; appointing a deputy is a problem which had to be linked to his absence from the shop (because it was open for more hours); employers choosing to close the shop had to be linked to the consequence, namely that he would lose business to the shops which stayed open. **8/15**

- (b)** The candidate had to use selected content points to write a summary, in his own words and in the continuous tense, of the advantages and disadvantages of extended shopping hours. The candidate's use of own words was recognisable and this, combined with the fact that the language used was accurately expressed using some original complex sentence structures, (created by, for example, the present participle 'resulting', the relative pronoun 'which' and the conjunction 'as') assured almost full marks for the question. **4/5**
- 2** The candidate had to indicate the correct statement from a choice of three statements, and correctly chose the second one: students can juggle part-time work with their studies. **1/1**
- 3** The candidate had to select two opinions from Paragraph 4 and selected one of these: that the 'shop till you drop' mentality decreases opportunities for family activities. Linking childhood obesity to lack of exercise is not an opinion because of the presence of the word 'perhaps' in the text. **1/2**
- 4** The candidate had to link reading of the passage with own knowledge or experience by giving examples of 'valuable recreational excursions'. Each answer offered was valid: (i) trips to the zoo and (ii) camping. **2/2**

Total mark awarded = 16 out of 25



## Example candidate response – grade C

## Section 1: Reading for Ideas

For  
Examiner's  
Use

Read Passage 1 in the insert and answer all the questions below in the order set.

## 1 (a) Notes [15 marks]

Identify and write down information from the passage which describes the advantages and disadvantages of extended shopping hours.

**USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.**

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for content points.

MAIN POINTS
<b>Advantages of extended shopping hours</b>
<ul style="list-style-type: none"> <li>• People don't have to rush to the shops</li> <li>* Providing a extra income for employers</li> <li>→ Can be particularly beneficial for students</li> <li>→ Avoids complicated childcare arrangements</li> <li>• More income for the shop owner.</li> <li>* Shop owners will not miss potential sale.</li> <li>→ Spreads the load for the shopping center.</li> <li>* Shopping can become a form of relaxation.</li> <li>• Provide a wide range of merchandise</li> <li>• Availability of goods</li> <li>• Offer attractive day out for families.</li> </ul>
<b>Disadvantages of extended shopping hours</b>
<ul style="list-style-type: none"> <li>• Decreases opportunity for family activities</li> <li>→ Children miss out on valuable recreational excursions with their parents</li> <li>→ Cause to brake down family bonds.</li> <li>→ Childrens become less active.</li> <li>→ Lack of exercisa contributes obesity.</li> <li>→ Detrimental effect on employees.</li> <li>→ Employers suffer.</li> <li>→ People wast time on shopping</li> <li>→ Tends people to spend more money</li> <li>→ Employers do not ultimately benefit.</li> </ul>

**(b) Summary**

Now use your notes to write a summary, in which you explain the advantages and disadvantages of extended shopping hours, as outlined in the passage.

This time, you will be awarded up to 5 marks for using your own words wherever possible and for accurate use of language.

Your summary, which must be in continuous writing (not note form), must be no longer than 160 words, including the 10 words given below. Begin your summary as follows:

Extending hours for shopping is arguably a good thing because people don't have to worry about the time when they are shopping. It gives an extra profit for workers who work in extended hour shopping centers. Students can do part time jobs for many hours. It provides a good profit to the owner of the shop. As people can do their shopping in any time, the shopping crowd at a instance reduce. People make their time for shopping as a relaxing time for them. People can find everything under a one roof so they don't have to walk around streets. It gives a nice day out for many families. Even though it has got many advantages, it has got many disadvantages too. Most children whose parents select to do shopping during their relaxing time, lose children's valuable play time. It sometimes can cause to reduce family bonds. Children become too fat as they won't get exercise. Employees have to work for long hours so they lose their rest. Many people waste their time on shopping and even employees do not find an advantage at last.

No. of words 167

[5]

For  
Examiner's  
Use

- 2 From your reading of paragraph 2, decide which **one** of the following statements is true and tick the box you have chosen.

It takes a long time to buy a family meal in a supermarket.

Students can juggle part-time work with their studies.

Fathers never take part-time jobs.

[1]

- 3 From paragraph 4, select and write down **two** opinions.

One opinion is *children miss out on valuable recreational excursions so children feel up with their life pattern.* [1]

Another opinion is *families lose their strong bondings as they do not meet every one at home oftenly.* [1]

- 4 From your **own** knowledge or experience, give **two** examples of 'valuable recreational excursions' for families. Do **not** refer to specific examples in the passage in your answer.

One example is *going to a museum* [1]

Another example is *going to a planetarium* [1]

Total for Section 1 [25]

## Examiner comment – grade C

- 1 (a)** Candidates were asked to select advantages of extended shopping hours from Paragraphs 2 and 3. The candidate selected only one point from Paragraph 2: that more income is provided for the employer, a point that was later repeated in the candidate response and could not be rewarded twice. Two other points were incompletely made: the point that benefit for students had to be linked to working part-time and not compromising their studies, and the point that childcare arrangements could be avoided had to be linked to the fact that one of the parents could be at home while the other was working. The candidate selected three points from Paragraph 3: extending shopping hours spreads the load for the shopping centres, and gives an opportunity for relaxation, as well as an opportunity for a family day out. The candidate attempted the point that shopping malls offer a wide range of goods under one roof but, as reference to shopping malls was not made, the response was incomplete.

The candidate had then to select the disadvantages of extended shopping hours as outlined in Paragraphs 4 and 5. The candidate selected two points from Paragraph 4: that children miss out on excursions with their families and that opportunities for family bonding are removed. A link between obesity and lack of exercise was established, but no reference was made to children and, in any case, the dependent point that children are not taken to parks (because they are shopping instead) was not made. The candidate attempted several points from Paragraph 5 but made none completely. Reference was made to a detrimental effect on employees but this effect was not specified; the fact that people waste their time was mentioned, without the link that they were shopping instead of doing something more valuable; the bald statement that employers do not benefit was made, with no explanation as to what problems employers faced instead of benefits. **6/15**

- (b)** The candidate had to use selected content points to write a summary in their own words and in formal continuous of the advantages and disadvantages of extended shopping hours. The candidate's use of own words was recognisable although awkward and oblique in places. Around ten serious errors were made, including wrong agreement, wrong preposition, missing preposition, wrong article, wrong verb form, wrong plural form, wrong use of the infinitive of the verb. The candidate was therefore given an average mark for language. **3/5**
- 2** The candidate had to indicate the correct statement from a choice of three statements, and correctly chose the second one: students can juggle part-time work with their studies. **1/1**
- 3** The candidate had to select two opinions from Paragraph 4 and selected neither of these, writing instead two statements which were in fact content points for the summary: that children miss out on family excursions and that family bonds are destroyed. **0/2**
- 4** The candidate had to link reading of the passage with own knowledge or experience by giving examples of 'valuable recreational excursions'. Each answer offered was valid: (i) trips to museums and (ii) trips to a planetarium. **2/2**

Total mark awarded = 12 out of 25

Example candidate response – grade E

Section 1: Reading for Ideas

For  
Examiner's  
Use

Read Passage 1 in the insert and answer all the questions below in the order set.

1 (a) Notes [15 marks]

Identify and write down information from the passage which describes the advantages and disadvantages of extended shopping hours.

USE ONLY THE MATERIAL FROM PARAGRAPH 2 TO PARAGRAPH 6 INCLUSIVE.

At this stage, you need NOT use your own words. To help you get started, the first point in each section of notes is done for you. You will be awarded up to 15 marks for content points.

MAIN POINTS
<b>Advantages of extended shopping hours</b>
<ul style="list-style-type: none"> <li>• People don't have to rush to the shops</li> <li>• <del>It provide more jobs</del></li> <li>• In extended shopping hours requires more labour forces so it means more jobs are provided,</li> <li>• More income for the shop owner,</li> <li>• People have more time to browse,</li> <li>• <del>will shopping it</del></li> <li>• While shopping it can become form of relaxation.</li> <li>•</li> </ul>
<b>Disadvantages of extended shopping hours</b>
<ul style="list-style-type: none"> <li>• Decreases opportunity for family activities</li> <li>• children miss out on valuable recreational activities with their parents.</li> <li>• Increasing in childhood obesity.</li> <li>• Employer suffer because they cannot always be in the store.</li> <li>• Nowadays people have the mentality of saving money so then it won't be profitable to the owner</li> </ul>

**(b) Summary**

Now use your notes to write a summary, in which you explain the advantages and disadvantages of extended shopping hours, as outlined in the passage.

This time, you will be awarded up to 5 marks for using your own words wherever possible and for accurate use of language.

Your summary, which must be in continuous writing (not note form), must be no longer than 160 words, including the 10 words given below. Begin your summary as follows:

Extending hours for shopping is arguably a good thing because ...people... do not... have to rush to the supermarket to buy meat for the family. In extended shopping hours it does require more labour to operate the shop so this will cause more jobs to be employed, extending more hours means more customer so this will be more benefit to the shop owner <sup>causing</sup> more profits. People have more time to browse and lastly while shopping, it can become form of relaxation. Extending hours for shopping will be disadvantages because decreases opportunity for family activities, children miss out valuable recreational activities with their parents, children are not taken to run <sup>and</sup> play in the park or playground because they parents are busy shopping and this will lead to childhood obesity. Employee cannot always be in the shop and will need to appoint an employee as deputy in their absence which <sup>cause</sup> ~~causes~~ problem and lastly ~~at~~ nowadays people have the mentality of saving money so they tend to spend less causing the shop to go in loss.

No. of words 179

[5]

For  
Examiner's  
Use

- 2 From your reading of paragraph 2, decide which one of the following statements is true and tick the box you have chosen.

It takes a long time to buy a family meal in a supermarket.

Students can juggle part-time work with their studies.

Fathers never take part-time jobs.

[1]

- 3 From paragraph 4, select and write down two opinions.

One opinion is mentality cause decrease the opportunity  
for family activities. [1]

Another opinion is working in shopping shop cause cause  
less time to bond with family [1]

- 4 From your own knowledge or experience, give two examples of 'valuable recreational excursions' for families. Do not refer to specific examples in the passage in your answer.

One example is going to the zoo. [1]

Another example is taking part school activities with parents. [1]

Total for Section 1 [25]

## Examiner comment – grade E

- 1 (a)** Candidates were asked to select advantages of extended shopping hours from Paragraphs 2 and 3. The candidate selected two points from Paragraph 2: that more jobs are created and that more income is provided for the shop owner. The candidate selected two points from Paragraph 3: people have more time to browse, and shopping is a form of relaxation.

The candidate had then to select the disadvantages of extended shopping hours as outlined in Paragraphs 4 and 5. The candidate selected only one point from Paragraph 4: children miss out on excursions with their families. A reference was made to childhood obesity but no link was made to lack of exercise and, in any case, the dependent point that children are not taken to parks (because they are shopping instead) was not made. The candidate referred to the fact that employers cannot always be in the store but made no link to the consequence, which is that he would have to appoint a deputy in his absence. An irrelevant point about people saving money was made. **5/15**

- (b)** The candidate had to use selected content points to write a summary in own words and in formal continuous of the advantages and disadvantages of extended shopping hours. The candidate's attempt was fairly close to text wording and awkward in many places. Around fourteen serious errors were made, including missing article, wrong word used for context, several sentence separation errors, noun used instead of adjective, missing subject, missing preposition, wrong plural form, wrong verb form and wrong preposition. The candidate was therefore given a mark for language which was below average. **2/5**

- 2** The candidate had to indicate the correct statement from a choice of three statements, and correctly chose the second one: students can juggle part-time work with their studies. **1/1**
- 3** The candidate had to select two opinions from Paragraph 4 and selected neither of these, writing instead one of the statements which was in fact a content point for the summary: that family bonds are destroyed. The other response given made little sense and suggested lack of comprehension on the part of the candidate. **0/2**
- 4** The candidate had to link reading of the passage with own knowledge or experience by giving examples of 'valuable recreational excursions'. One answer offered was valid, being a trip to the zoo, but the second was incorrect as it referred to taking part in school, and not family, activities. **1/2**

Total mark awarded = 9 out of 25



## Section 2: Reading for meaning

## Section 2: Reading for Meaning

For  
Examiner's  
UseRead Passage 2 in the insert and answer **all** the questions below in the order set.

From paragraph 1

5 (a) What was going to happen to the baby in the morning?

.....  
 ..... [1]

(b) Explain fully why the baby's requirements are described as 'pitifully small'.

.....  
 .....  
 ..... [2]

(c) After the writer was told that Octavia was well, what **two** aspects of her behaviour showed her nervousness?

(i) .....  
 .....  
 (ii) .....  
 ..... [2]

From paragraph 2

6 (a) What **two** things worried the writer about the way in which Octavia might have been treated in hospital?

(i) .....  
 .....  
 (ii) .....  
 ..... [2]

(b) Why do you think that 'earlier these things had seemed trivial'?

..... [1]

(c) Explain **in your own words** why 'life seemed to have gone back to normal'.

.....  
 .....  
 ..... [2]

From paragraph 3

7 (a) The writer was worried about Octavia's 'inactivity' in hospital. Pick out and write down the **single** word used in the paragraph which continues the idea of 'inactivity'.

.....[1]

(b) For what **two** reasons was it now 'imperative' for the writer to see her baby?

(i) .....

.....

(ii) .....

.....[2]

From paragraph 4

8 Explain fully the 'silly risk' the senior nurse had taken.

.....

.....

.....[2]

From paragraph 5

9 (a) Why do you think the nurses greeted the writer 'nervously'?

.....

.....[1]

(b) The nurses had 'that whole building behind them' whereas the writer had nothing except her 'intention'. **Without copying from the passage**, explain in your own words what this means.

.....

.....

.....

.....[2]

(c) How did the senior nurse show that she was annoyed with the writer?

.....

.....[1]

From paragraph 6

10 The surgeon was 'white with anger'. Why do you think he was angry?

.....  
 ..... [1]

From the whole passage

11 Choose **five** of the following words. For each of them give **one** word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

- |                          |                        |
|--------------------------|------------------------|
| 1. poignancy (line 4)    | 5. vehemence (line 16) |
| 2. appointed (line 5)    | 6. summoning (line 18) |
| 3. copiously (line 10)   | 7. tedious (line 29)   |
| 4. preoccupied (line 11) | 8. hardened (line 33)  |

Five words chosen (from list above)	Answer	
( ) .....	.....	[1]
( ) .....	.....	[1]
( ) .....	.....	[1]
( ) .....	.....	[1]

[5]

Total for Section 2 [25]

## Insert

**Passage 2 – The Hospital**

- 1 The night before my baby's operation I lay awake anxiously; in the morning I packed her pitifully small requirements and we went to the hospital. She cried when they took her away. The world had contracted to the small size of her face and her clenching, waving hands; the poignancy was intolerable. I went away, and walked around outside the hospital for hours. When I went back at the appointed time, the senior nurse told me that the operation had been successful and that Octavia was well. I could not believe that a mere recital of facts could thus change my fate; I stood there dumbly, wondering whether she had got the wrong name, the wrong data, the wrong message. When I got round to speaking, I asked if I could see her, and they said to come back in the morning, as she was still unconscious. Such was my nervousness that I did not ask again to see her. I went home and wept copiously. 5 10
- 2 It was only then that I began to be preoccupied with certain details about which I had not previously dared to think. Would there be a nurse with Octavia at all times? Would they feed her properly? Earlier these things had seemed trivial, but now their importance swelled in my mind. Because the threat of fatality had been removed, life seemed to have gone back to normal. It was the strangeness more than the pain, I thought, that would afflict her, for she liked nobody but me, and strangers she disliked with noisy vehemence. 15
- 3 When I went round in the morning, the senior nurse told me that Octavia was comfortable. Summoning some courage, I asked to see her, but was told that was impossible. 'She will settle in more happily if she doesn't see you,' she said. I didn't like the sound of that word 'settle'; it suggested complete inactivity. 'I'm afraid that for such small infants we don't allow any visiting at all,' she continued. Octavia had never been settled in her short life, and I pictured her lying there in a state of lethargy. Furthermore, it was now imperative to see her. Already, we had endured the longest separation of our lives, and I began to see it stretching away, indefinitely prolonged. Why would they not let me see the child? Had the operation not been a success? 20 25
- 4 The senior nurse showed me the surgeon's report. Although it was nothing but a mass of technicalities to me, I felt better; for all the senior nurse knew, I might have had enough medical knowledge to understand the report and she would not have taken that silly risk. By this time I could tell that she considered my behaviour to be tedious, and I left.
- 5 But I had been outside the hospital for only a few moments when I thought of my baby's possible distress, and I went back inside. Two junior nurses greeted me nervously, repeating the earlier message, but I told them I had no intention of not seeing my baby. Their voices hardened. They had that whole building behind them and I had nothing behind me except my intention. Just then, the senior nurse returned. 'Well, well, you're back again,' she said. She took my arm and began to push me towards the door. At first I was unable to resist her physical propulsion, but then she took hold of my elbow and started to exert greater pressure, so I started to scream. I screamed very loudly, shutting my eyes to do it, and listened in amazement to the deafening noise. Once I had started, I could not stop. I stood there, motionless, screaming, whilst they shook me and yelled that I was upsetting everyone. 30 35
- 6 Through the noise I could hear things happening and I felt I had to keep doing this until they let me see her. Inside my head it was red and black and very hot. After a while I heard someone shouting above the din: 'For goodness sake, tell her she can see her baby.' I instantly stopped and opened my eyes. I looked at the breathless circle surrounding me: the surgeon himself looking white with anger; the senior nurse crying; the junior nurses looking stunned. It was as though I had opened my eyes on a whole new narrative in which I myself had taken no part. But I had no interest in their story; I wished to know only my own. 'Of course you can see the baby,' said the surgeon, kindly. 'I will take you to see her myself.' 40 45

## Mark scheme

## Passage 2

## Question 5 from paragraph 1

(a) she was going (into hospital) to have an operation [1]  
 she was going into hospital (alone) = 0

(b) Look for ideas of (i) small size of baby / her clothes (ii) limited requirements when going into hospital (iii) mother's feelings for baby // baby's condition [2]

(i) her clothes / things / stuff were small // she was small / just / only a baby / young

(ii) she wouldn't need much (in hospital)

*her requirements were small = 0 (N)*

(iii) the mother felt sorrow / anguish // the baby was vulnerable / pathetic / weak

*pity / pitiable / pitiful etc = 0 (N) anxiety / worry = 0*

*She was going into hospital = 0(N) in either limb*

Accept any two of three for one mark each

(c) (i) she couldn't speak / she stood (there) dumbly / was speechless [1]

*I stood there dumbly = 0. Person must be changed from 1st to 3rd.*

*She got round to speaking = 0(N)*

*Any reference to 'could not believe that a mere recital of facts' or 'wondering whether she had got the wrong name etc.' = 0(N)*

(ii) she did not ask again to see her baby / Octavia [1]

*She did not ask to see her (alone) = 0*

*She did not ask again to see her = 0 Object must be supplied.*

*'I did not ask again to see her' = 0. Person must be changed from first to third.*

Two correct answers in one limb = 1 mark max.

**Question 6 from paragraph 2**

- (a) (i) (she worried that) Octavia / the baby / she would not have a nurse with her at all times // that Octavia / the baby / she would be left alone // (wondered) if/whether there would be a nurse with Octavia (or not) at all times [1]
- (ii) (she worried that) Octavia / the baby / she would not be fed properly // that the nurses / staff would not feed Octavia / the baby properly // (wondered) if/whether the baby would be fed properly (or not) [1]

*Lift of 'Would there be nurse ... ?' or 'Would they feed her properly?' = 0.  
Candidates must distil the answer.*

*Any prefix of 'would there', even without a question mark = 0*

- (b) she / Octavia might not have got better // she might have died // she had much greater / life-threatening problems // she was concerned about her survival // there had been a threat of fatality [1]

*Any reference to having an operation (alone) = 0(N)*

*She had other serious / important things to worry about = 0(N)*

- (c) This is an OWN WORDS QUESTION. Key words are THREAT and FATALITY.

FATALITY: death / not surviving / dying / loss [1]

THREAT: idea / possibility / likelihood / chance / danger / risk /fear [1]

Accept fatality idea in reverse, e.g. there was no danger to Octavia's / her life. = 2

The possibility that Octavia would die had been taken away. = 2

Octavia wasn't going to die. // She had survived. = 2

The chance that Octavia would become worse had been taken away. = 1

*Octavia would become more ill. = 0*

**Question 7 from paragraph 3**

- (a) lethargy [1]

Give 0 if more than one word is offered. Accept the use of the correct word in a phrase or sentence provided that it is underlined or otherwise highlighted. Ignore mis-spelling.

- (b) (i) She had never been separated from Octavia / her for so long (before) // she and Octavia / they had endured the longest separation of their lives [1]

Needs idea of both parties

*Lift of 'we had endured the longest separation of our lives' = 0. Candidates must distil the answer.*

*Reference to 'seeing separation stretching away, indefinitely prolonged' = 0(N)*

*Reference to 'lying in a state of lethargy' = 0(W)*

- (ii) (she thought) the operation had not been a success//she wanted proof that the operation had been a success // she didn't know whether (or not) the operation had been a success // she thought the nurses / doctors were hiding something from her [1]

*Lift of 'had the operation not been a success?' = 0(N). Candidates must distil the answer.*

Two correct answers in one limb = one mark max.

**Question 8 from paragraph 4**

- (i) showing the writer / her the surgeon's / doctor's report(s) [1]

- (ii) when she/the writer might have had medical knowledge/might have been able to understand it // it might not have been a mass of technicalities to her / the writer // the nurse didn't know if the writer had medical knowledge / would understand it / the report [1]

*The senior nurse showed me the surgeon's report = 0(N)*

*The report was a mass of technicalities = 0(N)*

**Question 9 from paragraph 5**

- (a) Accept any sensible inference concerned with either writer's possible actions or nurses' status e.g. They were afraid / thought / knew she might make a fuss // they were afraid / knew / thought she was going to ask to see her baby (again) // the senior nurse was not there (to deal with it) / they were (only) junior / inexperienced nurses [1]

*They were nervous / fearful / afraid / angry / worried she would get upset (alone) = 0 (N)*

*They didn't know what to say / what was going to happen = 0 (N)*

*They were afraid of the senior nurse / the surgeon / the writer = 0(N)*

- (b) This is not a conventional own words question, but look for re-casting of WHOLE BUILDING BEHIND THEM and INTENTION for 1 mark each. Do not insist on synonym for 'whole', but idea must be included.

WHOLE BUILDING BEHIND THEM : weight of authority / hospital rules / managers / other nurses / doctors / staff // they were part of a big organisation // had the support of the (entire) hospital [1]

*Literal meaning (alone), e.g. hospital = 0*

*They had support (alone) = 0*

INTENTION: desire / wishes / determination / purpose / aim / want / will / thing(s) in mind /drive [1]

*reason = 0*

- (c) she pushed her // she propelled her towards the door // she started to push her [1]

*She took hold of her elbow (alone) = 0 She took my arm and began to push me = 0 (Needs 3rd person)*

*She pushed (alone) = 0(N) She pulled = 0(W) She pushed her out = 0(W)*

*Reference to 'well you're back' = 0(N)*



**Question 10 from paragraph 6**

He thought the mother / writer should have been allowed to see her baby / should not have been turned away by the senior nurse / nurses // should not have had to scream / make a fuss in order to see her baby // the nurses hadn't allowed her / the writer to see her baby // the nurses had allowed / caused the commotion / fuss [1]

Focus must be on the behaviour of the nurses and not the writer but accept incidental references to the writer being upset, e.g.

The nurses hadn't allowed her to see her baby and so she was screaming = 1

*Because the writer had been screaming and the nurses hadn't allowed her to see her baby = 0*

*The nurses hadn't allowed her to see her baby and the writer had been screaming = 0*

**Question 11 from the whole passage**

1. Mark only the first FIVE words attempted.
2. For each word attempted, mark the first answer only when more than one answer is offered. A comma or the word 'or' indicates a second attempt.
3. For two answers joined by 'and', allow one correct answer if the other answer is not wholly wrong but neutral, e.g. 'boring and irritating' for 'tedious'.
4. For a short phrase answer, mark the first seven words only (RUBRIC). *Credit a correct element within this limit.*
5. Ignore mis-spelling if the word is phonetically recognisable.
6. Ignore errors of tense and grammatical form *but only if the meaning is correct.*
7. If answers are numbered and the question-word has been given as well, credit a correct answer even if the numbering does not agree.
8. Tick only correct answers. No need to cross wrong answers but if all answers are incorrect put one cross only in the bottom corner.

*(See words and equivalents overleaf.)*

Word	1 mark	0 mark
1. poignancy (line 4)	sadness / emotion / pain / hurt / feeling / pathos / heartbreak / distress / sorrow / agony / misery / grief	cruelty / upset / worry / anxiety
2. appointed (line 5)	(pre-)arranged / official / assigned / designated / chosen / planned / scheduled / elected / selected / given / provided / discussed previously / prescribed / required / (pre-)determined / fixed / set / allocated / booked / agreed / specified / right / stated	promised / exact necessary / needed actual
3. copiously (line 10)	extensively / lots / a great deal / uncontrollably profusely / many tears / abundantly / in floods	constantly / continuously repeatedly / excessively / too much
4. preoccupied (line 11)	distracted / taken up / obsessed / hung up on / wrapped up in // concerned (with) // taken <u>over</u> / <u>up</u> // thinking <u>solely</u> / <u>only</u> / engrossed / absorbed	surrounded / filled / overwhelmed / overcome engulfed / busy with thinking about
5. vehemence (line 16)	anger / rage / fury / passion / intensity / forcefulness / strength (of feeling)	dislike / resentment
6. summoning (line 18)	gathering / mustering // calling <u>up</u> / <u>on</u> / <u>upon</u> getting together / conjuring / dredging (up) / rousing / raising	calling / building / bringing gaining / demanding / showing / collecting
7. tedious (line 29)	boring / dull / wearisome / a drag / tiresome	nuisance / irritating / annoying / immature / slow repetitive / atrocious / monotonous
8. hardened (line 33)	(became) stern / harsh / resolute / resolved / firm / strict / severe / unbending / unyielding / determined / steely / uncompromising / authoritative // toughened	loud / angry / powerful / deep / serious / strong // raised / stiffened

## Example candidate response – grade A

## Section 2: Reading for Meaning

For  
Examiner's  
Use

Read Passage 2 in the insert and answer all the questions below in the order set.

From paragraph 1

- 5 (a) What was going to happen to the baby in the morning?

She was going to have an operation.

[1]

- (b) Explain fully why the baby's requirements are described as 'pitifully small'.

She was an infant and did not require large things. She was very small so definitely her needs would also match her.

[2]

- (c) After the writer was told that Octavia was well, what two aspects of her behaviour showed her nervousness?

(i) ~~She~~ She stood there dumbly and shocked that whether the nurses have got their <sup>smile</sup> right name.

(ii) When she was asked to come back in the morning she did not ask again to see her daughter.

[2]

From paragraph 2

- 6 (a) What two things worried the writer about the way in which Octavia might have been treated in hospital?

(i) She was worried that whether a nurse would be with Octavia at all times.

(ii) She was worried whether Octavia would be fed properly or not.

[2]

- (b) Why do you think that 'earlier these things had seemed trivial'?

Only if the operation would be successful then these things would be considered.

- (c) Explain in your own words why 'life seemed to have gone back to normal'.

Now the writer was sure that her daughter was out of danger so she was relieved and everything seemed okay now.

[2]

From paragraph 3

- 7 (a) The writer was worried about Octavia's 'inactivity' in hospital. Pick out and write down the **single** word used in the paragraph which continues the idea of 'inactivity'.

Lethargy.....[1]

- (b) For what **two** reasons was it now 'imperative' for the writer to see her baby?

- (i) She had to bear the longest separation with her daughter and could not bear more.....
- (ii) She was in doubt now whether the operation had been successful or not.....[2]

From paragraph 4

- 8 Explain fully the 'silly risk' the senior nurse had taken.

She had shown the writer the surgeon's report not knowing ~~whether~~ that she had enough medical knowledge to understand it.....[2]

From paragraph 5

- 9 (a) Why do you think the nurses greeted the writer 'nervously'?

They were junior nurses in rank and did not have much experience in confronting her.....[1]

- (b) The nurses had 'that whole building behind them' whereas the writer had nothing except her 'intention'. **Without copying from the passage**, explain in your own words what this means.

The nurses had full support of everyone in the building in facing the writer, <sup>to lean on</sup> while the writer's main aim was to see her baby before leaving as she could not resist leaving without meeting her.....[2]

- (c) How did the senior nurse show that she was annoyed with the writer?

When she said 'Well, well, you're back again.....'[1]

From paragraph 6

10 The surgeon was 'white with anger'. Why do you think he was angry?

The writer had created an atmosphere of complete anarchy and disturbance by shouting and yelling [1]

From the whole passage

11 Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

- |                          |                        |
|--------------------------|------------------------|
| 1. poignancy (line 4)    | 5. vehemence (line 16) |
| 2. appointed (line 5)    | 6. summoning (line 18) |
| 3. copiously (line 10)   | 7. tedious (line 29)   |
| 4. preoccupied (line 11) | 8. hardened (line 33)  |

Five words chosen (from list above)	Answer	
(2) appointed	Designated or given time.	[1]
(6) summoning	Shouting	[1]
(7) tedious	Childish	[1]
(8) hardened	Becoming strict and angry.	[1]
(4) preoccupied	Already having thoughts.	[1]

[5]

Total for Section 2 [25]

## Examiner comment – grade A

- 5** (a) The candidate answered correctly that the baby was going to have an operation in the morning. **1/1**
- (b) The candidate wrote, correctly, that the baby was small, but did not make either of the other two possible points: that she needed very little (focus on the other aspect of 'small') or that she felt sorry for the baby (focus on 'pitifully'). **1/2**
- (c) The candidate answered correctly that she did not speak and also that she did not ask again to see the baby. **2/2**
- 6** (a) The candidate answered correctly that the writer was worried whether or not there would be a nurse with the baby and whether or not she would be fed properly. **2/2**
- (b) The candidate failed to get behind the ideas of this question, referring only to a lift in the passage about these things only being able to be considered when the outcome of the operation was known. This did not answer the question. **0/1**
- (c) The candidate offered a correct synonym for 'threat' i.e. 'danger', but made no attempt at re-casting what type of threat the baby was free of, i.e. 'fatality' or 'death'. **1/2**
- 7** (a) The candidate gave the correct quotation, i.e. 'lethargy'. **1/1**
- (b) The candidate wrote correctly that the writer and the baby had endured the longest separation of their lives, and also correctly that she worried whether the operation had been a success or not. **2/2**
- 8** The candidate wrote correctly that the nurse showed the writer the surgeon's report but did not write that she might have understood it, although she didn't, writing instead the opposite idea, i.e. that she did in fact understand it. This was a distortion of the correct answer. **1/2**
- 9** (a) The candidate made an acceptable inference here, i.e. that the nurses were only junior nurses, which would account for their nervousness. **1/1**
- (b) The candidate offered a correct synonym for the idea of 'intention', i.e. 'aim', but offered 'everyone' as a synonym for 'whole building behind them' which was too vague for the idea of the staff, or the doctors and nurses, or the authority of the hospital. **1/2**
- (c) The candidate merely quoted the words of the senior nurse: 'You're back again', rather than focusing on the action of the senior nurse, namely that she pushed the writer towards the door. **0/1**
- 10** The candidate wrote, incorrectly, that the writer had created 'anarchy', whereas the focus should have been on the surgeon's anger at the nurses' refusal to allow the writer to see her baby. **0/1**
- 11** The candidate wrote correctly 'designated' as a synonym for 'appointed' and 'becoming strict' as a synonym for 'hardened'. However, 'showing' for 'summoning', 'childish' for 'tedious' and 'having thought' for 'preoccupied' were incorrect. **2/5**

Total mark awarded = 15 out of 25

## Example candidate response – grade C

## Section 2: Reading for Meaning

For  
Examiner's  
Use

Read Passage 2 in the insert and answer all the questions below in the order set.

From paragraph 1

- 5 (a) What was going to happen to the baby in the morning?

<sup>Her</sup>  
~~The~~ baby's operation was going to happen in the  
morning [1]

- (b) Explain fully why the baby's requirements are described as 'pitifully small'.

The baby was very small and therefore all of her clothes  
and stuff were very small too. ~~He~~ <sup>The</sup> ~~care~~ word pitifully suggest  
that that the requirements were cheap. [2]

- (c) After the writer was told that Octavia was well, what two aspects of her behaviour showed her nervousness?

(i) She thought nurse might had got the wrong name, the  
wrong data or the wrong message.

~~write~~ ~~not~~ <sup>the</sup> ~~writer~~ <sup>went</sup>  
(ii) ~~I~~ ~~went~~ home and wept copiously [2]

From paragraph 2

- 6 (a) What two things worried the writer about the way in which Octavia might have been treated in hospital?

(i) The writer thought whether nurse would be with Octavia  
at all times

(ii) And what would they feed Octavia properly [2]

- (b) Why do you think that 'earlier these things had seemed trivial'?

The writer would take care of Octavia and feed her hence these things were trivial at that time [1]

- (c) Explain
- in your own words
- why 'life seemed to have gone back to normal'.

Octavia had a major operation and the writer was very  
nervous and afraid about risk of her health. After operation  
Octavia risk of dying was removed. [2]

From paragraph 3

- 7 (a) The writer was worried about Octavia's 'inactivity' in hospital. Pick out and write down the **single** word used in the paragraph which continues the idea of 'inactivity'.

settle [1]

- (b) For what **two** reasons was it now 'imperative' for the writer to see her baby?

- (i) The nurse told the writer that Octavia ~~is~~ be more happy if she doesn't see her therefore he <sup>got</sup> was anxious.
- (ii) The nurse also said that for such small infant we don't allow any visiting at all. [2]

From paragraph 4

- 8 Explain fully the 'silly risk' the senior nurse had taken.

Senior nurse ~~to~~ showed her surgeon's report on Octavia. <sup>As</sup> ~~As~~ usually ordinary people don't know what is written in it, the writer had medical knowledge to understand the report and find the truth about <sup>surgery</sup>. [2]

From paragraph 5

- 9 (a) Why do you think the nurses greeted the writer 'nervously'?

The writer had already met the nurses earlier, so the nurses were nervous that she might force them to see Octavia. [1]

- (b) The nurses had 'that whole building behind them' whereas the writer had nothing except her 'intention'. **Without copying from the passage**, explain in your own words what this means.

Everyone in the hospital, the nurses and the doctors were there to persuade the writer to go back but the writer had made up his mind and wouldn't had left until his target was achieved, which <sup>was</sup> ~~was~~ to see Octavia. [2]

- (c) How did the senior nurse show that she was annoyed with the writer?

The nurse took the writer's arm and began to push her towards the door. [1]



From paragraph 6

10 The surgeon was 'white with anger'. Why do you think he was angry?

It was not allowed for the writer to see her child but she broke the rules and so she had screamed at the hospital which made the surgeon angry. [1]

From the whole passage

11 Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

- 1. poignancy (line 4)
- 2. appointed (line 5)
- 3. copiously (line 10)
- 4. preoccupied (line 11)

- 5. vehemence (line 16)
- 6. summoning (line 18)
- 7. tedious (line 29)
- 8. hardened (line 33)

Five words chosen (from list above)	Answer	
(2) <del>appointed</del>	<del>appointed</del> He was told to suggest	[1]
(8) hardened	louder	[1]
(3) copiously	continuously	[1]
(7) tedious	annoying	[1]
(6) <del>summoning</del>	To get busy with	[1]

[5]

Total for Section 2 [25]

## Examiner comment – grade C

- 5** (a) The candidate answered correctly that the baby was going to have an operation in the morning. **1/1**
- (b) The candidate wrote, correctly, that the baby was small, but went on to write that her clothes were cheap, instead of the correct answer that she needed very little (focus on the other aspect of ‘small’) or that she felt sorry for the baby (focus on ‘pitifully’). **1/2**
- (c) Instead of writing correctly that the writer neither spoke nor asked to see her baby again, the candidate lifted irrelevant sections of the text: ‘she thought the nurse had the wrong name’ and ‘she went home and wept copiously’. **0/2**
- 6** (a) The candidate wrote, correctly if awkwardly, that the writer ‘thought whether there would be a nurse with the baby’. However, the second part of the question was answered by another question, which was insufficient to be considered correct. **1/2**
- (b) The candidate wrote incorrectly that the writer would take care of the baby, showing little understanding of the question which had been asked. **0/1**
- (c) The candidate offered a correct synonym for ‘fatality’ i.e. ‘life’ idea, and a correct synonym for ‘threat’, i.e. ‘risk’. **2/2**
- 7** (a) The candidate wrote ‘settle’ instead of the correct answer ‘lethargy’. **0/1**
- (b) For part of the answer the candidate copied an irrelevant section of the text. i.e. ‘the nurse said that for such small babies visiting was not allowed’. For the other part of the answer the point was made that the baby would be happier if she didn’t see her mother, which did not get behind the idea of ‘imperative for the writer’ in the question. **0/2**
- 8** The candidate wrote correctly that the nurse showed the writer the surgeon’s report but did not write that she might have understood it, although she didn’t, writing instead the opposite idea, i.e. that she did in fact have medical knowledge. This was a distortion of the correct answer. **1/2**
- 9** (a) The candidate inferred correctly that the nurses were worried that the writer might force her way in to see the baby. **1/1**
- (b) The candidate offered a correct synonym for ‘intention’, i.e. ‘she had made up her mind’ but offered, incorrectly, ‘everyone’ as a synonym for ‘the building’ meaning the staff, or the authorities, or the doctors and other nurses. **1/2**
- (c) The candidate wrote, correctly, that the senior nurse began to push the writer towards the door. **1/1**
- 10** The candidate wrote, incorrectly, that the writer was making a fuss, whereas the focus should have been on the surgeon’s anger at the nurses’ refusal to allow the writer to see her baby. **0/1**
- 11** The candidate wrote correctly ‘suggested’ for ‘appointed’. ‘Louder’ for ‘hardened’, ‘continuously’ for ‘copiously’, ‘annoying’ for ‘tedious’ and ‘get busy with’ for ‘preoccupied’ were all incorrect. **1/5**

Total mark awarded = 10 out of 25

## Example candidate response – grade E

## Section 2: Reading for Meaning

For  
Examiner's  
Use

Read Passage 2 in the insert and answer all the questions below in the order set.

From paragraph 1

- 5 (a) What was going to happen to the baby in the morning?

The Baby was going to be taken to the hospital for the operation. [1]

- (b) Explain fully why the baby's requirements are described as 'pitifully small'.

This is because [2]

- (c) After the writer was told that Octavia was well, what two aspects of her behaviour showed her nervousness?

(i) ~~She stood there dumbly when~~ <sup>writer</sup> ~~she~~ got round to speak, <sup>writer</sup> asked that if she can see the baby. [1]

(ii) The writer did not asked again to see the baby. [2]

From paragraph 2

- 6 (a) What two things worried the writer about the way in which Octavia might have been treated in hospital?

(i) That would there be a nurse with Octavia at all times? [1]

(ii) That would they feed her properly. [2]

- (b) Why do you think that 'earlier these things had seemed trivial'?

This is because earlier there was threat to the life of the baby. [1]

- (c) Explain in your own words why 'life seemed to have gone back to normal'.

This is because now the threat to the life of the baby was now removed and life came back to normal. [2]

From paragraph 3

- 7 (a) The writer was worried about Octavia's 'inactivity' in hospital. Pick out and write down the **single** word used in the paragraph which continues the idea of 'inactivity'.

settle. [1]

- (b) For what **two** reasons was it now 'imperative' for the writer to see her baby?

(i) Already, they had endured the longest separation of their lives

(ii) Octavia had never been settled in her short, and the writer had pictured her lying there in a state of lethargy. [2]

From paragraph 4

- 8 Explain fully the 'silly risk' the senior nurse had taken.

The senior nurse showed the writer the surgeon's report, the writer could understand that but the writer thought that she would not have taken this silly risk as she could tell the nurse something wrong. [2]

From paragraph 5

- 9 (a) Why do you think the nurses greeted the writer 'nervously'?

This is because the nurses again told the writer that the writer cannot see the baby. [1]

- (b) The nurses had 'that whole building behind them' whereas the writer had nothing except her 'intention'. **Without copying from the passage**, explain in your own words what this means.

This means that the nurses were having the whole building behind them under their control and the writer was having only the intentions in control. [2]

- (c) How did the senior nurse show that she was annoyed with the writer?

The senior nurse came to the writer and began to push the writer towards the door. [1]

From paragraph 6

10 The surgeon was 'white with anger'. Why do you think he was angry?

I think that surgeon was white with anger because the <sup>writer</sup> was shouting in the hospital and disturbing the patients.

From the whole passage

11 Choose five of the following words. For each of them give one word or short phrase (of not more than seven words) which has the same meaning that the word has in the passage.

- |                          |                        |
|--------------------------|------------------------|
| 1. poignancy (line 4)    | 5. vehemence (line 16) |
| 2. appointed (line 5)    | 6. summoning (line 18) |
| 3. copiously (line 10)   | 7. tedious (line 28)   |
| 4. preoccupied (line 11) | 8. hardened (line 33)  |

Five words chosen (from list above)	Answer	
a) appointed	given	[1]
c) tedious	silly	[1]
b) hardened	stopped	[1]
( )		[1]
( )		[1]

[5]

Total for Section 2 [25]

## Examiner comment – grade E

- 5** (a) The candidate answered correctly that the baby was going to have an operation in the morning. **1/1**
- (b) The candidate introduced the question but did not answer it. **0/2**
- (c) The candidate answered correctly that she did not ask again to see the baby but wrote wrongly that when she did get around to speaking she asked to see her baby, rather than that she didn't speak at all. **1/2**
- 6** (a) The candidate answered both questions with other questions. Questions do not answer questions. Some re-shaping of the text into statement form was required. **0/2**
- (b) The candidate answered correctly that earlier there had been a threat to the baby's life. **1/1**
- (c) The candidate offered a correct synonym for 'fatality' i.e. 'life' idea, but repeated 'threat' which was the word to be re-cast. **1/2**
- 7** (a) The candidate wrote 'settle' instead of the correct answer 'lethargy'. **0/1**
- (b) The candidate wrote correctly that the writer and the baby had endured the longest separation of their lives, but incorrectly lifted a section which did not answer the question, i.e. the baby had never been settled in her short life and the writer could picture her lying in a state of lethargy, instead of the correct idea that she thought the operation had not been a success. **1/2**
- 8** The candidate wrote correctly that the nurse showed the writer the surgeon's report but did not write that she might have understood it, writing instead the stem of the question, i.e. that she thought the nurse would not have taken such a silly risk rather than defining why it was a silly risk. **1/2**
- 9** (a) The candidate repeated the stem of the question, i.e. the nurses said the writer could not see the baby, instead of making an inference such as they were worried the writer would make a fuss or get upset, or that they were only junior nurses. **0/1**
- (b) The candidate repeated the words to be re-cast in this own words question, i.e. 'had the building behind them' and 'intention'. **0/2**
- (c) The candidate wrote, correctly, that the senior nurse began to push the writer towards the door. **1/1**
- 10** The candidate wrote, incorrectly, that the writer was making a fuss, whereas the focus should have been on the surgeon's anger at the nurses' refusal to allow the writer to see her baby. **0/1**
- 11** The candidate wrote correctly 'given' for 'appointed', but incorrect responses for 'tedious' ('silly') and 'hardened' ('stopped'). The other two possible answers were not attempted. **1/5**

Total mark awarded = 8 out of 25



