



Cambridge Assessment  
International Education

# Example Candidate Responses Paper 1

## Cambridge IGCSE™ / IGCSE (9-1) First Language English 0500 / 0990

For examination from 2020



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# Contents

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Introduction.....	4
Question 1 .....	6
Example Candidate Response – high .....	6
Example Candidate Response – middle .....	9
Example Candidate Response – low .....	12
Question 2 .....	16
Example Candidate Response – high .....	16
Example Candidate Response – middle .....	19
Example Candidate Response – low .....	23
Question 3 .....	26
Example Candidate Response – high .....	26
Example Candidate Response – middle .....	30
Example Candidate Response – low .....	32

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## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge IGCSE/IGCSE (9-1) First Language English 0500/0990, and to show how different levels of candidates' performance (high, middle or low) relate to the subject's curriculum and assessment objectives.

In this booklet, candidate responses have been chosen from March 2020 scripts to exemplify a range of answers.

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

This document provides illustrative examples of candidate work with some examiner commentary. These help teachers assess the standard required to achieve marks beyond the guidance of the mark scheme. Therefore, in some circumstances, such as where exact answers are required, there will not be much comment.

The questions and mark schemes used here are available to download from the School Support Hub. These files are:

**March 2020 Question Paper 12**  
**March 2020 Paper 12 Mark Schemes**

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

[www.cambridgeinternational.org/support](http://www.cambridgeinternational.org/support)

## How to use this booklet

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

Example Candidate Response – Question 1, high	Examiner comments
<p>Read Text A, <i>National Doctors' Day</i>, in the insert and then answer Questions 1(a)–(e) on this question paper.</p> <p><b>Question 1</b></p> <p>(a) What is meant to be the purpose of National Doctors' Day?</p> <p><i>It is to bring attention to and appreciate the service of doctors.</i> [1]</p> <p>(b) Using your own words, explain what the text means by:</p> <p>(i) 'their contribution to individual health' (lines 2–3):</p> <p><i>It means the wellness of the patients that they treat, their importance in doing so.</i> [2]</p> <p>(ii) 'to reflect on the wellbeing of doctors' (lines 3–4):</p> <p><i>To think about the health of the doctors, who constantly work in their conditions.</i></p>	<p>1 Text A explains that National Doctors' Day is 'meant to bring attention to the service of all doctors'. This answer correctly identifies 'What is meant to be the purpose?'. The additional comment giving the opinion of the writer/narrator is not required, although it can be tolerated as it does not negate understanding of the intended purpose of the day. Mark for (a) = 1 out of 1</p> <p>2 This response covers both</p>
<p><b>Answers</b> are by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.</p>	<p><b>Examiner comments</b> are alongside the answers. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams so you can help your learners to refine their exam technique.</p>

## How the candidate could have improved their answer

- Although the candidate scored full marks for this question, by adding extra, unnecessary information in short-answer questions, they ran the risk of negating and/or diluting evidence of understanding and was self-penalising in terms of the extra time it took to include it. Providing only the information required by the question was likely to be a far more efficient use of examination time.

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

## Common mistakes candidates made in this question

- Less effective responses to the Comprehension task included those with diluted evidence of understanding. For example, through adding extra guesses in their responses to (a–e), or offering circular answers, repeating the language of the question where the use of the candidate's own words was required.

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

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

## Question 1

### Example Candidate Response – high

### Examiner comments

Read Text A, *National Doctors' Day*, in the insert and then answer Questions 1(a)–(e) on this question paper.

#### Question 1

(a) What is meant to be the purpose of National Doctors' Day?

It is to bring attention to and appreciate the service of doctors. [1] 1

(b) Using your own words, explain what the text means by:

(i) 'their contribution to individual health' (lines 2–3):

It means the wellness of the patients that they treat, their importance in doing so. [2] 2

(ii) 'to reflect on the wellbeing of doctors' (lines 3–4):

To think about the health of the doctors, who constantly work for wellbeing of others, give a thought about their conditions. [2] 3

(c) Re-read paragraph 2, ('Doctors suffer ... patients too.')

Give two ways in which the physical and emotional effects of burnout might affect doctors' attitudes to their work.

- They feel a lower sense of fulfilment. [2] 4
- They become more detached from their work.

1 Text A explains that National Doctors' Day is 'meant to bring attention to the service of all doctors'. This answer correctly identifies 'What is meant to be the purpose?'. The additional comment giving the opinion of the writer/narrator is not required, although it can be tolerated as it does not negate understanding of the intended purpose of the day. Mark for (a) = 1 out of 1

2 This response covers both strands of meaning. It explains the doctors' 'contribution' through the example of the treatment they offer and shows understanding of 'individual health' as referring to everyone's wellness. Mark for (b)(i) = 2 out of 2

3 'To reflect on' is clearly explained as 'to think about'. The idea of 'wellbeing' is explained as 'health', dealing with one aspect of the second strand of meaning in this quotation. The opportunity is missed to include the candidate's own words for 'doctors'. There is just enough evidence of understanding to award the mark for this second strand of meaning. Mark for (b)(ii) = 2 out of 2

4 The candidate clearly identifies two ways that doctors' attitudes to their work might be affected, using the bullets to help focus their response. Mark for (c) = 2 out of 2

Example Candidate Response – high, continued

Examiner comments

(d) Re-read paragraphs 3 and 4, ('Doctors have ... and training.').

(i) Identify two ways in which hospitals could make things better for doctors.

- By giving more reasonable working hours
- By not cramming patients and giving time to doctors to seek help

5

(ii) Explain why doctors can find it hard to ask for help.

They are expected to maintain a strong demeanour making it hard to reach out. Overwhelming schedules reduces the time they have as it is a demanding job with often double shifts. It is difficult to ask for help.

6

(e) Re-read paragraph 5, ('Perhaps if ... difference?').

Using your own words, explain why some people could think that National Doctors' Day is not worthwhile.

Currently on National Doctors Day they are not given any sort of reward or a holiday which would reflect our gratitude. Instead, only a simple lunch is organised by their bosses.

7

Read Text B, *A Dream Job*, in the insert and answer Question 1(f) on this question paper.

Question 1

(f) According to Text B, what are the attractions and challenges of being an MSF doctor?

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

Planning

attractions	challenges
- no dead jobs	- no flights
- immediate people to know	- you are on your own
- people that are curious	- supply issues
- high pay + money	- tented clinics
- highly rewarding	- less medical
- humanitarian work	

8

Being an MSF doctor ~~seems~~ seems attractive, however, he/she has to face several challenges.

There are various reasons people are attracted to becoming an MSF doctor, however, it comes with a few challenges. You ~~do not~~ <sup>one is</sup> will meet people who are <sup>curious</sup> Many keen people love to hear what you are doing. It is like fulfilling two ambitions at once. You work alongside fascinating people who are <sup>get to</sup> ~~work~~ <sup>exciting</sup> ~~exciting~~ <sup>exciting</sup>.

9

10

11

5 This answer clearly identifies the two ways in which hospitals could make things better for doctors (reducing the time worked and reducing the number of patients). Mark for (d)(i) = 2 out of 2

6 The candidate is guided by the number of marks for the question to cover all three aspects of why doctors can find it hard to ask for help, according to paragraphs 3 and 4 of Text A. Mark for (d)(ii) = 3 out of 3

7 This answer evidences understanding of gratitude, for example, it does not mean that all doctors can have a day off and that all doctors get is a 'working lunch'. All three key ideas are covered in the candidate's own words. Mark for (e) = 3 out of 3

8 Whilst planning is not marked for Question 1f, it is clear from looking at the crossed-out notes that the candidate carefully considers the dual focus of the task; both the 'attractions' and the 'challenges', before writing their answer.

9 Understanding of point 4 on the mark scheme is shown and 'other people's curiosity about the job' is clearly communicated in the candidate's own words.

10 There is some understanding communicated here of the idea in the text that it is possible to have another job as well as that of an MSF doctor.

11 The idea that, as an MSF doctor, you get to work with other incredible doctors is securely understood.





Example Candidate Response – middle

Examiner comments

Read Text A, *National Doctors' Day*, in the insert and then answer Questions 1(a)–(e) on this question paper.

Question 1

(a) What is meant to be the purpose of National Doctors' Day?

It meant a day off for all doctors on a lunch by their employers. [1] 1

(b) Using your own words, explain what the text means by:

(i) 'their contribution to individual health' (lines 2–3):

The way doctors care for their patients health and [2] 2

(ii) 'to reflect on the wellbeing of doctors' (lines 3–4):

Doctors provide <sup>limitless</sup> service to their patients regardless of their own health's sufferings. [2] 3

(c) Re-read paragraph 2, ('Doctors suffer ... patients too.')

Give two ways in which the physical and emotional effects of burnout might affect doctors' attitudes to their work.

• Stress or emotional exhaustion can be demotivating.  
• They feel a lower sense of fulfilment. [2]

(d) Re-read paragraphs 3 and 4, ('Doctors have ... and training.')

(i) Identify two ways in which hospitals could make things better for doctors.

• More reasonable hours of work  
• Finding time to seek help by making sure that doctors are taking care of their health. [2] 4

(ii) Explain why doctors can find it hard to ask for help.

As doctors face immense pressure to maintain a strong demeanour, and they can barely reach out for help. [3] 5

1 There is evidence of both misunderstanding and misreading in this response. The word 'meant' is spotted later in line 20 of the text and is not understood in the context of intended purpose. Mark for (a) = 0 out of 1

2 The doctors' 'contribution' is explained in terms of one example of what they do, they 'care for their patients'. 'Individual health' is not explained; the answer simply repeats the word 'health' from the text and so misses the opportunity to score the second mark. Mark for (b)(i) = 1 out of 2

3 The candidate does not focus on explaining the meaning of the given quotation and, consequently, does not deal with 'to reflect on', but does however offer some evidence of understanding 'the wellbeing of doctors' and so is awarded one mark. Mark for (b)(ii) = 1 out of 2  
Mark for (c) = 2 out of 2

4 This answer identifies just one of the two ways in which hospitals can make things better for doctors, according to the text. Mark for (d)(i) = 1 out of 2

5 The answer offers just one idea as an explanation for why doctors can find it hard to ask for help, according to the text. Mark for (d)(ii) = 1 out of 3

Example Candidate Response – middle, continued

Examiner comments

(e) Re-read paragraph 5, ('Perhaps if ... difference?').

Using your own words, explain why some people could think that National Doctors' Day is not worthwhile.

A day off work or an organised lunch doesn't really impact on doctors' sufferings. ~~due to~~ They still continue to face these problems year after year. [3]

Read Text B, *A Dream Job*, in the insert and answer Question 1(f) on this question paper.

Question 1

(f) According to Text B, what are the attractions and challenges of being an MSF doctor?

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

MSF (Medecin San Frontieres) is an international organisation that centres around providing emergency aid to people around the world who are affected by disasters, wars, epidemics. MSF workers tend to visit different places in order to provide essential service to the ~~best~~ people affected. Although many people think the MSF workers are ~~trained~~ are from all over the world, trained, and work by moving in one place in order to tackle a mission, it's in fact the people from that region particular place who undergo trainings by MSF.

6 The first sentence of the answer indicates that more careful reading of the text is required in relation to the point about the value of the 'reward' doctors can expect to receive. The writer of Text A suggests that a day off would be a meaningful reward for doctors and that, currently, they do not all get a day off. The point, in relation to National Doctors' Day achieving nothing, since the problems are ongoing and continue year after year, can be awarded a mark as there is evidence that this separate idea has been understood. Mark for (e) = 1 out of 3

7 The response rewords some of the information in the introduction to touch on some potentially relevant ideas related to conflict and disease. However, the candidate misses opportunities to present them in terms of the focus of the question set. Partial understanding of points 2 and 9 on the mark scheme is suggested.

8 There is some understanding of the need to travel as part of the role, although there is little sense of going abroad.

9 This section repeats excess information from the text with fairly limited modification. There is little focus on what is relevant to the question as set.

Example Candidate Response – middle, continued	Examiner comments
<p>This helps the organisation to carry out <del>its</del> their duties even if in the lack of transport facilities or other factors that might hinder their <del>work</del> process. MSF carries out different projects with the help of <del>exp</del><sup>able</sup> doctors and workers to help people around the world. <del>They</del> <sup>11</sup> They <del>work</del> work impartially and continue to extend their support for the people. <del>The organisation</del> In addition, <sup>12</sup> the organisation also believes in the principle of not getting involved in the politics. MSF workers <del>at</del></p> <p style="text-align: right;"><sup>13</sup></p>	<p><sup>10</sup> The idea that logistics could be a potential challenge is understood, although it is not concisely expressed.</p> <p><sup>11</sup> There is understanding that the help MSF doctors provide is impartial.</p> <p><sup>12</sup> Providing this as additional information is missing an opportunity to combine the two strands of the idea that MSF help is unbiased. The phrase 'principle of not getting involved in the politics' is lifted from the text. Mark for (f) reading = 5 out of 10 Mark for (f) writing = 3 out of 5</p> <p><sup>13</sup> The response was partially effective with some understanding of relevant ideas and a reasonable grasp of the requirements of the task, but there was also some excess and occasional loss of focus. Whilst clear and largely communicated in own words, the response did lack concision. Reading Level 3 Writing Level 2</p> <p><b>Total mark awarded = 15 out of 30</b></p>

### How the candidate could have improved their answer

This candidate needed to ensure that they were focused on each task as set, paying careful attention to the guidance offered, for example, by taking account of the way that the parts in this question moved candidates through the text chronologically, and how the number of marks and/or bullets helped to plan/focus each answer. Checking their understanding of any quotations or ideas in the context of both the text and task would have allowed this candidate to be awarded higher marks.

**Example Candidate Response – low**

**Examiner comments**

Read Text A, *National Doctors' Day*, in the insert and then answer Questions 1(a)–(e) on this question paper.

**Question 1**

(a) What is meant to be the purpose of National Doctors' Day?

The purpose of National Doctors' day is to give a day off <sup>to all doctors.</sup> [1] 1

(b) Using your own words, explain what the text means by:

(i) 'their contribution to individual health' (lines 2–3):

This text states that the doctors even after <sup>2</sup> treating all kinds of illnesses are always fine. [2]

(ii) 'to reflect on the wellbeing of doctors' (lines 3–4):

This text means that this day off or a rest <sup>3</sup> facilitation to the doctors can reflect on their wellbeing at it. <sub>may change their mood.</sub> [2]

(c) Re-read paragraph 2, ('Doctors suffer ... patients too.').

Give two ways in which the physical and emotional effects of burnout might affect doctors' attitudes to their work.

- The doctors might get demotivated from their work. 4
- They may not work as efficiently as before due to emotional effects. [2]

1 This is not what is 'meant to be the purpose of National Doctors' Day' according to the text (lines 1–2).  
Mark for (a) = 0 out of 1

2 The answer does not relate to the quotation given and also suggests a misreading of the text.  
Mark for (b)(i) = 0 out of 2

3 There is evidence of misreading the text in this answer. The repetition of the language of the text further indicates that the meaning of this quotation is not understood.  
Mark for (b)(ii) = 0 out of 2

4 The candidate correctly identifies just one of the four ways in which the physical and emotional effects of burnout might affect doctors' attitudes to their work, according to paragraph 2 of Text A.  
Mark for (c) = 1 out of 2

Example Candidate Response – low, continued

Examiner comments

(d) Re-read paragraphs 3 and 4, ('Doctors have ... and training.').

(i) Identify **two** ways in which hospitals could make things better for doctors.

- The hospitals can have ~~the~~ fixed timings in which they can have ~~the~~ <sup>meal</sup>
- The hospitals can have ~~the~~ rooms in which the doctors can ~~take~~ <sup>take a nap</sup>

5

(ii) Explain why doctors can find it hard to ask for help.

Doctors might find it hard to ask for help as the people would think that ~~for~~ <sup>because</sup> they are doctors and they have knowledge of every thing and they might not help <sup>them</sup>

6

(e) Re-read paragraph 5, ('Perhaps if ... difference?').

Using your own words, explain why some people could think that National Doctors' Day is not worthwhile.

~~According~~ The text talks about <sup>giving a</sup> holiday to the doctors on National Doctors Day in which the people could think that this risks the patient if there is no one to treat him/her

7

5 Paragraph 3 of the text suggests two ways in which hospitals can make things better for doctors. This answer suggests some understanding of one of those ways – how hours worked can be made more reasonable. Mark for (d)(i) = 1 out of 2

6 This answer does not relate to the information and ideas in paragraphs 3 and 4 of the text. Mark for (d)(ii) = 0 out of 3

7 The text does not suggest that people are worried about not getting treatment if doctors are given a holiday on National Doctors' Day. This answer is not rooted in the text. Mark for (e) = 0 out of 3

Example Candidate Response – low, continued

Examiner comments

Read Text B, *A Dream Job*, in the insert and answer Question 1(f) on this question paper.

Question 1

(f) According to Text B, what are the attractions and challenges of being an MSF doctor?

You must use continuous writing (not note form) and use your own words as far as possible.

Your summary should not be more than 120 words.

Up to 10 marks are available for the content of your answer and up to 5 marks for the quality of your writing.

Text B is ~~an~~ an interview with Dr. ~~Craig~~ Craig Spencer who works as a physician for Médecins Sans Frontières (MSF), this organisation provides help to the people affected by natural disasters, armed conflicts and epidemics. There are some challenges Dr. ~~Craig~~ Dr. Spencer goes through. When asked about the people's reaction when they find out that ~~he~~ he is associated with the MSF, he said that is a very challenging task as the people are curious and they ask all sorts of questions like ~~which~~ what countries have you travelled to and what kinds of people have you treated. He ~~as~~ also said that sometimes at parties he's been cornered. The challenges also include getting supplies from other countries when there is an ongoing on going conflict. He also ~~talked~~ spoke about the attractions of ~~the~~ working with MSF. He enjoys the international trips when he gets to see new cultures and he likes interacting with the new people.

8 This comment explaining the type of text suggests a lack of focus and understanding of the summary task.

9 The ideas of tackling disease and working in conflict zones are only suggested through lifting the text from the introduction.

10 This answer mentions 'other peoples' curiosity' (mark scheme point 4) and hints at the idea that travel abroad is involved (mark scheme point 1). However, this is still repeating the text, rather than summarising key points in terms of attractions and/or challenges.

11 This is an additional speculative example introduced by the candidate and not included in the text, suggesting a lack of focus on the summary task.

12 The language of the text is reproduced; these are the words of the interviewer repeated.

13 The idea of working in conflict zones is repeated although with some understanding that logistics can be challenging (mark scheme point 10).

14 This is a repeat of mark scheme point 1 (travel abroad).

15 There is some general understanding that working with local doctors is an attraction (mark scheme point 5).

Example Candidate Response – low, continued	Examiner comments
<p>He also <sup>finds it overwhelming</sup> <del>likes</del> that the people of other countries are also being trained by MSF.</p> <p>He is <del>over</del> overwhelmed by when he sees that the people of the country are being treated by MSF. He also liked that on long missions you have your own accommodation accomodation and you have people who come over and cook meals for them.</p>	<p>16 There is an incomplete grasp of the accommodation point (mark scheme point 11), although it is not incorrect.</p> <p>17 This point is unclear, although it is showing some grasp of the idea that having local people cook for them is an attraction for the MSF doctors. Mark for (f) reading = 4 out of 10 Mark for (f) writing = 2 out of 5</p> <p>18 There was general understanding of some relevant ideas, although there was also some indiscriminate selection. The response was sometimes focused and generally clear. Most of the time, errors did not impede communication, although there was some limited evidence of concision and some reliance on the text. Reading Level 2 Writing Level 2 <b>Total mark awarded = 8 out of 30</b></p>

### How the candidate could have improved their answer

Planning relevant ideas as notes in their own words and deciding on a route through their response before writing their answer to (f) would have helped this candidate to avoid both lifting and repetition.

### Common mistakes candidates made in this question

- Less effective responses to the Comprehension task included those with diluted evidence of understanding, for example through adding extra guesses in their responses to (a–e), or offering circular answers, repeating the language of the question where the use of the candidate’s own words was required.
- (f) Some of the least effective answers relied heavily on the language of the text and/or copied sections, limiting the available evidence of their own skills and understanding as a result.

## Question 2

### Example Candidate Response – high

### Examiner comments

Read Text C, *This is going to hurt*, in the insert and then answer Questions 2(a)–(d) on this question paper.

#### Question 2

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) Adam did not recall making an informed, planned choice to become a doctor.  
 'Active career decision' [1]

(ii) When he was training, the idea that he would become a doctor gave Adam the motivation to achieve what he set out to do.  
 'Propelled me towards my goal' [1]

(iii) Once he had completed his training at medical school, Adam was looking forward to applying what he had learned.  
 'Turn theory into practice' [1]

(iv) Adam found working as a doctor during the daytime extremely boring.  
 'mind-numbing' [1]

(b) Using your own words, explain what the writer means by the words underlined:

Night shifts were an unrelenting nightmare. At night, you're given a paging device affectionately called a bleep, and responsibility for every patient in the hospital. All of them.

(i) unrelenting ..... in an endless, unrelieving, stubborn situation [1]

(ii) affectionately ..... nicknamed as or jokingly referred to as [1]

(iii) responsibility ..... keeping an eye on or looking after. [1]

(c) Use **one** example from the text below to explain how the writer suggests how difficult it is for Adam to deal with his patients.

Use your own words in your explanation.

It's a 'build-your-own-burger' of symptoms layered on conditions layered on diseases. You're a one-man, mobile, essentially untrained A&E department, reviewing an endless stream of worryingly sick patients who, twelve hours earlier, had an entire team of doctors caring for them. It's sink or swim – you have to learn to swim because otherwise a tonne of patients sink with you.

The phrase 'it's sink or swim' reveals a great deal about the heavy burden of responsibility that a doctor carries. It is similar to a 'do or die' situation - the doctor has to carry himself well and always be accurate and alert, any error on his part can lead to serious mishaps, especially with the health and lives of many individuals on the line. Adam here, had to learn, to keep himself alert and active, otherwise he'd be putting down many people's lives with his. A doctor always requires a strong and alert personality. [3]

1 Each of the answers to (a) is clearly focused on providing the word/phrase from the text which suggests the same idea as the words underlined.

Mark for (a)(i) = 1 out of 1  
 Mark for (a)(ii) = 1 out of 1  
 Mark for (a)(iii) = 1 out of 1  
 Mark for (a)(iv) = 1 out of 1

2 The explanations in (b) demonstrate secure understanding of the meanings of the underlined words in context.

Mark for (b)(i) = 1 out of 1  
 Mark for (b)(ii) = 1 out of 1  
 Mark for (b)(iii) = 1 out of 1

3 The candidate uses quotation marks to clearly identify the one example used to explain how difficult it is for Adam to deal with his patients.

4 The answer offers a comprehensive explanation of the selected image to demonstrate understanding of how the writer suggests Adam is facing an impossible task.

Mark for (c) = 3 out of 3



## Example Candidate Response – high, continued

## Examiner comments

(d) Re-read paragraphs 2 and 4.

- Paragraph 2 begins 'As you might ...' and is about Adam's progress through training.
- Paragraph 4 begins 'You turn up ...' and describes the daytime work as a junior doctor in the hospital.

Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose **three** examples of words or phrases from **each** paragraph to support your answer. Your choices should include the use of imagery.

Write about 200 to 300 words.

Up to 15 marks are available for the content of your answer.

Paragraph 2 generally gives the effect that medicine can be a very difficult job, yet greatly interesting to tackle with. Adam's descriptions make it appear as a daredevil task, almost enthralling or <sup>5</sup>recreationally. The human body is such a large, deep entity to be studied and explored that ~~it~~ <sup>6</sup>it is ~~a super-human~~ can only be done by a super human, as can referred to as 'a fairly gargantuan undertaking'. This gives the impression that doctors indeed are super heroes, who dedicate their minds and lives to ~~save~~ protecting others. <sup>7</sup>This is also felt by Adam, who feels like a superhero, 'propelled towards his goal', as if a powerful rocket shooting up, by the prospect of becoming a doctor. Connotations of 'strength and power' also are reflected by the phrase, "step out onto the ward armed with all this exhaustive knowledge". This can give the impression <sup>8</sup>of a military man, prepared with his knowledge as a weapon to tackle the enemy, a patient's disease. This however, shows a doctor as a life-saving, strong being, and not a violent, killing soldier. Both have similar duties, but a doctor has a more optimistic and gentle approach to his work. However, similar to what happens on a battlefield, there is no 'remote' idea about

**5** Examples from paragraph 2 are selected carefully and considered ahead of writing the answer allowing this candidate to offer a relevant overview.

**6** There is an understanding of the meaning of the first choice conveyed, although the opportunity to explore the effect is missed.

**7** Here, the candidate offers a precise explanation of the effect of 'propelled', tackling the image with some imagination.

**8** The image is explored and explained in detail. Precise meaning and associations are considered.

Example Candidate Response – high, continued

Examiner comments

What suddenly may happen... unexpected events are always a constant here.

Paragraph 4 extends ~~out~~ on similar depictions. Here there however here, there is not only one soldier, but an entire army, a team of doctors who are always on the go, working. Adam describes the ~~tasks~~ gruelling tasks doctors have to perform, which ~~it~~ seem to less difficult than fighting on a battlefield. The phrase 'word round' gives the impression of a military inspection or speech, when soldiers have to finally prepare and listen to all instructions, before going out to fight. This is what can be clearly understood as even 'the whole team of doctors' are referred to as 'troops'. This shows that doctors are very methodical, mechanical and precise, facets that their job requires and moulds them into actively-working machines, as they 'troop past each of their patients', examining them actively and without fuss. A strong sense of discipline and schedule seems to be followed, similar to an army. Adam too describes himself as 'hypnotised duckling' following each and every word carefully, similar to a soldier following a general's words without fuss or questioning. 'Duckling' refers to a manner in which a small, baby bird knows only how to follow its mother and do nothing else. My error on the doctor's or soldier's part can lead to serious mistakes with patients or with the battle. And so, the phrases clearly convey that a doctor, more than his study and knowledge, should be most prepared mentally.

[293] [15]

9 There is an attempt to offer an overview.

10 There is some understanding of the connotations of 'troops' and the effect it creates, although opportunities for precise explanation of meaning are missed. The word needs to be considered more carefully in context as a verb.

11 The image is understood, although to an extent, the attempt to prove the earlier overview means that other potential effects are overlooked, for example, 'hypnotised' is not explored. Mark for (d) = 14 out of 15

12 Examiner Comment: Overall, the answer tackled imagery with some precision and offered discussion of judiciously selected language. There was clear evidence of understanding in both parts. On occasion in part (b), opportunities were missed to go further.  
Reading Level 5  
Total mark awarded = 24 out of 25

How the candidate could have improved their answer

In paragraph 4, the candidate demonstrated a tendency to repeat the overview established in paragraph 2. Working through their selected choices individually, to form an overall impression where appropriate, might have encouraged this candidate to explore meaning and effect more precisely in the second part of their answer. Carefully unpicking the connotations and associations of each of the words within a choice to demonstrate their understanding of effect would have helped the candidate to be awarded full marks.

**Example Candidate Response – middle**

**Examiner comments**

Read Text C, *This is going to hurt*, in the insert and then answer Questions 2(a)–(d) on this question paper.

**Question 2**

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) Adam did not recall making an informed, planned choice to become a doctor. 1  
 .....Default.....Acting..... [1]

(ii) When he was training, the idea that he would become a doctor gave Adam the motivation to achieve what he set out to do.  
~~Prope~~ Propelled  
 .....Propelled me towards my goal..... [1]

(iii) Once he had completed his training at medical school, Adam was looking forward to applying what he had learned.  
 Turn ~~turn~~ turn.....theory.....into.....practical.....practice..... [1]

(iv) Adam found working as a doctor during the daytime extremely boring.  
 .....mind-numbing.....Mind-numbing..... [1]

(b) Using your own words, explain what the writer means by the words underlined:

Night shifts were an unrelenting nightmare. At night, you're given a paging device affectionately called a bleep, and responsibility for every patient in the hospital. All of them.

(i) unrelenting .....Never-ending..... [1]

(ii) affectionately .....with love..... [1]

(iii) responsibility .....To take charge..... [1]

1 The selected text in (a)(i) does not suggest the same idea as the words underlined in the question. Mark for (a)(i) = 0 out of 1  
 Mark for (a)(ii) = 1 out of 1  
 Mark for (a)(iii) = 1 out of 1  
 Mark for (a)(iv) = 1 out of 1

2 (b)(ii) The candidate does not explain the meaning of the word 'affectionately' in context. Mark for (b)(i) = 1 out of 1  
 Mark for (b)(ii) = 0 out of 1  
 Mark for (b)(iii) = 1 out of 1

**Example Candidate Response – middle, continued** **Examiner comments**

(c) Use **one** example from the text below to explain how the writer suggests how difficult it is for Adam to deal with his patients.

Use your own words in your explanation.

It's a 'build-your-own-burger' of symptoms layered on conditions layered on diseases. You're a one-man, mobile, essentially untrained A&E department, reviewing an endless stream of worryingly sick patients who, twelve hours earlier, had an entire team of doctors caring for them. It's sink or swim – you have to learn to swim because otherwise a tonne of patients sink with you.

~~The writer uses phrases like 'layered on conditions layered on diseases' to show the amount of responsibility for Adam and 'endless... patients' suggest the job is very tiring. 'One-man untrained' suggests the difficulty of the job.~~ 3

In Additional page → 4 [3]  
Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

Q-2 (c) 5

(Answer) → The writer uses the phrase 'a one-man mobile' to show how tiring the job is. The word 'endless' gives a sense of the workload. The word 'essentially untrained' gives a sense of how difficult it is for Adam. Overall the writer uses this phrase very effectively to show how difficult it is for Adam to deal with his patients. 6  
7  
8

- 3 This section is clearly crossed out and so is not considered part of the answer and has not been marked.
- 4 The candidate indicates clearly where their replacement answer can be found.
- 5 The instructions invite candidates to select just one example to explain. Attempting to deal with more than one indicates a loss of focus on the task.
- 6 There is some explanation of the meaning of 'endless', showing awareness of some of the difficulty involved.
- 7 The candidate simply repeats part of the question.
- 8 Here, the candidate repeats part of the question without adding evidence of understanding. They needed to explain how one example showed the difficulty 'effectively'.  
Mark for (c) = 1 out of 3

## Example Candidate Response – middle, continued

## Examiner comments

(d) Re-read paragraphs 2 and 4.

- Paragraph 2 begins 'As you might ...' and is about Adam's progress through training.
- Paragraph 4 begins 'You turn up ...' and describes the daytime work as a junior doctor in the hospital.

Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose three examples of words or phrases from each paragraph to support your answer. Your choices should include the use of imagery.

Write about 200 to 300 words.

Up to 15 marks are available for the content of your answer.

1.) Paragraph (2)

→ overall the writer uses different figures of speech to create a effect and the whole paragraph gives a sense of how difficult it was for Adam and how things changed

(a) 'Gargantuan Undertaking'

→ ~~The writer~~ This phrase means taking a huge responsibility.

11 The writer uses this phrase to give a sense of the difficulty size of the task and the

(b) 'propelled me towards my goal'

→ This phrase means He Adam was motivated and pushed towards his goals. The ~~use~~ writer uses this phrase in order to give a sense of excitement and to suggest how Adam was motivated. This helps to grab interest and create a image in the reader's mind.

(c) 'Armed with exhaustive knowledge'

→ This phrase means Adam's mind was filled with all sorts of knowledge. The writer uses this figures of speech to show the amount of knowledge Adam has and attract interest

9 Only a slight general comment here.

10 There is a satisfactory attempt to select appropriate choices. The three choices chosen in each half offer opportunities to explain both meaning and effect.

11 The candidate is beginning to consider effect. Opportunities to go further than repeating the general comment regarding difficulty is missed.

12 The explanation here offers evidence that the meaning of 'propelled' is understood in the context of Adam's progress through training. However, the effect is not explored. The suggestion that it is used to 'grab interest and create an image' is too general to demonstrate understanding of how the language is working.

13 The explanation of meaning is beginning to suggest some understanding of the 'huge amounts' involved. However, it is not tackling the words 'knowledge' (only repeating) or 'armed' (overlooking it) and misses opportunities to consider the image as a result.

Example Candidate Response – middle, continued

Examiner comments

2.)..... paragraph (4).....

• overall this paragraph gives a brief idea to the reader about the daily routine for Adam and suggests how being each task is. The writer ~~uses~~ exaggerate in order to create an effect. The writer has used lot of figurative language which helps to exaggerate

(a) 'Doctors troops' 15

→ This phrase means the team of the Doctors. The ~~uses~~ writer compares the team with the troops in a battlefield in order to create an effect and also helps to exaggerate it.

(b) 'hypnotised duckling'

→ This phrase means without knowing what is going around and duckling <sup>moving</sup> refers to Adam. The writer uses this phrase to and uses ~~is~~ metaphor by referring Adam's movement for duckling in order to further exaggerate and have a greater combined effect.

(c) 'noting every pronouncement from your session'

→ This phrase means recording every statement made by the session. The writer uses this phrase in order to show to be the workload of Adam and makes the reader <sup>have</sup> give a feeling of sympathy for Adam.

18 [15]

14 This is a very general comment.

15 There is a basic suggestion of effect in this explanation, although the candidate does not notice that 'troops' is being used as a verb to suggest how the doctors move. Through less careful selection, the opportunity to explain meaning and consider the precise effect in context is missed.

16 There is some suggestion that the meaning in context is understood in general terms. The literary device is correctly identified, but the explanation offered is too general to demonstrate understanding of effect.

17 The explanation of meaning is secure and there is some suggestion of the general effect. Mark for (d) = 8 out of 15

18 Overall, choices were appropriate although not always carefully selected. There was some explanation of meaning in each half. Attempts to explain effects were basic and general. Reading Level 3

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

How the candidate could have improved their answer

Avoiding empty comments such as the 'writer uses different figures of speech' and/or repetition of the language of the text would have allowed for more efficient use of time when explaining choices. If the candidate ensured that the specific meanings in context of each of the words selected in a choice were fully explored and explained before trying to suggest effect, it might have helped this candidate to offer more secure evidence of understanding.

Example Candidate Response – low

Examiner comments

Read Text C, *This is going to hurt*, in the insert and then answer Questions 2(a)–(d) on this question paper.

Question 2

(a) Identify a word or phrase from the text which suggests the same idea as the words underlined:

(i) Adam did not recall making an informed, planned choice to become a doctor.  
 ..... Active Career Decision ..... [1]

(ii) When he was training, the idea that he would become a doctor gave Adam the motivation to achieve what he set out to do.  
 ..... propelled me towards the goal ..... [1]

(iii) Once he had completed his training at medical school, Adam was looking forward to applying what he had learned.  
 ..... exhaustive knowledge and born theory into practice ..... [1]

(iv) Adam found working as a doctor during the daytime extremely boring.  
 ..... insignificant, mind numbing and insanely time consuming ..... [1]

(b) Using your own words, explain what the writer means by the words underlined:

Night shifts were an unrelenting nightmare. At night, you're given a paging device affectionately called a bleep, and responsibility for every patient in the hospital. All of them.

(i) unrelenting ..... Really, just Terrible and and unexpected ..... [1]

(ii) affectionately ..... with care or love ..... [1]

(iii) responsibility ..... to manage and take care of something ..... [1]

(c) Use **one** example from the text below to explain how the writer suggests how difficult it is for Adam to deal with his patients.

Use your own words in your explanation.

It's a 'build-your-own-burger' of symptoms layered on conditions layered on diseases. You're a one-man, mobile, essentially untrained A&E department, reviewing an endless stream of worryingly sick patients who, twelve hours earlier, had an entire team of doctors caring for them. It's sink or swim – you have to learn to swim because otherwise a tonne of patients sink with you.

→ It's sink or swim  
 This example is very effective in showing how hard is Adam's job he has to treat all the patients and to not leave any on unattended as that might risk the patient's life. It's sink or swim is perfect as if Adam gives up then the patient's life will also give up. [3]

1 Understanding is sufficiently clear here to be awarded a mark. The change from 'my' to 'the' does not undermine that. Note that the mark scheme clearly indicates the key words required in an answer. Mark for (a)(i) = 1 out of 1  
 Mark for (a)(ii) = 1 out of 1

2 The additional text included in the answers (a)(iii) and a(iv) indicate the understanding of meaning is insecure. The answers do not clearly identify which of those words suggest the same idea as the words underlined in the question. Mark for (a)(iii) = 0 out of 1  
 Mark for (a)(iv) = 0 out of 1

3 Although 'something' might more usefully be replaced by 'someone' in this instance, the candidate does use their own words to offer sufficient evidence that the meaning of 'responsibility' in context is understood. Mark for (b)(i) = 0 out of 1  
 Mark for (b)(ii) = 0 out of 1  
 Mark for (b)(iii) = 1 out of 1

4 There is a partial explanation offered of the basic meaning of the choice, with some awareness of the difficulty that the situation poses for Adam. Mark for (c) = 1 out of 3

Example Candidate Response – low, continued

Examiner comments

(d) Re-read paragraphs 2 and 4.

- Paragraph 2 begins 'As you might ...' and is about Adam's progress through training.
- Paragraph 4 begins 'You turn up ...' and describes the daytime work as a junior doctor in the hospital.

Explain how the writer uses language to convey meaning and to create effect in these paragraphs. Choose **three** examples of words or phrases from **each** paragraph to support your answer. Your choices should include the use of imagery.

Write about 200 to 300 words.

Up to 15 marks are available for the content of your answer.

In paragraph 2 the writer has used language very effectively in explaining about the training and the imaginations of Adam becoming a doctor. The writer has used very effective words and phrases. 5

In line 20 he said "learning every aspect of the human body and each possible way a body could malfunction is a fairly gargantuan undertaking" 6

By this phrase the writer is trying to convey how the different types of learning can make the student ~~leave the studies~~ stop studying the particular subject.

In line 4 the writer said "you literally get to change your name, like a superhero - propelled me towards my goal." 7

This phrase included ~~me~~ imagery. There is ~~no~~ imagery put into the ~~same~~ phrase when Adam says he could change his name like a superhero he was imagining the life after the training.

5 These opening comments are 'empty', offering no evidence of understanding in relation to the use of language in the paragraph.

6 The overlong choice here lacks focus. As a result, the candidate struggles to explain it.

7 Another very long, unfocused choice suggests understanding is insecure. The attempt to explain it also repeats the language of the original.



## Example Candidate Response – low, continued

## Examiner comments

In line 4-5 the writer says "step out onto the ward armed with all the exhaustive knowledge." This phrase is very effective as it shows how exhausting the studies were and how hard it is to remember them and implement it.

8

Paragraph 4 describes the daytime work of Adam as a junior doctor in the hospital and how exhausting it is.

9

In line 2 the writer says "You trail behind like a hypnotised duckling." This line is used in a very effective way by the ~~writer~~ writer, this text means that every junior doctor has to keep moving behind the senior doctor and follow every order of his.

10

8 There is a suggestion here that 'exhaustive' is misread as 'exhausting', although there are also the beginnings of an explanation in relation to 'knowledge'. Dealing separately with individual words within the suggested (overlong) choice will help this candidate to evidence some secure understanding of meaning.

9 Only one 'choice' that is not very focused, is offered in this part of the question. There is just one basic explanation of the general meaning, not linked to individual words.

Mark for (d) = 3 out of 15

10 The choice of words is sparse in relation to paragraph 4. Choices from paragraph 2 are not secure and lack focus. Comments overall are very thin at best.

Reading Level 1

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

## How the candidate could have improved their answer

More focused and careful identification/selection of key words and phrases in the text would have helped this candidate to be awarded higher marks.

## Common mistakes candidates made in this question

- Where candidates attempted to explain the meaning of words, without considering how they were being used in context, offered less well-focused selections from the text. Opportunities for achieving higher marks were missed.
- **(d)** Repetition of the vocabulary of the text in the explanations offered was common in less effective answers.

## Question 3

### Example Candidate Response – high

### Examiner comments

Re-read Text C, *This is going to hurt*, in the insert and then answer Question 3 on this question paper.

#### Question 3

Imagine you are Adam. After reading your diaries, you write a letter to your parents reflecting on your time in medicine and your decision to quit:

In your letter you should explain:

- why you went to medical school and what medical training was like
- the challenges involved in working on the wards as a junior doctor and how you felt about the job at the time
- why you felt you had to give up and your feelings as you look back now.

Write the words of the letter.

Base your letter on what you have read in Text C, but be careful to use your own words. Address each of the three bullet.

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

Dear Mum and Dad, <sup>1</sup>

I am writing this letter to you, to tell you <sup>2</sup> about my time in medicine and why I decided to quit. I found a few of my diaries from a few years ago and I want to let you know why I made the choice.

In reality I ~~se~~ still cannot recall <sup>3</sup> when I ever wanted to be a doctor. I just feel like since dad was a doctor I had to be ~~one~~ to make you proud. <sup>4</sup> As dad would already know training is difficult. <sup>5</sup> I never knew how complicated the human body really is.

<sup>1</sup> The candidate opens with an appropriately polite and informal greeting for a personal letter to his parents.

<sup>2</sup> There is a clear sense of purpose from the opening of the letter. Details from the introduction and task are carefully noted and used by the candidate to help think themselves into the role and adopt the perspective of Adam, some years later, as he looks back on the events described in the text.

<sup>3</sup> The fact that his father is a doctor is explicit in the text and the idea is used here in the candidate's own words as part of the explanation for why he went to medical school. The point is then developed with the suggestion of Adam's feelings, picking up on the implications in the text.

<sup>4</sup> The sense of audience is still being maintained and the voice continues to be convincing and appropriate.

<sup>5</sup> The sense that there is so much to learn at medical school is suggested and might have been developed further.

## Example Candidate Response – high, continued

## Examiner comments

There were times when I wanted to quit but the thought of you being proud of me forced me to persevere through it. The ~~idea~~ thought of me having a doctor in front of my name further ~~boosted~~ boosted my confidence that I would do it. However I was quite disappointed to discover how even six years of medical school couldn't prepare me for what was next.

There were multiple challenges ~~or had to~~ I had to face being a junior doctor. I had to always follow my seniors around and jot down everything they were saying. After that I had to complete tons of ~~paperwork~~ painstaking tasks painstaking tasks that were I was not taught really taught at medical school.

Night shifts were even worse with me having to wake up at odd hours. ~~for~~ The senior doctors would all be ~~staying~~ downstairs while I would be upstairs alone trying to ~~do~~ work on my own. This burdened me with a lot of work I wasn't taught to deal with. [25]  
(done on last page)

[Total: 25]

6 The candidate repeats the idea rather than extending it.

7 The length of the training and the fact that it does not prepare the students for what comes next are both relevant ideas from the text. They are used here to help explain Adam's 'disappointment' (a reasonable inference from the text evidencing close reading). The idea of being spurred on by the thought of having the title 'doctor' is also mentioned, but not fully explored or explained.

8 Two of the challenges from the text are touched on in this paragraph through inclusion of details of the boring ward rounds and the quantity of administrative tasks.

9 Recounting the challenge of night shifts leads on to the suggestion of unreasonable expectations and being expected to wake up at all hours. There is some development to suggest Adam's feeling of being burdened/ unsupported.

Example Candidate Response – high, continued

Examiner comments

Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

1) e) be more beneficial as it says hosting a lunch is unlikely to make a huge difference.

2) c) ingredients to put in their burger the patients all had different symptoms, conditions, symptoms, conditions and diseases.

2) d) reads the image of Adam walking with his head ~~had~~ & twisted to one side. The phrase "noting down every pronouncement" means to write down everything ~~the doctor~~ ~~doctors~~ say. The word pronouncement means important saying ~~and~~ ~~doctor~~ invokes the feeling of the doctors being treated like royalty and being superior to Adam.

3) I found that the job was mentally, 10 and physically draining and was not how I expected it to be during training. In the A&E I had to treat patients with cases I had ~~not~~ never seen before.

I found the job tiring. The working hours

10 The mental toll and the feeling of physical exhaustion are both relevant ideas rooted in the text, as is the challenge of treating patients with complex/unfamiliar conditions. Thinking specifically about the audience for the task here might have encouraged further development in relation to his feelings back then and now.

## Example Candidate Response – high, continued

## Examiner comments

## Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

were brutal and I saw so many patients  
gory images in six years of working in the  
hospital that I was not ready to see see.  
The job also started affecting my personal life  
and after six years I decided to quit the  
job.

I am sorry if you would were hurt  
or disappointed that I left the job part  
it was getting too stressful for me to  
handle.

With Love,

Adam

11

12

14

11 The long working hours and the effect on Adam's personal life are relevant ideas drawn from the text. The suggestion that those images affecting him so much are gory is a reasonable inference, explaining why they might have 'scarred [his] retinas to this day'.

12 The implication that stress levels lead to some kind of breakdown is a sound development, drawn from the comment in the text that 'it all became too much'.

13 The sign off is appropriate and further evidence that the audience for the letter is kept in mind. Mark for reading = 14 out of 15  
Mark for writing = 9 out of 10

14 The answer has used and developed a wide range of ideas, picking up on suggestions and implications in the text. Adam's voice/perspective is consistent and convincing throughout, evidencing close reading. Register is effective and the structure and sequence sound.  
Reading Level 5  
Writing Level 5

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

## How the candidate could have improved their answer

There were opportunities to go further in relation to bullet three. For example, to evidence close reading of the three diary entries and tease out Adam's feelings as he looked back now, offering a more thorough analysis of the text. When reading back through this answer to edit and correct, revisiting the text to identify any potentially useful details and implications that had been overlooked would have helped this candidate to be awarded full marks.

Example Candidate Response – middle

Examiner comments

Re-read Text C, *This is going to hurt*, in the insert and then answer Question 3 on this question paper.

Question 3

Imagine you are Adam. After reading your diaries, you write a letter to your parents reflecting on your time in medicine and your decision to quit.

In your letter you should explain:

- why you went to medical school and what medical training was like
- the challenges involved in working on the wards as a junior doctor and how you felt about the job at the time
- why you felt you had to give up and your feelings as you look back now.

Write the words of the letter.

Base your letter on what you have read in Text C, but be careful to use your own words. Address each of the three bullet.

Write about 250 to 350 words.

Up to 15 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

Dear ~~parents~~ mom and dad,

Hello! I hope you are doing good. I'm writing this letter to share my experience of my time in medicine and also my decision to quit. I will talk later in this letter. Honestly, I never wanted to be a doctor but it was heredity which <sup>had</sup> forced me to take up medicine. It came as a shock to me on <sup>seeing</sup> the reality of the medical training. I wasn't ready for anything like this.

Every morning we had to wake up for the ward round which was quite a bit boring and also ~~was~~ tiring. From noting down statements of seniors to filling in forms and doing hundreds of tasks in a day was a bizarre. The work load was at its peak and we hardly got any time and energy left for ourselves.

1 A suitable opening to establish a friendly and informal register.

2 The sense of audience is fading here and the explanation of why he is writing sounds more factual/mechanical.

3 The candidate is trying to use their own words to explain why Adam went into medicine. There is some indication of understanding that his father was a doctor, so it was expected of him.

4 The idea that training has not prepared him is partly communicated, along with a sense that the whole thing came as a shock to Adam, is a reasonable basic development that is rooted in the text.

5 The answer now moves on to deal with ideas for bullet two of the question, missing opportunities to expand the range of ideas for the first bullet.

6 The idea that one challenge is 'how boring ward rounds are' is clear here and administrative tasks are described, although not commented on.

7 The idea that they work very long hours is suggested here.

## Example Candidate Response – middle, continued

## Examiner comments

Stress <sup>8</sup> levels rose each day and I couldn't think of anything else but work. Every day my body ached, from the tip of my feet to up to my head, I felt pain. Moreover we had night shifts, which were long-lasting ~~the~~ and kept me busy and made me feel more tired.

Slowly and gradually, after ~~few~~ months of hard work and relentless efforts, I finally became <sup>a proper</sup> doctor.

My life did change from a junior doctor to a senior doctor however ~~my~~ the responsibilities and stress didn't. I finally managed to convince myself to quit because the stress levels <sup>9</sup> kept rising and I couldn't resist seeing dead patients' body <sup>10</sup> ~~it~~ ~~always~~ which gave me a feeling of guilt.

Now I think I ~~did~~ <sup>took</sup> the right <sup>decision</sup> thing to quit, if I hadn't I couldn't grab any <sup>new</sup> opportunities which came along my way and to get a new perspective in my life is simply awesome. Now ~~the~~ remembering ~~at~~ my old days <sup>11</sup> brings tears in my eyes as I recall the pain and stress which ran in my blood every second of my life then. I hope you are satisfied with my decision and also request both of you to please <sup>keep</sup> supporting me to achieve my future endeavours.

Yours lovingly,

Adam

<sup>12</sup> [Total: 25]

<sup>8</sup> This paragraph also includes some relevant and straightforward ideas from the text, for example, the mental and physical toll the job takes and the awful night shifts. Opportunities are missed to reflect on how Adam feels.

<sup>9</sup> This is a repeat of an earlier point.

<sup>10</sup> This is not an idea suggested by the text.

<sup>11</sup> There is some suggestion of sadness looking back, although only in relation to the stress felt at the time (a further repeat). Other potentially relevant ideas are overlooked.  
Mark for reading = 8 out of 15  
Mark for writing = 5 out of 10

<sup>12</sup> The candidate touched briefly on a range of straightforward ideas, although offered few supporting details and missed opportunities to go further. The writing was generally clear. There was some awkward expression as well as some errors, although some awareness of audience provided balance.  
Reading Level 3  
Writing Level 3

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

## How the candidate could have improved their answer

More efficient planning ahead before writing the answer might have allowed this candidate to identify and use a wider range of relevant ideas and details from the text and aim for the higher levels. For example, in relation to bullet one of the tasks, there were explicit ideas about medical training and Adam's motivation for becoming a doctor, which might have been reflected on usefully in this letter to his parents.





## Example Candidate Response – low, continued

## Examiner comments

but knowing that I would be a doctor one day  
 enticed me. I had spent a quarter of my life at  
 medical school and I was not prepared for what  
 came next.

4

4 The candidate has copied this from the text, with little modification.

When I was working as a junior doctor, the  
 job during the day was manageable but it was also  
 mind numbing and time consuming. Every morning you  
 have to turn up for the ward round where the whole team  
 of doctors pass each of their patients. You have to trail  
 behind the senior doctor and keep noting every  
 pronouncement of theirs. Then the rest of the day  
 is spent completing a huge amount of tasks like  
 filling forms and making phone calls, that was not

5

5 There is some suggestion of having generally grasped the idea that boring ward rounds were a challenge, although copied phrases throughout this section dilute the evidence of skills and understanding.

really what I had trained for. The night shifts were  
 a nightmare, you were given a device which was called  
 the "bleep", ~~device~~ you are having the responsibility of all  
 the patients, as the senior doctors are downstairs ~~in~~  
 admitting all the patients. I was up in the wards sailing  
 the ship alone and not like a small ship <sup>or something</sup>  
 it was a big one. There is no time to sleep in  
 night shifts as you are being called by ~~the~~  
 the nurses and bleeped ward after ward and  
 with every emergency coming up one after the other. This  
 never stopped <sup>and</sup> the whole night was about running <sup>around</sup>

6

6 Administrative tasks and night shifts are both potentially relevant ideas, although to evidence secure understanding copying from the text needed to be avoided.

7

7 Simply repeating the image of the ship, rather than considering what Adam meant by it and what he felt about the situation, indicates a less secure understanding of both task and text.

This letter is continued on the additional page

[Total: 25]

Example Candidate Response – low, continued

Examiner comments

Additional Page


If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

Question 3 continued...

... here and there treating patient and ~~doing~~ doing the additional work. This job was really, really exhausting and there were not proper rest hours. The working hours were ~~an~~ inhumane, I saw things that ~~had~~ <sup>have</sup> scarred my retina until now. At times when I used to be bleeped, the patient would be a sleep by the time I reach the ward which was kind of an unnecessary running ahead.

Due to this hectic job life I ~~I~~ had made the ~~decision~~ decision to quit my job.

I hope you agree with the decision I have made. Waiting for your reply.

Yours Truly  


- 8 There is some suggestion that the long working hours is understood as a challenge, although the reference to scarred retinas is simply copied and offers little evidence of understanding.
  - 9 The idea of unreasonable expectations is touched on briefly through the example of the patient who was asleep when Adam arrived.
  - 10 The concluding paragraph is very general at best. There is further evidence of a loss of focus on the task with limited sense that this is Adam writing to his parents some years after his decision to quit.
  - 11 The candidate incorrectly uses their own name.  
 Mark for reading = 5 out of 15  
 Mark for writing = 3 out of 10
  - 12 The answer relied on some lifting from the text, although evidenced a little general understanding overall. There was some copying and awkward expression.  
 Reading Level 2  
 Writing Level 2
- Total mark awarded = 8 out of 25**

## How the candidate could have improved their answer

To improve and offer more secure evidence of their reading skills, this candidate needed to focus more carefully on the requirements of the task as a whole. Imagining themselves into the situation of Adam writing to his parents about events in the past might have allowed them to consider his feelings back then and now, some years later. Making brief notes of key content points ahead of writing might have helped to avoid simply lifting sections from the text.

## Common mistakes candidates made in this question

- Where candidates lost sight of the details of the task, audience and/or purpose, opportunities were missed to interpret, use and develop ideas from the text. Lifting or copying from the passage also diluted evidence of skills and understanding in less effective answers.
- Rather than simply repeating or copying from the text, candidates needed to keep in mind the new perspective required for their response to the reading task, in this instance, writing from a different point in Adam's life to that described in the text and looking back on events.
- Having already worked through some aspects of Text C in Question 2, candidates should have revisited the text to refine and build on their understanding of the passage, using the bullets in the question to help them identify relevant ideas and details, and then plan a route through their response to this question. Where candidates had attempted to answer the task without returning to the passage to plan ideas, or simply replayed sections of the passage without paying close attention to guidance offered in the question, the evidence of understanding and close reading skills in their response was more limited.

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