

# Example Candidate Responses

Cambridge  
International  
AS & A Level

## Cambridge International AS and A Level English Language

9093

Paper 3

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## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level English (9093), and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

Each response is annotated with clear explanation of where and why marks were awarded or omitted. This, in turn, followed by examiner comments on how the answer could have been improved. In this way it is possible for you to understand what candidates have done to gain their marks and what they will have to do to improve their answers. At the end there is a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work. These help teachers to assess the standard required to achieve marks, beyond the guidance of the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

The questions, mark schemes and pre-release material used here are available to download from Teacher Support. These files are:

<b>Question Paper 12, November 2016</b>	
Question paper	9093_w16_qp_12.pdf
Mark scheme	9093_w16_ms_12.pdf
<b>Question Paper 22, November 2016</b>	
Question paper	9093_w16_qp_22.pdf
Mark scheme	9093_w16_ms_22.pdf
<b>Question Paper 32, November 2016</b>	
Question paper	9093_w16_qp_32.pdf
Mark scheme	9093_w16_ms_32.pdf
<b>Question Paper 42, November 2016</b>	
Question paper	9093_w16_qp_42.pdf
Mark scheme	9093_w16_ms_42.pdf

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

## How to use this booklet

Example candidate response – high	Examiner comments
<p>Ms Gillard's speech is characterised by strong, emotive language and an accusatory, outraged tone. It is written in a thought-provoking manner, and exposes the flaws of the leader of the opposition. <b>1</b></p> <p>she and the mistaken by and conviction. <b>2</b> something attention of they feel compelled</p> <p>She refers to Abbott repeatedly as "this man". Such a phrase resonates as slight, bathing, contempt and disgusts. By choosing not to give him a name or title here, she reduces his influence and importance.</p>	<p><b>1</b> Immediate and purposeful assessment of the tone of the passage.</p> <p><b>2</b> Examiner comments are alongside the answers, linked to specific part of the answer. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.</p>

**Answers** by real candidates in exam conditions. These show you the types of answers for each level.

Discuss and analyse the answers with your learners in the classroom to improve their skills.

### How the candidate could have improved the answer

There was some engagement with the passage but the focus was very variable and rhetorical devices were not fully explored.

The response would have benefited from a more focused analysis of the passage as a whole and this prevented any clear exam technique.

This explains how the candidate could have improved the answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.

### Common mistakes candidates made in this question

The examiner expected candidates to:

- identify language examples and features from the passage
- comment on specific effects of the chosen language and the overall effect of the passage as a whole

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes at the exam and give them the best chance of achieving a high mark.

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## Assessment at a glance

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For Cambridge International AS and A Level English Language, candidates:

- take Papers 1 and 2 only (for the Cambridge International AS qualification)

or

- follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS qualification) in one series, then Papers 1 and 4 (for the Cambridge International A Level qualification) in a later series

or

- take Papers 1, 2, 3 and 4 only in the same examination series leading to the full Cambridge International A Level.

**Cambridge International AS Level** candidates take:

<b>Paper 1 Passages</b>	<b>Duration</b>	<b>Weighting</b>
The paper contains three questions.  Candidates answer two questions: Question 1, and either Question 2 or Question 3.  Questions carry equal marks.  Externally assessed. 50 marks	2 hours 15 minutes	50%

and

<b>Paper 2 Writing</b>	<b>Duration</b>	<b>Weighting</b>
Two sections: Section A and Section B.  Candidates answer two questions: one from Section A and one from Section B.  Questions carry equal marks.  Externally assessed. 50 marks	2 hours	50%

Cambridge International A Level candidates take:

Paper 1 Passages	Duration	Weighting
<p>The paper contains three questions.</p> <p>Candidates answer two questions: Question 1, and either Question 2 or Question 3.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 marks	25%

and

Paper 2 Writing	Duration	Weighting
<p>Two sections: Section A and Section B.</p> <p>Candidates answer two questions: one from Section A and one from Section B.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours	25%

and

Paper 3 Text Analysis	Duration	Weighting
<p>The paper contains two questions.</p> <p>Candidates must answer both questions.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

and

Paper 4 Language Topics	Duration	Weighting
<p>The paper contains three questions, each on a separate topic area.</p> <p>Candidates answer two questions.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

## Question 1a

Example candidate response – high	Examiner comments
<p>Getting enough sleep is crucial for academic performance ①</p> <p>The importance of getting enough sleep cannot be overstated. There is mounting evidence to suggest a direct correlation between the number of hours slept and an improvement in: cognitive abilities, memory, and attention and concentration spans, and overall performance. ②</p> <p>I've lost track of the number of students who have trudged into class yawning, eyes bloodshot, only for them to drift off during <del>class</del> the lesson. I'm sure that many of my colleagues can relate to this. We often find that, compared to students who seem to be getting enough sleep, these students tend to struggle more throughout the academic year. too ③</p>	<p>① A succinct title that clearly introduces the piece's purpose (including the sense that this piece is understood to be one of a series) and audience. The adjective 'crucial' is effective given the requirement to provide advice. The candidate clearly appreciates Dr Mouton's link between sleep deprivation and its effect on cognitive abilities and hence academic performance.</p> <p>② The candidate undertakes informed reworking of the original text in this paragraph, chiefly by making explicit Dr Mouton's connection between 'the number of hours slept' and 'cognitive abilities'. The candidate continues to use careful phrasing in support of the advising purpose: 'cannot be overstated' and 'direct correlation'.</p> <p>③ Anecdotal evidence contained in expressive descriptive language that reworks the original text's numerous references to the effects of sleep deprivation – 'trudged into class yawning', 'drift off during the lesson' – is employed successfully to suggest the candidate's proficient grasp of creating a teacher persona relating important ideas to students. The persona's credibility is developed further through the reference to the shared experience – 'my colleagues' – (and the subsequent use of the plural pronoun to start the next sentence).</p>



Example candidate response – high, continued	Examiner comments
<p>Therefore, I thought that it would be a good idea to share some tips and ideas on getting enough sleep at night:</p> <ul style="list-style-type: none"> <li>• <del>Ditch</del> the devices <del>— I know that it can be tempting, but there is a cost to staying up into the early hours of the morning, or chatting to your buddies on WhatsApp, before going to bed.</del></li> <li>• Stick to a regular bedtime and set an alarm for the morning. <b>4</b></li> </ul> <p>I hope that these can be of some use to you. Feel free to <del>come by my classroom if you have</del> <del>any questions.</del></p> <p>Mr. Barbuto <b>5</b></p>	<p><b>4</b> The candidate provides a sufficient amount of appropriate and informed advice ('some tips'). Suitably dramatic active verbs ('Ditch' and 'Stick') start each point to engage a student audience.</p> <p>Note: The four crossed-out lines indicate that the candidate is aiming to compose the piece of directed writing within the 150 word limit.</p> <p><b>5</b> The brief conclusion (note the strategic placing of the second person singular pronoun at the end of the sentence) and formal signing off support the candidate's intention to create the sense of a teacher's advisory capacity for the benefit of students' well-being.</p> <p><b>Total mark awarded = 8 out of 10</b></p>

### How the candidate could have improved the answer

This Band 2 response amply demonstrated a proficient appreciation of audience, purpose and form. Diction and phrasing consistently created appropriate effects with the inclusion of a title, a variety of sentence types in well-structured paragraphs and pieces of advice demarcated by bullet points clearly indicating the candidate's appreciation of the conventions of an article providing advice. Reworking of the original text was both consistently informed and engaged. An appropriate and fluent style was maintained throughout the piece. Its length is close to the 150 word limit.

More careful editing (especially of the second paragraph) would have allowed another piece or two of advice to be included from further reworking of the original text, especially in relation to two ideas introduced near the end of it: the negative effects of sleep deprivation can emerge due to half an hour's less sleep per night and are cumulative and become more pronounced over time. The piece's conclusion could have been purposefully developed accordingly.

Example candidate response – middle	Examiner comments
<p style="text-align: center;"><del>Top Tips for Students</del></p> <p><del>... I have seen more zombies than I've ever seen in movies - and these are students. As a teacher I've seen the serious side effects sleep deprivation has on you the student and I am here to tell you it's not worth it to continue with such bad habits.</del></p> <p style="text-align: center;"><del>Top Tips for Students</del></p> <p>I have seen more zombies in school than I've ever seen in movies - and these are you <sup>the</sup> students, why so? - Sleep deprivation is so common nowadays because <del>for</del> for a fact most of you spend late night hours doing last minute revision or flooding your social media. Yet have you ever wondered why your cram session over night failed you or you just can't seem to grasp algebra? This is because sleep deprivation is seriously affects your ability to memorise, concentrate, focus and think cognitively. That's why it's about time we break this habit.</p> <p>The first tip I can give you as a teacher is NOT to <del>pre</del> procrastinate. I know this is a hard one but I mean do you really enjoy <del>study</del> the frustration of cramming? Instead, spread your study time or do your homework in time. This way <del>by night</del> you can. A study time table will also be perfect. This way you can go to bed early. <b>1</b></p>	<p><b>1</b> Two crossed-out versions of the candidate's response indicate apt engagement with the task in terms of audience and purpose through a zombie analogy.</p>

Example candidate response – middle, continued	Examiner comments
<p style="text-align: center;">Top Tip for Students <b>2</b></p> <p>I have seen more zombies in school than I've ever seen in movies – and these are you the students. As a teacher, I've seen many dark sunken eyes, dull faces and heads on table, and I'm very sure a majority of you are guilty of sleep deprivation? <b>3</b></p> <p>Sleep deprivation may seem harmful but I kid you not it has a very negative impact of your memory, attention, focus and <del>eng</del> cognitive thinking. Isn't that why algebra is so difficult to grasp? <b>4</b></p> <p>Therefore, if you want grades of <del>F</del> good grades try <del>procrastinate</del> procrastinating less. This I know it's hard but with a good study plan you can achieve this goal and cut down the frustration of cramming over night. <b>5</b></p>	<p><b>2</b> The chosen title shows some understanding of purpose, though perhaps not the serialisation context (where getting enough sleep is the specific topic of the piece to be written on this occasion). 'Tip' in the singular form is an early indication that accuracy may be an issue (i.e. more than one piece of advice is expected to be imparted).</p> <p><b>3</b> The zombie analogy is a successful strategy as it introduces the topic of sleep deprivation to a student audience in a humorous manner through some appropriate descriptive writing ('dark sunken eyes', etc.). The suggestion of guilt on the part of sleep-deprived students is not an accurate reworking of the content of the original text but should be accepted as a form of admonishment from an authoritative teacher persona.</p> <p><b>4</b> 'on', not 'of', should appear in the first sentence of the second paragraph. Superficial reworking of the original text continues from the introduction of the topic 'sleep deprivation' at the conclusion of the first paragraph. There is apt use of a rhetorical question (more skilfully executed than the one concluding the first paragraph) that incorporates a further attempt to engage with the student audience through humour.</p> <p><b>5</b> The candidate embarks on giving three pieces of advice while periodically engaging in reworking e.g. 'cramming over night' successfully echoes Joe's observation 'pulling an all nighter' (lines 17–18).</p>

Example candidate response – middle, continued	Examiner comments
<p>Also, try to eat an early dinner. Eating late and going to bed <del>with</del> will not save you from sleep deprivation as your body will work harder to digest food. <b>6</b></p> <p>Lastly, get off your PHONES! Flooding your social media is not worth jeopardising your future and even the light emitted from electronic devices is <del>is</del> scientifically known to keep <del>a</del> increase insomnia. <b>7</b></p>	<p><b>6</b> 'will not save you from sleep deprivation' appears to be an extension of the zombie analogy.</p> <p><b>7</b> In the final paragraph the candidate attempts to use teenage slang (get off), graphology (uppercase 'PHONES!' for shouting effect) and the phrase 'Flooding your social media' to reference a stereotypical preoccupation of students, to maintain engagement with the audience. The word 'keep' should be omitted in the final clause. Arguably, the candidate may have originally intended to write 'keep you awake' which would be a pertinent observation. The directed writing piece ends abruptly with a reference to an issue 'insomnia' not found in the original text.</p> <p><b>Total mark awarded = 5 out of 10</b></p>

### How the candidate could have improved the answer

This Band 3 response showed a competent understanding of form (the well-structured paragraphs and variety of sentence types), audience (especially via the zombie analogy) and purpose (up until the concluding reference to insomnia). There was adequately engaged reworking of the original text's focus on sleep deprivation's cumulative impairment of cognitive abilities (in the second paragraph). The candidate used descriptive language and teenage slang (including exaggeration e.g. 'Flooding') to achieve deliberate effects to engage the intended audience. There were a few lapses in accuracy and expression throughout the piece of writing. The candidate wrote approximately 175 words and therefore exceeded the upper word limit for most of the final paragraph.

Better sustained reworking of a wider range of ideas contained in the original text could have been possible. The zombie analogy was entertaining but it exaggerated physical symptoms of sleep deprivation at the expense of its more subtle effects on cognitive abilities while seemingly preventing the candidate from including more of the original text's ideas e.g. as little as half an hour's less sleep a night leads to ongoing impairment of cognitive abilities. Thorough careful planning of the directed writing response would have supported the candidate's attempt to demonstrate a more than competent understanding of purpose. The advice given is mostly pertinent but could be expressed more succinctly and written in more encouraging language.

## Example candidate response – low

Having <sup>to</sup> ~~taught~~ young students almost half of my life has provided me a chance to watch how they act in different situations and circumstances and I've noticed how students who are not able to have enough sleep every night, suffer in the morning, they stay unactive throughout the day as their apetite for sleep is not fulfilled. **1**

I believe most of the students waste too much time in leisure activities, they delay doing their homeworks or as a matter fact~~o~~ delay doing anything, in the ~~the~~ time they could easily have atleast three or four hours sleep but ne~~it~~hey do they sleep or they study and when its night and they realise they havent study studied throughout the day, it gets too late as they cant help but let be sleep take control and fall asleep. **2** So I believe kids should work or study once they are home, so that they have enough time to sleep in the night without having to worry about the school or studies. **3**

## Examiner comments

**1** There is no title to clearly indicate the topic being examined. In the first paragraph the candidate begins to demonstrate a sound grasp of the teacher persona required (a very experienced but rather stern figure in this case) and touches on the purpose of the directed writing piece ('students who are not able to have enough sleep every night') but does not directly address a student audience. The first paragraph consists of a single run-on sentence and includes unnecessary repetition ('situations and circumstances'), improper use of a prefix ('unactive') and unusual use of the word 'apetite' (where 'need' or 'craving' would be more effective).

**2** Another run-on sentence. The opening statement of opinion about 'leisure activities' is off-topic as it stands. The candidate's reference to 'three or four hours sleep' is a simple reworking of Shirley's anecdotal contribution to the conversation in the original text (lines 8–10). The candidate's representation of the unsympathetic teacher persona is maintained through the implicit argument that students' failure to budget their time efficiently – 'neither do they sleep nor they [sic] study' – inevitably leads them to opt for sleep instead of studying at night.

**3** The register is lowered somewhat through the use of 'kids'. One pertinent piece of advice to conclude: prompt devotion to studies upon returning home from school will ensure students 'have enough time to sleep', thus rectifying the situation described in the first paragraph (students 'suffer in the morning' at school because they have had an insufficient amount of sleep the previous night).

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

## Question 1a

### How the candidate could have improved the answer

This response just achieved a Band 4 mark due to the candidate's sustained attempt to create the persona of a concerned (if cynical) teacher, some engagement in reworking the original text and providing a piece of pertinent advice that demonstrated an implicit understanding of the original text's focus on the effects of sleep deprivation on cognitive abilities (here, the ability to do homework when still alert enough). There were several lapses in both accuracy and expression, although what the student was attempting to convey could be readily understood. This candidate exceeded the upper word limit by about fifteen words (or most of the last three lines of the response).

More careful reading of the original text and the taking of notes about its content would have facilitated better-sustained reworking to meet the requirement to give 'advice and ideas about how to have enough sleep each night' (as specified by the question). Addressing students directly would have not only demonstrated a fuller sense of audience but could also have prompted the candidate to write in a more economical style and employ recognisable conventions of an article.

### Common mistakes candidates made in this question

Candidates were required to produce a piece of directed writing of between 120 and 150 words in length, that successfully reworked the content of the original text provided in Question 1 (in this case a transcription of a conversation on a television talk show about the importance of sleep). Candidates needed to accurately interpret the instructions provided to successfully identify: the persona they should assume ('a teacher'), the audience to be addressed ('your students'), the purpose for writing ('giving ... advice and ideas about how to have enough sleep each night') and a suitable form or text type (prose non-fiction article, the latest of a series of pieces in the 'Top Tips for Students' section of their school's website). It was strongly recommended that candidates carefully plan their directed writing pieces so as to make suitable choices to sustain the use of an appropriate tone and associated vocabulary throughout the composition of the directed writing response. Written accuracy and expression is assessed, so careful proofreading was also required in order to identify and correct any errors in expression and accuracy before progressing to Question 1(b).

Writing too little or too much was the most widespread error made by candidates. Although the mark scheme does not allow examiners to apply penalties, candidates should keep within the suggested length of 120–150 words as far as possible. Responses that were too brief often suffered from undeveloped ideas. Maintaining a suitable tone was usually more challenging in responses that were too long, and there was an increased possibility of lapses in expression.

Candidates should have noted that Question 1(a) carried only one-fifth of the total marks available on this paper (10 marks out of 50) and thus no more than 20–25 minutes should have been used in the planning and composition of the directed writing task.

Initial careful identification of purpose and audience needed to be undertaken before candidates started composition of their directed writing pieces. Many candidates appeared not to plan in sufficient detail, especially in regards to vocabulary choices and phrasing. Careful proofreading and corrections would have eliminated the majority of lapses in accuracy and expression.

## Question 1b

Example candidate response – high	Examiner comments
<p>The focus of both the school website piece <sup>(Text A)</sup> and the talk show <del>#</del> transcription (Text B) <sup>^</sup> is the importance of sleep. Whereas Text A focuses on the importance of sleep from the perspective of improving academic performance, Text B deals with the importance of sleep from a more general perspective. <b>1</b></p> <p>While Text A is a written piece for a school website, <sup>written</sup> from the perspective of one individual, Text B <sup>^</sup> is a transcription of a spoken conversation between three people. Due to the different modes of the texts, Text A appears to be characterized by <del>coherent</del> <sup>coherent</sup> grammatical structures while text B is characterized by some disjointed and irregular language features. <b>2</b></p> <p>As a piece published on a school website, Text A may be aimed at <del>both</del> students, <del>and</del> teachers, and possibly parents of students attending the school. This can be illustrated by the use of deictic expressions such as "my colleagues" and "my classroom", illustrating that the author is a teacher at the school. In contrast, Text B illustrates a conversation that is aimed at a much broader audience, given the use of colloquial language <sup>such as "my colleagues"</sup> and <sup>the fact</sup> that the conversation setting is that of a television talk show. A <del>dominant</del> <sup>dominant</sup> predominant</p>	<p><b>1</b> An introduction that distinguishes between the texts according to their purposes. Note: Candidates often awkwardly designate the original text (here, the transcription) as the second one (here, 'Text B') – this is not an issue as long as it is clear which text the candidate refers to on each occasion.</p> <p><b>2</b> A proficient appreciation of the texts' spoken and written modes begins to emerge.</p>

## Example candidate response – high, continued

voice in Text B is that of Dr. Mouton, seeing that the knowledge that he has to offer is most relevant to the conversation. **3**

While the register of Text A is relatively neutral, given the fact that the teacher-student relationship may exist within particular boundaries, the register of Text B ranges from being relatively informal (especially on the part of the talk show presenters) to quite formal on Dr. Mouton's part. This variation in formality/register may be attributed once again to the importance of the knowledge that the doctor contributes to the discussion, and can be illustrated by Dr. Mouton's use of fairly standard grammar and specialized lexis relating to sleep such as "sleep deprivation". **4**

Contrasts exist in terms of the syntax used between both texts, as well as the syntax used by individual speakers in the case of Text B. While the teacher makes use of compound sentences such as "there is mounting evidence..." in order to emphasize the importance of sleep, Text B can be characterized by some simple sentences such as "are you kidding kidding". Dr Mouton makes use of compound and complex sentences (as illustrated by lines 32-34) in order to develop upon scientific reasoning behind getting enough sleep. **5**

## Examiner comments

**3** A developed comparison of the texts that considers their different audiences through reference to relevant examples of language use. The directed writing's context is considered briefly, though with understanding, and Dr Mouton's predominant status in the transcription text is recognised.

**4** It is clear from this paragraph that the candidate is consistently structuring the comparison of the texts using a topical approach – in this case, differing levels of formality. Examples illustrating the neutrality of the teacher's register and the informality of the presenters could be easily provided.

**5** A better illustrated, more proficient comparison of an aspect (syntax) of the texts' differing forms and styles occurs in this paragraph.



Example candidate response – high, continued	Examiner comments
<p>Spontaneous speech features that can be identified in text B include the use of specialized lexis <sup>such as "behavioural side"</sup> by Dr Mouton, restricted to the lexical field of sleep, adding weight to the authority of Dr Mouton's knowledge on the subject. Deictic expressions used by Joe, such as "they" (line 20) are used to refer to individuals who are not necessarily involved in the conversation, with the effect of bringing new knowledge/into information into the discussion. As stated before, the presenters' language is characterized by some non-standard grammatical features and non-fluency features such as incomplete and disjointed constructions. Evidence for this can be found in phrasing such as "well yknow i often (.) not often but I have" etc. This illustrates the spontaneity of the conversation. <b>6</b></p>	
<p>Despite interjections by the presenters, the discourse structure allows Doctor Mouton to present a case <del>for</del> on the importance of getting enough sleep in a fairly <del>so</del> coherent manner.</p>	<p><b>6</b> The candidate focuses on aspects of spontaneous speech in the transcription. The comment on Joe's use of 'Deictic expressions' may be considered as an implicit comparison with that previously made (third paragraph) about the teacher's use of deixis. Dr Mouton's predominant status within the transcription noted earlier is proved convincingly here.</p>
<p>In conclusion, while both Texts deal with the topic of "the importance of sleep", <del>important</del> differences exist in terms of the focus, mode and audience of the texts. Unlike Text B, Text A is not characterised by a variety of spontaneous speech features. <b>7</b></p>	<p><b>7</b> Recognition of the requirement to compare the texts carries on into the concluding paragraph.</p> <p><b>Total mark awarded = 12 out of 15</b></p>

## Question 1b

### How the candidate could have improved the answer

This Band 2 response showed a consistent appreciation of spoken and written language, undertook comparative analysis of the texts' purpose, form and conventions and selected relevant textual references in support of most observations made.

The candidate's method of comparative analysis was highly economical. To achieve a Band 1 mark the candidate would need to have presented more detailed connections when examining the effects created by different aspects of style and language in particular, and to have organised more carefully the comparisons made so that they were explicit ones, always supported by close textual references. There was certainly scope for the candidate to consider the effects achieved through the controlled use of active verbs and emotive language in the directed writing text, in comparison with Shirley's disjointed anecdotal contribution to the conversation (lines 7–12 of the transcription) that is overlapped by Dr Mouton (line 12) to regain a clear focus on the effects of sleep deprivation.

## Example candidate response – middle

## Examiner comments

The original text dives straight to ~~the~~ <sup>the</sup> very importance of sleep by Dr Mouton.

The original text is a transcription.

The original text is a transcription from an American television show called Balanced Health in which the three presenters Shirley Rose, Joe Cabello and Doctor Andrew Mouton discuss the importance of sleep. The transcription starts with Doctor Mouton speaking of ~~the~~ ~~to~~ and the idea of having a doctor on the show to speak of the importance of sleep is very significant as viewers are going to believe every word he says. It also assures the audience who are watching, that the information they will be gathering is the authentic and reliable since it's from an expert. <sup>1</sup>

Doctor Mouton definitely starts right off by putting emphasis on the importance of sleep by using the vocabulary "every" in the phrase "every aspect of our functioning". He ~~even~~ ~~or~~ admits to it being hard to "image some" ~~the~~ ~~the~~ underlined "e" in "every" shows the ~~stress~~ ~~is~~ stressed ~~is~~ sounds and so making it ~~seem~~ ~~Doctor Mouton wants~~ ~~even~~ putting focus and emphasis on the word so it is drilled in the minds of the audience how truly important it is. He shows its importance by giving evidence of ~~the~~ ~~for~~ Also, by listing the functions of behaviour affected by sleep, one is able to see that it truly does affect every "aspect of our lives". Note the use of the third-person inclusive "our" he uses. This goes to show no matter who you are, ~~where~~ or where you are from as long as you are a human just like him, sleep is crucial and cannot be avoided. <sup>2</sup>

Shirley backs up his point by including her own personal anecdotes of a horrible sleep deprivation experience, thus making the whole idea of the importance of sleep persuasive. Her more casual ~~was~~ tone or way of speaking makes the anecdote

<sup>1</sup> The first sentence just reiterates the information presented to candidates in the instructions to Question 1.

<sup>2</sup> The candidate examines the status of Dr Mouton in the transcription text. There is no examination of the truth of the language he uses even though the candidate claims 'viewers are going to believe every word he says'. Note: There is no mention of the directed writing text as yet.

<sup>3</sup> The candidate continues to focus on Dr Mouton and identifies aspects of his spoken discourse with some attempt to describe the effects created.

Example candidate response – middle, continued	Examiner comments
<p>more relatable and so appealing to others who might have also experienced it. The <del>casual</del> casual tone is <del>seen</del> noticed from the slang "yknow" and her joky nature of thinking she had "alzheimers". It also liven's the mood. <del>when recalls panicking</del> The thought of having "alzheimers" is a hyperbole and shares the <del>exaggeration</del> exaggeration one goes through when they panic. However, she <del>is</del> recalls the event in a way from memory loss because of sleep deprivation. However, she uses the mention it to show how ridiculous one thinks with the lack of sleep. The paralinguistic feature in "age [laughs]" <del>make</del> shares her reaction in the moment and gives the transcription more life and feeling of emotions.</p> <p>Joe then takes turn and instead focus on the word "deprivation". His contribution to the discussion by questioning what exactly exactly is "deprivation" is <del>per</del> perhaps a very important feature to the transcript as it will most <del>prop</del> probably help those who are not so do not grasp this term. Likewise, when fully explained Shirley exclaimed "are you kidding?" therefore indication <del>do</del> its not a the word is actually not <del>is</del> fully understood.</p> <p>As the passage is a <del>transcription of a discussion</del> transcription of a discussion there are many commitment of lexical or grammatical rules which can be seen in line 10 when Shirley starts the sentence with "and". Moreover, most of the syntax or sentences are incomplete or left hanging ("... as being critical for just ab ("... function the way they should er"). Due to the spontaneity of spoken language, the lots of verbals utter verbal fillers like "er" (said countless times by Doctor Mouton) and "mm" (said by Shirley) are used and</p>	<p><b>4</b> By providing textual references in support of observations about Shirley's tone and diction the candidate successfully, if briefly, illustrates the effects created.</p>

## Example candidate response – middle, continued

## Examiner comments

isn't breaking the flow of the sentences. However, this is just ~~too~~ a way to hold on to the floor as one gathers their thoughts. **5**

The second passage ~~on the other hand~~ rather ~~is that is a maga~~ is from a magazine in which it provides advice and tips to help students to sleep enough. **6** Since the passage is directed towards students the formality of the passage is expected to be casual and conversational. Thus, the writer uses contraction ~~and~~ such as "I've" and the colloquial language "I kid you not". This is done to appeal to the general style or format of language used by children or teenagers so making it relatable and persuasive. The passage is further effectiveness in appealing to readers is also seen from the beginning of the sentence in the phrase "more zombies in school". This instantly grabs the attention of the readers and ~~so~~ makes them read further. **7** Whereas ~~as~~ the original passage didn't seem so appealing and ~~so~~ may end up losing some viewers right in the beginning of the show. **8**

The use of rhetorical questions in the passage adds more to the passage by invites the readers to focus and think ~~at~~ twice about their lifestyle, especially in the sentence "Isn't that why algebra is so difficult to grasp". This same sentence connotes a tone of disapproval and therefore will make the readers truly feel guilty about their shameful habits. **9**

Moreover, the writer explains the terrible impact of sleep deprivation in the second paragraph to highlight how bad of a habit it is to young students to make them think twice and see the

**5** The candidate's considers all three speakers and their functions in the transcription text. The focus on aspects of dysfluency features in their spontaneous spoken discourse demonstrates a partial degree of engagement with speech.

**6** The candidate turns to the directed writing text, mistakenly thinking it was published in a printed form rather than an electronic one.

**7** The candidate focuses on the 'casual' tone and colloquial language found in the directed writing text. Textual references are quoted to illustrate the general effects attributed to them.

**8** A brief comparison between the directed writing text and the transcription text in examining how successful each one is in relating to its audience.

**9** The candidate seeks to examine the use of rhetorical questions in the directed writing text. Consideration of a topic wholly of the candidate's creation – 'why algebra is so difficult to grasp' – and the students' subsequent emotional response does somewhat explain the candidate's approach to engaging with 'ideas about how to have enough sleep each night'.

Example candidate response – middle, continued	Examiner comments
<p>importance of sleep. The writer By also employing visual imagery ("dark sunken eyes, dull faces") readers one is able do not only see the bad damaging impact of deprivation but also its horrible physical feature, which for sure no one wants to look horrible. <b>10</b></p> <p>This passage gives tips to readers and also knows how difficult it is to change bad <del>hab</del> habits which is seen in the <sup>third</sup> second paragraph when the writer says "I know it's hard". It gives of the phrase is very emotive and gives off a feeling of one who understands the student just like a friend <b>11</b> would. It clears away any feel element of loneliness.</p> <p>In the last paragraph the vocabulary "PHONES" is capitalised and thus puts emphasis on the word, in a way of a strong <del>warn</del> warning ("got off your your <b>12</b> PHONES"). However, by providing scientific fact <del>upon</del> on the reason of not using phones late, readers can be assured that the information is true and thus will take it seriously.</p>	<p><b>10</b> The candidate goes off topic here.</p> <p><b>11</b> There is some appreciation of an appropriate attribute of the teacher persona here.</p> <p><b>12</b> The candidate continues to examine aspects of the directed writing text. Examples are provided but their effects are only described.</p> <p><b>Total mark awarded = 7 out of 15</b></p>

### How the candidate could have improved the answer

This Band 4 response exhibited a degree of engagement with a number of aspects of both spoken and written language but lacked a comparative approach. A range of features of both texts was commented on with references chiefly serving to illustrate the answer. Comments on aspects of conventions and form and style remained undeveloped on a number of occasions as the candidate described the effects created.

The candidate's knowledge of the features of both spoken and written texts could have been demonstrated through a comparative approach that utilised the range of features already identified in the response. Aspects of conventions and form and style could have been examined in greater detail through evaluation of the different effects achieved in both texts. Closer comparison of the texts' language would have been possible.

## Example candidate response – low

## Examiner comments

The following texts consist of extracts from a transcription of an American television talk show called Balanced Health in which the presenters Shirley Rose and Joe Costello, speak to a sleep, Dr Andrew Huxton about the importance of sleep. The purpose of this might be to spread awareness within people about the importance of sleep. The audience of his interview might be the people watching the talk show. In <sup>1</sup> comparison ~~may~~ the response for ~~the~~ <sup>school</sup> website is ~~to~~ purposed to advice students how to have enough sleep every night so they can have a good day. The audience ~~might~~ would be the students of the school reading the 'Tip Tops' section on the school website. <sup>2</sup>

The transcript includes lots of small pauses and micro pauses, with occasional overlapping by the presenters Shirley Rose and Joe Costello. In contrast the piece written for an school website has no pauses or overlapping as it ~~is~~ does not include a second person. <sup>3</sup>

The transcript is in persuasive writing style as it contains opinions and justifications to convince on their point. For example "I think of sleep as being critical for... it's hard to imagine some (x) aspect of our lives that isn't affected by sleep". Here the sleep expert is stressing on

**1** After reiterating the information provided in the instructions to Question 1(b), the candidate hesitantly ('might be') and briefly considers the purpose and audience for the original text.

**2** A brief comparison of the texts for purpose and audience. Note how the candidate merely makes use of the instructions for Question 1 rather than drawing inferences from selected textual details.

**3** Some basic examination of features of spoken mode texts with reference to two speakers but not specific textual details drawn from the texts. The attempted comparison with the directed writing text does not consider any of its syntactical features.

Example candidate response – low, continued	Examiner comments
<p>Idea and theme of the topic from the very first line. In contrast <del>my</del> the article written for the school website is in narrative writing style, for eg: "I believe most of the students waste too much time!" There <del>are</del> <sup>some</sup> <del>examples</del> of persuasiveness too. 4</p>	<p>4 An attempted comparison of the texts' persuasive purposes. The candidate could have made the response more focussed by examining the accompanying textual references.</p>
<p>There was no rebuttals, as the speakers were on the same wave length and being informed by the sleep expert in the transcript of the television talk show. In contrast the article also had similar characteristics 5</p>	<p>5 The candidate is observing the cooperative nature of the transcription text (possibly due to a lack of knowledge of appropriate terminology). The 'contrast' with the directed writing text is not clear.</p>
<p>Everyone had their fair amount of talking time, the interviewers did not just sit back and let the expert talk, they too participated giving their insight <del>some</del>. But still Dr Mouton, <del>the</del> the sleep expert was the more dominant of speakers amongst them, as he explains about the importance of sleep and interviewers just try to explore more. <del>in comparison again</del> there was no other speaker involved so there was only one speaker. 6</p>	<p>6 The observation about cooperation in the transcript is developed a bit further (an opportunity to examine turn-taking is missed however), leading to the observation that Dr Mouton is the "dominant" speaker. The observation that the presenters "explore more" requires development. The comparison with the directed writing text is recycled from the second paragraph.</p>
<p>words <sup>used</sup> were of higher frequency, apart from some medical terms like "cognitive" or "impairment" the language was high frequency in the transcript and in comparison the article <del>it did</del> <del>include</del> also had <del>an</del> a higher frequency. 7</p>	<p>7 A basic point is made about the use of high and low frequency vocabulary in the transcription text with two examples of the latter. The comparison is limited to pointing out that high frequency vocabulary is prevalent in the directed writing text.</p>
<p>Turn taking was visible in the talk show but on two occasions overlapping did occur both the times by the Dr Mouton himself. Other than that it did include paralinguistic feature as Shirley rose, <del>gated</del> "about her age following with a [laughs]"</p>	<p>Total mark awarded = 5 out of 15</p>



## How the candidate could have improved the answer

This Band 5 response demonstrated a basic appreciation of spoken and written language by way of limited comparisons of purpose and form and style; an awareness of conventions only applied to the transcription text. Limited textual references mainly took the form of direct quotations that were not evaluated. The directed writing text was barely considered by the candidate.

The identification of a wider range of features and examination of associated effects would have been beneficial, as would the use of a comparative approach with a more equal emphasis on both texts. The candidate could have been more specific in expressing evaluative judgements and could also have selected and determined the effects achieved by low and high frequency language in both texts to develop the attempted comparison of language.

## Common mistakes candidates made in this question

The examiner expected candidates to examine significant similarities and differences existing between Question 1's two texts: the directed writing response (the school website piece containing advice and ideas about how students can have enough sleep each night) produced by candidates in 1(a) and the original text (the transcription of the television talk show conversation).

In their responses candidates needed to:

- show an awareness and appreciation of distinguishing features of written and/or spoken language (here, both modes are represented) with reference to carefully selected examples of vocabulary, word order and the structure of sentences/utterances
- examine evidence of varying levels of formality existing between the texts
- comparatively analyse and evaluate the effects created through use of specialised diction, jargon and figurative language e.g. metaphor and simile
- demonstrate an understanding of how the features examined relate to differences in form, purpose and audience and the communication of differing attitudes on the part of writers and/or speakers. Examiners also evaluated how well candidates organised information and supported their observations with close textual reference.

Candidates did not often provide detailed plans to accompany their responses to Question 1b. Careful planning and regularly consulting their plans as they composed their responses would have helped to make sure that candidate's responses featured detailed comparison of the texts.

Insufficient examination of the candidate's own directed writing text was a shortcoming of many responses to Question 1(b). Candidates should have aimed for a 50:50 or at least 60:40 balance of emphasis on the two texts. Before planning a response to Question 1b it would have been sensible for candidates to carefully analyse their own pieces of directed writing and note the most prevalent features: the directed writing text was just as important as the original text for successful completion of this comparative task.

There was often too much consideration of mode(s), usually of the original text, that led to the listing of features with inadequate evaluation of the effects achieved in either text.

There was often insufficient comparison of specialised diction, jargon, slang and, where present, figurative language. Candidates should have made sure that about a third to half the length of their response consisted of a comparative examination of the language appearing in both texts.

## Question 2

### Example candidate response – high

Both texts have the common theme of cities, the metropolis and its many aspects, but they differentiate greatly, in regards to their outlook towards the theme they are depicting, their purpose and their audience. **1**

Text A's purpose is informative ~~As a guide~~ and Text A is both informative and entertaining. As a guide to cities around the world its aim is to inform the reader on rights and activities, but to do so in an entertaining and engaging way so as to keep the reader interested. By contrast Text B's purpose is purely to entertain with a personal account of the experience of a metropolis through the eyes of a homeless person. Because their purposes are so different so are their relative audiences. Because Text A is an excerpt from a guide its reader will be people interested in travel while text B is a narrative therefore its audience has no particular scope if not to be entertained. **2**

Because Text A is the introduction to the book although the texts have different approaches they share a similar descriptive language style. Both for example use a great amount of adjectives to describe the cities they are depicting, but the connotation of these adjectives is vastly different. While in Text A adjectives like "remarkable", "stuckness" ~~are~~ have strong positive connotations, text B uses 'feverish' 'anxious' 'parched', all words belonging to the lexical field of illness and suffering, almost depicting the city like an ailment - one cannot be cured of. **3**

### Examiner comments

**1** The candidate briefly outlines a few of the issues to be considered in the response. It is apparent that the candidate intends to compare the texts and focus on purpose and audience.

**2** A clear and accurate delineation of the texts' respective purposes and audiences. The inclusion of relevant textual details would be beneficial and might have helped the candidate to more fully appreciate Text B's audience than 'no particular scope if not to be entertained' suggests.

**3** The candidate here identifies and explores a common language feature (adjectives) and subject (cities). It would be beneficial to ascertain the lexical field of Text A's selected adjectives (praise?) to balance that discovered for Text B. A sharper focus on effects could easily be achieved if the candidate discerned how 'feverish' and 'anxious' relate to citizens while 'parched (pavements)' is an aspect of the urban environment described.

## Example candidate response – high, continued

## Examiner comments

Text A continues its positive portrayal of cities through the use of lists 'spiritual, cultural, political...' and repeated syntactical structures 'of the physical form' 'of the people' 'of the myriad...'. Both these techniques convey the idea of the variety and large amount of positive attributes that one should admire in a city. The use of alliteration 'sights, smells, sounds' is almost tentatizing, the soft 's' an echo of the earlier verb 'spilling' that conveys the image of an abundance of energy and therefore vitality and life. **4**

While Text A focuses on this conception of positive qualities Text B conveys a sense of oppression through verbs such as 'stifling' and 'suffocating'. **5** Text B's focus is on the senses, a sight from the beginning the author depicts colour 'red', sound 'insects drone', touch 'warm grass'. Yet what might have initially seemed a tranquil environment quickly becomes crushed by this overbearing force that is the metropolis. The sense of smell is bombarded by "stenches" "sweat" and "fumes" and what once was just pleasant warmth becomes a heat that parches the pavement and confuses the inhabitants. **6** Text B uses alliteration too: 'hours, ~~hours~~ haunted', this time through the alliteration evokes a sense of gloom as the interminable time that never seems to pass. **7** The repetition of 'faster, faster' evokes the pace at which the citizens need to run to keep up and contrasts with the repetition of 'never' 'never' which is the pace at which

**4** The candidate here further develops the examination of Text A's 'positive' tone through examination of a few of its more widespread techniques. The examination of nouns that alliterate in connection with a verb that does too, is the most developed one here.

**5** By next focusing on the use of verbs and their effects in Text B the candidate establishes a neat contrast with the previous discussion of Text A's.

**6** Confident analysis of aspects of language in Text B in the first half of this paragraph. An implicit sense of comparison with Text A emerges from the careful structure and evaluative language employed by the candidate. (The immediate observation 'Text B uses alliteration too' is a clear bridging statement.)

**7** 'the interminable time that never seems to pass' amply demonstrates the candidate's proficient awareness of effects created in Text B...

Example candidate response – high, continued	Examiner comments
<p>time never seems to pass. These two repetitions convey a sense of the unending cycles the people are submitted to, forever running, oppressed by a city that never lets them go. <b>8</b></p> <p>Both texts use a variety of <del>syntactical</del> sentence types and lengths. Text A frequently begins a paragraph with short direct statements 'The Cities Book is a celebration' or 'No two cities are the same' and then develops the paragraph with longer compound or complex compound sentences. These long sentences have the effect of showing how the cities diverse aspects are so many that a simple sentence struggles to contain them all. Text B uses also a variety of sentence lengths, often contrasting very short or one word sentences like 'he?' 'Two words will carry on without me' with longer complex sentences. This variety evokes a sense of stream of consciousness, almost as if we were directly inside the writer's thoughts. <b>9</b></p> <p>Another difference between the texts is the way it addresses its audience. Neither text seems to do it directly but both achieve some sort of indirect address to the reader. In text A it is through the use of the collective personal pronoun 'us'. While in its first usage 'it made sense to us' it relates to the <del>first</del> writers of the book, in the second case it collectively relates to the authors and the readers, as does the possessive pronoun 'our'. <del>The</del> Text B indirectly addresses the reader through the use of rhetorical</p>	<p><b>8</b> ... as does the concluding observation 'the unending cycles the people are submitted to, forever running, oppressed by a city that never lets them go'. It is apparent that the candidate regards Text B as a literary one that requires constant analysis by the reader to determine meanings.</p> <p><b>9</b> Although there is scope for more incisive syntactic analysis in this paragraph, the candidate successfully negotiates both the function and effects created by both texts' sentence types. Attributing "a sense of stream of consciousness" to Text B is another clear indication of the candidate's engagement with what is perceived to be a literary text fulfilling an entertaining purpose for its audience.</p>

## Example candidate response – high, continued

questions: 'He?' 'When was that?'. These questions involve the reader in the story. In the first case it is almost as if it had been the reader to ask the question while in the second case the author is eliciting a response from the reader, involving the audience in his thought process. **10**

It is worth to mention that ~~there~~ there are a few features that distinguish Text A as an informative text. The use of numerical facts to give a tangible feeling of the growth of population and the reported statement from the UN. Citing an important authoritative source gives credibility to the text and reminds of its purpose to inform and educate its readers. **11**

A last comment on the different outlooks of the texts on the city is also perhaps the most representative. Text A near the end personifies the city as a living being, a child growing up and 'trying to make its way into the world'. This image ~~evokes~~ evokes an image of innocence. Whereas text B depicts a city that not only styles its inhabitants, but uncaringly abandons them: 'carry on without me'. **12**

Overall ~~the two texts~~ though the two texts share a similar purpose they are different in almost every other aspect, from language to perspective to audience. One depicts the city as an enthralling place of endless activity and one as an overbearing monster suffocating its inhabitants. **13**

## Examiner comments

**10** A developed comparison of how the writers have used different simple yet effective techniques to acknowledge their respective audiences.

**11** 'Text A ... an informative text' is a belated reminder of its genre first made at the beginning of the second paragraph. It would be useful for the candidate to here evaluate the texts in terms of their contexts in support of the previous discussion of their purposes and audiences.

**12** The effect of personification in the second extract from Text A is neatly summarised. It would have been beneficial for the candidate also to compare the description of other residents of the city in Text B's final paragraph.

**13** A brief though effective conclusion. The candidate's more thorough analysis of Text B throughout the response is encapsulated by the summarising image of the city being 'an overbearing monster suffocating its inhabitants'.

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

## Question 2

### How the candidate could have improved the answer

This Band 2 response was thoroughly engaged and offered a very informed comparative appreciation of forms and conventions. There was a proficient awareness of effects achieved by both texts and a focused grasp of how purpose and audience (and implicitly context) shape meaning. Detailed appreciation of voice was evident in relation to Text B in particular as well as some focus on linguistic techniques.

A more substantive appreciation of linguistic techniques found in both texts, along with a sharper focus on Text A's context (and its significance) would have benefited the answer. The candidate showed ample perceptiveness; a more incisive analytical method applied to both texts more equally would have been required in order to achieve a Band 1 mark.

## Example candidate response – middle

## Examiner comments

Text A consists of two extracts from ~~the~~ 'The Cities Book', an illustrated reference guide to different cities of the world, the extracts are from the introduction. Text B is also an extract, but from a story 'City of Dreams' from a homeless man's perspective. **1**

Both texts differ greatly in portraying cities and each possess a different perspective. Text A has a celebratory ~~tone~~ and jovial tone, with a touch of awe and an attempt to glorify cities around the world. **2** This is ~~ob~~ obviously due to the fact that the book is a guide to cities and audience are probably people who are or wish to visit one/some or all of the cities in the book. The introduction clearly aims at capturing the attention of the audience and generate excitement and awe. **3**

Text B on the contrary has a dull and lifeless ~~at~~ tone. **4** That focuses on portraying the city from the perspective of a homeless man who is very 'used' to it and probably 'tired' of the city life. The audience would be anyone reading the book. The language used makes the city life feel dreadful and repulsive. This might be an attempt to get through the author's own perspective to other people to share his views. **5**

**1** In the first paragraph the candidate just reiterates the information provided in the question.

**2** Accurate use of adjectives to describe the tone of Text A; supporting textual details could be presented and analysed.

**3** There is recognition of Text A's context (as well as purpose and audience) through a brief consideration of its genre and its functionality for would-be city tourists.

**4** A clear comparison between the texts for tone.

**5** The candidate presents the idea that the context of Text B may be assumed to be autobiographical: 'an attempt to get through the author's own perspective...'. Alongside some evaluation of the general effects produced by language – 'makes the city life feel dreadful and repulsive' – it is becoming apparent that the candidate appreciates that Text B is taken from a work of fiction.

Example candidate response – middle, continued	Examiner comments
<p>Text A uses low frequency words all over the piece. ('bastions' 'idiosyncrasies') these words contribute in creating a greater affect of excitement and its majestic the cities.</p> <p>Similarly Text B also uses low frequency words ('voluptuous' 'insubstantial') but these are negatively used to deify the city and display the view point of the author. <b>6</b></p> <p>The structure of both the texts are very similar with short crisp paragraphs keeping the readers engaged and interested. <b>7</b></p> <p>The most interesting feature is how the city is portrayed and given 'life' to using language techniques like figurative language in the extracts from The Cities Book <b>8</b> All through the piece the city is compared with the evolution and nature of a human being. It is often personified as if having a life of its own. ("city, transforming itself..." &amp; "evolution of city...") "Cities are individuals" Metaphors are also used to serve this purpose like "cities are individuals", This is clubbed with similes "Like a human being...". This emphasises on the view point, perspective and purpose of Text A. Making the audience emotionally connect with a city, creating</p>	<p><b>6</b> The first of a series of topical comparisons between the texts. There is a measured awareness of the effects produced by low frequency language in each text, with appropriate examples quoted.</p> <p><b>7</b> There is scope for consideration of the texts' sentence structures, too.</p> <p><b>8</b> Although Text A is specified it is the candidate's intention to compare the use and effects of figurative language in both texts.</p>



Example candidate response – middle, continued	Examiner comments
<p>a to thought that city has a life of its own. <b>9</b></p> <p>The extract from City of Dreams uses a similar technique but for the opposite purpose. Text B uses similar to portray life for nature ("ground beneath me... I seethe with a life") it does personify the city as well but as an evil entity rather. The very first few lines "strains sky red" "birds with swollen throat" create an effect of a life but a life that is dull and half dead or not worth living. The city personified "city takes the ascendants" "stifling mother's..." is given a murderous sense. <b>10</b> This contrast from Text A is due to the clashing perspective of the author. The use of such language is again an attempt to make the audience 'see' the authors perspective. <b>11</b></p> <p>These two contrasting pieces use an elaborate code to convey their clashing views. Text B using adjectives such as "words such as 'choked', 'sweat', 'junes' and Text A using words like 'funny', 'hott', 'music', 'art', 'culture'; both to express their opposing view points on city and life in a city. <b>12</b></p>	<p><b>9</b> The candidate clearly appreciates how in Text A cities are consistently compared to the human ability to evolve, through brief consideration of correctly identified techniques. The concluding 'making the audience emotionally connect with a city' is a generally informed attempt to further develop the opening remarks made about Text A's purpose and context.</p> <p><b>10</b> Significantly, there is much more accurate and sustained analysis of the figurative language techniques identified in Text B than has been the case for Text A. It is worth noting how the candidate twice signals the existence of implicit comparisons between the texts though the strategic placement of the conjunction 'but' before suggesting that Text B's 'murderous sense' sets it apart from Text A's evolutionary sensibilities.</p> <p><b>11</b> Another neat link to context examined in the opening section of the response.</p> <p><b>12</b> A concluding consideration of contrasting sets of vocabulary that helps the candidate to delineate the fundamentally different purposes of the texts.</p> <p><b>Total mark awarded = 15 out of 25</b></p>

### How the candidate could have improved the answer

This Band 3 response featured a generally informed understanding of how purpose, context and audience shape meaning, and a competent appreciation of voice as created through deliberate language choices (though less so in relation to linguistic techniques). There was a controlled and measured awareness of the effects achieved by both texts and a steady comparative awareness of their conventions throughout the response.

The candidate's identification and evaluation of the effects of features the texts had in common was made at the expense of those features unique to each. There should have been more explicit consideration of their respective forms to follow the accurate observations about purpose, audience and context already presented. More detailed analysis of language and appreciation of both voice and linguistic techniques would have helped the candidate achieve a mark in a higher band.

## Example candidate response – low, continued

## Examiner comments

of speed as the author gave the cities a human perspective. ~~for example~~ This is outline in the phrase 'cities are individuals, like human being'. The different <sup>simultaneous</sup> feature of a human being and a city was illustrated through the rest of the second extract. **6**

Text B introduced by describing the atmosphere surrounded by the person from the sky to the ground and also the sounds. The person described the expression of the people in the city. The **7** different expression was listed using commas. There was **8** also figure of speech 'Gaze under their breath' which shows that they are busy people. The person is describing the movement ~~of~~ of the different ~~per~~ class of people. He used simile to compare 'A wave of orange flood into his brain to the ice lollies he used to eat'. This also result to a flashback. **9**

To conclude, text A uses more adjective to persuade the reader. The adjective was used to give positive images to the cities compare to Text B where the writer used more descriptive words to describe the **10** atmosphere around him and the different ~~the~~ expression on the peoples roaming around in the city. The Text A uses a third person narrative compare to text B which used first person narrative to show that he is telling the story from his own eye which add up to ~~his~~ the purpose of sharing his experience. **11**

**6** The candidate identifies the extended simile in which the writer ascribes human characteristics to the development of cities, so the term 'personification' is aptly applied. It would have been appropriate to consider at least some of the associated verbs present in the following seven lines of Text A.

**7** In consideration of Text B the candidate initially identifies that description of setting occurs; some examination of diction would be required to determine the quality of 'the atmosphere' thus created.

**8** The function of the comma in separating the elements of a list is again stated (perhaps as an implicit, very general comparison with Text A?).

**9** The candidate attempts to identify techniques used in Text B without giving a clear sense of the possible effects created (although 'flashback' is an accurate description of the protagonist's memory-based experience in lines 16–17).

**10** The candidate uses the final paragraph to attempt some simple direct comparisons between the texts ('more adjective' (sic), 'more descriptive words').

**11** As a final comparison the candidate considers differences in narrative voice. There is a failure to acknowledge that Text A also features the use of first person plural objective and possessive pronouns. In the final sentence the candidate appears to be highlighting Text B's experiential first person narration but does not turn that observation into a fully developed point.

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

## Question 2

### How the candidate could have improved the answer

In this Band 5 response the candidate demonstrated a basic, often implicit awareness of forms and a few conventions and a general understanding of purpose and audience (although not context). A fully comparative approach was not utilised as the texts are mainly considered in turn with broad comparisons attempted in the final paragraph. There was limited appreciation of a few techniques and their effects with consideration of voice confined to the identification of narrative perspective.

The candidate could have undertaken earlier and fuller consideration of narrative voice and produced a more developed examination of the two texts' purposes and audiences. The analysis of selected textual details could have been extended beyond simply identifying techniques, especially in regard to language features.

### Common mistakes candidates made in this question

The examiner expected candidates to examine and evaluate significant similarities and differences existing between two texts linked by a thematic connection (aspects of cities).

Candidates needed to demonstrate a sound knowledge of voice and linguistic techniques in relation to both texts. They also needed to demonstrate a comparative awareness of the texts' different forms and conventions and of the effects created as well as an understanding of how purpose, context and audience shape meaning. It was more efficient for candidates to compare the texts by utilising a topical approach rather than examining each text in turn.

For Question 1b, candidates should have focused on both texts as equally as possible, using careful reading of the texts, purposeful note taking and methodical planning to help achieve this aim.

Some candidates' introductions mainly replicated the material about each text from the instructions for Question 2, when it would have been better to briefly outline the techniques to be examined

Candidates often paid too much attention to the similarities between texts, leading to superficial observations. A thorough investigation of what is unique about each text would have led to more purposeful analysis of their respective features.

There was too much focus on punctuation and sentence and paragraph length and the listing of techniques, instead of examining the specific effects these created.

Candidates sometimes used terminology to help signpost the consideration of textual features without following this up with a detailed and perceptive analytical approach.

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