



Cambridge Assessment
International Education

Example Candidate Responses

Paper 2

Cambridge International AS Level

English General Paper 8021

For examination from 2019

In order to help us develop the highest quality resources, we are undertaking a continuous programme of review; not only to measure the success of our resources but also to highlight areas for improvement and to identify new development needs.

We invite you to complete our survey by visiting the website below. Your comments on the quality and relevance of our resources are very important to us.

www.surveymonkey.co.uk/r/GL6ZNB

Would you like to become a Cambridge International consultant and help us develop support materials?

Please follow the link below to register your interest.

www.cambridgeinternational.org/cambridge-for/teachers/teacherconsultants/

Copyright © UCLES 2019

Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered Centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to Centres to photocopy any material that is acknowledged to a third party, even for internal use within a Centre.

Contents

Introduction	5
Question 1a	7
Example Candidate Response – high	7
Example Candidate Response – middle	10
Example Candidate Response – low	12
Question 1b	15
Example Candidate Response – high	15
Example Candidate Response – middle	16
Example Candidate Response – low	17
Question 1c	18
Example Candidate Response – high	18
Example Candidate Response – middle	19
Example Candidate Response – low	20
Question 1d	21
Example Candidate Response – high	21
Example Candidate Response – middle	22
Example Candidate Response – low	23
Question 1e	24
Example Candidate Response – high	24
Example Candidate Response – middle	25
Example Candidate Response – low	26
Question 1f	27
Example Candidate Response – high	27
Example Candidate Response – middle	28
Example Candidate Response – low	29
Question 2a	30
Example Candidate Response – high	30
Example Candidate Response – middle	31
Example Candidate Response – low	32
Question 2bi	33
Example Candidate Response – high	33
Example Candidate Response – middle	34
Example Candidate Response – low	35
Question 2bii	36
Example Candidate Response – high	36
Example Candidate Response – middle	37
Example Candidate Response – low	39
Question 2ci	40
Example Candidate Response – high	40
Example Candidate Response – middle	41
Example Candidate Response – low	42

Question 2cii	43
Example Candidate Response – high	43
Example Candidate Response – middle	44
Example Candidate Response – low	45
Question 2d	46
Example Candidate Response – high	46
Example Candidate Response – middle	47
Example Candidate Response – low	48
Question 2e	49
Example Candidate Response – high	49
Example Candidate Response – middle	50
Example Candidate Response – low	51

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge AS Level English General Paper (8021), 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 from June 2019 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 for each question.

This document provides illustrative examples of candidate work with examiner commentary. These help teachers to 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 and pre-release material used here are available to download from the School Support Hub. These files are:

June 2019 Question Paper 21
June 2019 Paper 21 Mark Scheme

Past exam resources and other teacher support materials are available on the School Support Hub:

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- and 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 – high	Examiner comments
<p>1 (a) Considering the advantages and at least one disadvantage, explain why Jini might choose the University of Zandi course.</p> <p>Answer in continuous prose, using your own words as far as possible.</p> <p>Jini might choose the University of Zandi course, as</p> <p>1 it is advantageous that she won't have to miss work. Being</p> <p>that there are evening webinars, the course won't conflict with work hours.</p> <p>2 Additionally, since Jini can not yet drive, choosing an online</p> <p>class from the University of Zandi would be prevent her from having</p> <p>to figure out a method of alternate transportation to the campus.</p> <p>more well Zandi is</p> <p>Answers 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>1 A developed advantage linking 'evening webinars' to Jini not having to miss her work. It has been nicely phrased as 'the course won't conflict with work hours'.</p> <p>2 A second, very well-developed advantage, connecting the online provision of the course with</p> <p>Examiner comments 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

Scripts in this category were chosen deliberately to illustrate performance which gained full credit in each question, as it was thought this might be useful to centres, especially following the first sitting of this new English General Paper specification. Although those responses selected were by no means 'model answers', comments relating to possible improvements are necessarily less full than those for middle and low scoring responses.

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

- (c) It was sometimes thought that Jini had studied marketing at university (Additional information point 5) and that Jini 'does not enjoy' (like) public transport, whereas 'Xeroo ... does not enjoy good public transport links'. (Additional information point 6).

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 1a

Example Candidate Response – high

Read the material for Section A in the insert before answering the questions in Section A.

- 1 (a) Considering the advantages and at least one disadvantage, explain why Jini might choose the University of Zandi course.

Answer in continuous prose, using your own words as far as possible.

- 1 Jini might choose the University of Zandi course, as it is advantageous that she won't have to miss work. Being that there are evening webinars, the course won't conflict with work hours.
- 2 Additionally, since Jini can not yet drive, choosing an online class from the University of Zandi would prevent her from having to figure out a method of alternate transportation to the campus.
- 3 A third advantage is that Jini wants to become more well versed in data analytics, of which the University of Zandi is the only option that offers specific instruction in data analytics.
- 4 A disadvantage to choosing the University is that Jini enjoys working with others and the courses will mostly consist of at home independent study. Additionally, the University

Examiner Comments

- 1 A developed advantage linking 'evening webinars' to Jini not having to miss her work. It has been nicely phrased as 'the course won't conflict with work hours'.
- 2 A second, very well-developed advantage, connecting the online provision of the course with Jini not yet being able to drive, further explained with her not therefore needing 'to figure out a method of alternate transportation'. Again, this has been nicely phrased in the candidate's own words, showing control and understanding of the material and ideas.
- 3 A third, developed advantage, giving a link between the course content and Jini's ambitions. This is very competent use of language, with the phrasing 'well versed in data analytics' and 'the only option that offers specific instruction'.
- 4 A first disadvantage is offered, also developed, contrasting Jini's preference for working with others to the independent learning style of this course provider.

Example Candidate Response – high, continued

- 5 is the most expensive course, charging \$2000 for the full course, which will be a disadvantage for Jini because she already has an outstanding student loan,
- 6 so she doesn't have a lot of ~~am~~ money on hand. [10]

Examiner Comments

5 A second, very well-developed disadvantage is offered, relating to the course cost, with specific detail of the amount as a first development, further linked to Jini's financial situation. This is, again, a good use of the candidate's own words: 'already has an outstanding student loan'.

6 In summary, developing two disadvantages would have been self-limiting, in terms of the eventual balance of the argument, had fewer advantages been offered. In this case, however, there are three developed advantages and two developed disadvantages, hence the balance is maintained.

There are more clear points made overall than the minimum of four needed to reach the top level. The piece is very well organised and communicated, although not without error ('more well', 'of which', 'on hand'). There is no reliance on lifted material and no unclear or vague references at all. Some of the developments are very thorough.

Overall, this response meets - indeed, in range, exceeds - the criteria for Level 4 and full marks.

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

How the candidate could have improved their answer

Scripts in this category were chosen deliberately to illustrate performance which gained full credit in each question, as it was thought this might be useful to centres, especially following the first sitting of this new English General Paper specification. Although those responses selected were by no means 'model answers', comments relating to possible improvements are necessarily less full than those for middle and low-scoring responses.

The response clearly met the criteria for Level 4 and received full marks. More than the required four developed points (five) were offered, some of the developments were extensive and all were convincing, and the written style was very good, making good use of organisational skills and own words. The balance of the answer was maintained in the correct proportion, despite the inclusion of two disadvantages, because there were three advantages presented. There were very minor phrasing errors only and these did not detract from the clarity, focus, range and understanding demonstrated.

It was worth noting that had only two advantages been offered, the piece would have been limited to Level 3 (maximum 8 marks) and, had fewer than two advantages been present, the limit would have been Level 2 (maximum 5 marks).

Example Candidate Response – middle

Examiner Comments

Section A

Read the material for Section A in the insert before answering the questions in Section A.

- 1 (a) Considering the advantages and at least one disadvantage, explain why Jini might choose the University of Zandi course.

Answer in continuous prose, using your own words as far as possible.

Jini might choose the University on Zandi course because it can attract university academic credits, as stated in Section.

- 1 The text states that her long term goal is to be sponsored through a Master's degree by Supernova. In order to get a Master's degree you have to go to college. Although
- 2 the 2 years to complete this doesn't fit
- 3 Jini's goals, she still could pick this option
- 4 because the course is online so she can continue to work for Supernova at the same time. For the course you have to complete

1 The first two points attempted (attracting university academic credits and relating to her longer-term aim of a Master's degree, sponsored by Supernova, her company) are lifted (copied) directly from the material provided, and, therefore, cannot receive credit. The question requires use of own words, except technical terms or vocabulary for which it is difficult to find synonyms.

2 This point is too vague because it implies that she has not already attended a college. However, we are told that Jini has already studied for a first degree, in English.

3 This is the first creditworthy point as it starts to look at a disadvantage, namely that a course lasting two years doesn't fit Jini's goal (of learning as quickly as possible). However, the text states that the course can take up to two years, so the answer is lacking some detail. Had those extra details been included, a development could also have been credited.

4 The first clear advantage is developed, and a link is made between the course being conducted online and Jini being able to continue to work for Supernova.

Example Candidate Response – middle, continued	Examiner Comments
<p>5 five modules and Jini's goal goal is to advance in digital marketing, and through the course there are they are all based 6 in the digital marketing field. [10]</p>	<p>5 The reference to five modules is not clearly stated, as either an advantage or disadvantage, but is something of an introduction to the course content of digital marketing, which is a clear advantage. A little more detail about the range of topics might have been included. However, there is enough of a link made between digital marketing being the course focus, and Jini's goal relating to the same field, to qualify as a development.</p> <p>6 Overall, some balance is offered (between advantages and disadvantages), but it is not developed. Two clear points (advantages) are offered and developed, if not especially strongly. However, some points are unexplained or uncertain (e.g., going to college) and some material has been copied rather than the candidate using their own words early on. The responses match the Level 3 criteria and so a mark of 6 is awarded. Stronger developments and at least one more clearly developed advantage was required to improve, as well as more extensive use of own words in the opening section.</p> <p>Total mark awarded = 6 out of 10</p>

How the candidate could have improved their answer

Lifted material (directly copied from the text) needed to be phrased more in the candidate's own words and greater clarity was needed about the point relating to Jini's Master's degree ambitions. A vague attempt at a point was made about needing to go to college (she had already been, to study English). Balance was offered (taking up to two years) but this point needed developing, for example, by linking it to the fact that Jini had hoped to expand her knowledge more quickly. The two advantages which were developed were only minimally so, especially the point about course content/digital marketing. Overall, a wider range of developed points, more consistently phrased in the candidate's own words would have improved this response.

Example Candidate Response – low

Examiner Comments

Section A

Read the material for Section A in the insert before answering the questions in Section A.

- 1 (a) Considering the advantages and at least one disadvantage, explain why Jini might choose the University of Zandi course.

Answer in continuous prose, using your own words as far as possible.

- 1 A main disadvantage to the University of Zandi is the cost. This is by far the most expensive option. Other disadvantages include
- 2 the evening webinars, which collide with helping her family on Wednesday and Friday nights.
- 3 She will also not be able to learn in her preferred style, as she will have one on one with a personal tutor. The course also does
- 4 not include anything related to law, which her

1 The candidate identifies cost ('most expensive') as a clear disadvantage, but no further detail is added which would have accessed marks for development. For example, the actual prices are not mentioned or any link to Jini's financial situation, (such as the need to pay back student loans). Jini needs the course to represent value for money.

2 The candidate identifies 'evening webinars' as a second disadvantage, although it would have been better to say these 'may collide with' Jini's obligations to a family member on two evenings of the week, as we don't know on which evenings the webinars would fall. Given the benefit of the doubt, the candidate gains a development point here for relating it to her circumstances.

3 Here, the candidate identifies a further disadvantage. The balance is now potentially becoming an issue, as the thrust of the question should address advantages. This disadvantage relates to Jini's preferred leaning style (which is collaborative, although this has not been stated) and relates to the contrast of one-to-one sessions with a tutor.

4 This point does not answer the question, as this is drawn from the irrelevant material in 'Additional Information', which has no bearing on a course relating to the career Jini is already in (see Q1d).

Example Candidate Response – low, continued

Examiner Comments

5 parents want her to do. The advantages are
 6 the many modules to chose from, ~~the~~ as well
 7 as Jini does not need ~~so~~ to drive anywhere
 8 because it is online. As implied in the title, this
 will also help her achieve her long term goals.
 [10]

5 The candidate does get to the advantages here. One clear point is made about the range/choice of modules available but it is not developed by reference to an example of the course content, or how this links to what Jini hoped to learn about (i.e. digital analytics), for example.

6 Here, the candidate has developed a point about an advantage, if in a minimal way, connecting the online nature of the course to there being no requirement to drive. This could have been extended further. For example, the candidate could have mentioned the fact that Jini is still learning to drive or linked the point to the poor public transportation in her region.

7 The final point is too vague to gain credit, as neither the title nor the goal is stated. There is also very close lifting of material, in the use of 'her long-term goal'.

8 Overall, the response lacks the required balance of the question, having explored more disadvantages than advantages. Such a response is limited to a maximum of Level 2, i.e. 5 marks (out of 10).

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

How the candidate could have improved their answer

More development and links between points were needed to improve this response. However, more importantly, it was limited by focusing too much on the disadvantages, rather than advantages, the question being why Jini *might* choose Provider C, i.e., why was it the most suitable option. As such, the mark was limited to L2, i.e., maximum 5 marks out of 10.

Common mistakes candidates made in this question

It was sometimes thought that Jini had studied marketing at university (Additional information point 5) and that Jini 'does not enjoy' (like) public transport, whereas 'Xeroo ... does not enjoy good public transport links'. (Additional information point 6).

Choosing Provider A (instead of C) was surprisingly common, perhaps because it was the first question and thus, some learners assumed that it would refer to the first provider (both were also situated in Zandi).

The point about the full course taking 'up to two years' was not universally acknowledged as being a disadvantage; Jini wants to learn 'as soon as possible'.

There was some confusion over the per module/total costs of the University of Zandi course and the free trial (one response had the total cost at \$10,000).

Very few responses suggested, given the high cost, that Jini could pick which module(s) to do first. Her being 'on a salary' also seemed to cause confusion, being presented as a disadvantage, without the link to paying back her student loan, or being assumed to be a low salary.

Question 1b

Example Candidate Response – high

(b) Explain two disadvantages of the Zandi City Council Masterclasses with Oli Pomerini.

One of the disadvantages of this provider is the resource material is mainly deals with large and high-end customers.

1 which is an issue because Jini deals with local clients.

Another issue is the the distance she would need to travel

because Xeroo isn't ideal for public transport links and she

2 is just learning to drive, which is an issue because Zandi is 75 km away. [4]

Examiner Comments

1 A clear disadvantage is explained, connecting the scale of Oli Pomerini's usual client base with Jini's smaller, more local companies.

2 A second, clearly developed point, linking the distance to Zandi, which is specified at 75 km, both to the public transport difficulties and Jini just learning to drive. More than enough is offered to receive full credit on this point.

**Total mark awarded =
4 out of 4**

How the candidate could have improved their answer

The first point might have been more specific that Oli Pomerini was the one dealing with high-end clients but the idea and contrast with Jini's situation was sufficient to gain full credit as an explained disadvantage. The second point went well beyond the minimum acceptable for a developed point, as the specific distance was given (distance alone would be worth a mark) and two connections to the difficulties posed to Jini, in terms of transportation, were then offered by way of explanation.

Example Candidate Response – middle

Examiner Comments

(b) Explain two disadvantages of the Zandi City Council Masterclasses with Oli Pomerini.

1 The Zandi City Council Masterclasses require a commitment of an entire day as it is a seven-hour long class. It also has no flexibility in regard to scheduling given the one available day that it is offered. [4]

2

1 The point about time commitment is not clear or convincing enough to credit because the Oli Pomerini course is not the longest time commitment (Carla Patel's is shortest and the University course much more extensive). Links were needed to the timing being on a working day (Monday) or to the fact that it was 'only' a one-day course, which might limit coverage of material in much depth, for example.

2 A more convincing point is made here, regarding the lack of flexibility of a single scheduled date. The idea of 'no flexibility' is linked to 'the one available day' comment sufficiently enough to gain credit for development.

**Total mark awarded =
2 out of 4**

How the candidate could have improved their answer

The point about an all-day commitment could have been improved by stating 'working day' (i.e. Monday), and then linking this to the idea of how difficult it might have been for her to take a day off from work, as she was employed in a small outfit. The reference to seven hours was not a clear disadvantage either, as this was neither the longest nor shortest time commitment of the three courses.

The attempted earlier points about time and scheduling were then better made in what was presented as a second disadvantage. The idea of lacking flexibility, linked to there being only one available day for the Oli Pomerini course, was valid and thus gained credit as a developed point. Overall, then, there was really no second disadvantage presented, such as the distance and transport issues, or the focus of the course content.

Example Candidate Response – low	Examiner Comments
<p>(b) Explain two disadvantages of the Zandi City Council Masterclasses with Oli Pomerini.</p> <p>There arent advantages and disadvantages but the disadvantages of Zandi city council</p> <p>1 master class would have to be the location of the class class and the low capacity</p> <p>2 acc accepts.</p> <p>[4]</p>	<p>1 The point about 'location' is the minimum response to gain credit. The question asks for two disadvantages to be explained and ideally a more specific response would be given, such as the exact distance between Zandi and Xeroo.</p> <p>2 The second attempted point, 'low capacity accepts' (sic), is too vague and this class does not, in any case, have the lowest capacity.</p> <p>Total mark awarded = 1 out of 4</p>

How the candidate could have improved their answer

'Location' needed more detail and it was not completely clear, standing alone, why it was a disadvantage. However, with a little benefit of doubt, the point received credit as the minimum permissible for a disadvantage, as it was an obvious disadvantage in this case. For the explanation, there might have been mention of a link to Jini's likely travel difficulties, such as only just learning to drive, or the minimal public transport in her rural area.

The attempted point about capacity/number of participants was too vague here, as it had not been made clear why it was a disadvantage. Furthermore, the course referred to here, Oli Pomerini's (Provider A), had a capacity of 25 and therefore was not the smallest. The Carla Patel course had only ten participants, so any point made about low capacity, such as the likelihood of not gaining a place, fewest people with whom to exchange ideas, etc., would only really be acceptable in that case.

Common mistakes candidates made in this question

There were some assumptions made, for example, that Oli Pomerini would not turn up/might disappear mid-session, because he was too busy or important.

The number of participants, duration of the course and cost were often cited as disadvantages but Provider A was the middle one of the three in all cases. Cost needed reference to value, i.e., only one day for \$300 and then linking with her financial issues regarding her student debt and needing to seek good value for her money.

Question 1c

Example Candidate Response – high	Examiner Comments
<p>(c) Explain two disadvantages of the Carla Patel course.</p> <p>One disadvantage was that the course was took is on a Wednesday evening, and that is a problem because they she helps her mother care for a disabled relative that day.</p> <p>Another disadvantage is that the content is not relevant to what she wants. She doesn't want to learn how to grab a journalists attention. She wants to widen her knowledge of digital marketing. [4]</p>	<p>1 A clear connection explains that the course schedule, being on a Wednesday evening, is a disadvantage because of Jini's commitment to helping her mother with caring for a disabled relative at that time.</p> <p>2 A second clear disadvantage relates to course content, and this is explained with the specific contrast between the course purpose, attracting journalists' attention, and Jini's goal to improve her knowledge of digital marketing.</p> <p>Total mark awarded = 4 out of 4</p>

How the candidate could have improved their answer

Two disadvantages were offered and clearly explained; nothing more was needed to gain full marks.

Example Candidate Response – middle	Examiner Comments
<p>(c) Explain two disadvantages of the Carla Patel course.</p> <p>The two disadvantages of Carla Patel course would be. The lack of time given 18:30-21:00 is a problem and also. The capacity is a huge disadvantages they only accept 10 people.</p> <p style="text-align: right;">[4]</p>	<p>1 The Carla Patel course does have the shortest time commitment of the three providers (two, two-and-a-half hour sessions only) so this point can be credited. However, the candidate does not go on to explain why this might be a disadvantage for Jini, to gain the development point.</p> <p>2 Again, this course does indeed have the smallest capacity (only 10 participants) of the three proposals, hence the point gains credit. However, there is no explanation as to why this is disadvantageous and no attempt made to develop the idea further.</p> <p>Total mark awarded = 2 out of 4</p>

How the candidate could have improved their answer

Two disadvantages were presented but neither was developed. To improve this response, the timing idea needed a link to having been the shortest course (two sessions, totalling only five hours) and, therefore, least likely to have taught Jini a great deal, or a link might have been made to it having been on a Wednesday evening and, therefore, would have been inconvenient due to existing commitments (caring for a disabled relative with her mother), or perhaps having been too exhausted after work to have done a mid-week evening class.

The second point could have been linked to how difficult it might have been to gain a place on the course, given its limited capacity or, since Jini liked to learn collaboratively, so few participants might have limited the possibilities for meaningful exchange of ideas and discussion.

Example Candidate Response – low	Examiner Comments
<p>(c) Explain two disadvantages of the Carla Patel course.</p> <p>1 One disadvantage of the Carla Patel course is the course isn't specifically about digital marketing. Another disadvantage is the course takes place in the offices of Xeroo times, instead of on line.</p> <p>2</p> <p>[4]</p>	<p>1 The point made about unsuitable course content is worthy of credit but it is not explained or developed. For example, the candidate could have contrasted it with the actual course content, or stated why digital marketing is desired.</p> <p>2 The location of the course is only relevant if linked to the issue of late/evening attendance, as Jini works and lives in the same town, so it is presumed she could get there easily enough. Furthermore, the contrast with online provision is not answering the question, as it implies an advantage of another provider (c), already featured in Q1a.</p> <p>Total mark awarded = 1 out of 4</p>

How the candidate could have improved their answer

The point about course content needed developing to gain a second mark, for example, having linked it to Jini's goals and intentions, or having stated, by contrast, what the content of the Carla Patel course did involve (mainly linked to journalism, her field).

Any reference to location and transport difficulties in general was not correct, as Jini already lived and worked in the same town (Xeroo). Had reference been made to the course times having been at night, then a link to the poor public transport might well have been relevant. However, there were more obvious points to pick up on as disadvantages for this course, most notably, the Wednesday evening timings having been unsuitable due to Jini's regular commitment to helping her mother with a disabled relative on Wednesday and Friday evenings, or the informal style not having been in accord with her longer-term academic ambitions.

Common mistakes candidates made in this question

Transport was often cited as a disadvantage but could not gain credit because Jini already lived and worked in the same town and thus, it had to be assumed that transport would not be an issue, unless reference was made to the relatively late hours (evening).

There was some misunderstanding about who was disabled, for example, Jini's mother (instead of helping her mother with the relative concerned), or 'the disabled' generally, where benefit of the doubt was given if the remaining details were correct.

Question 1d

Example Candidate Response – high	Examiner Comments
<p>(d) Which one piece of the additional information provided might Jini have regarded as the least relevant in deciding which course to take?</p> <p>Justify your choice.</p> <p>.....Jini's parents preferring her to follow them into the family.....</p> <p>1 law firm is the least relevant because she already works for as a Digital Marketing Executive for Supernova. She just wants more knowledge.</p>	<p>1 The correct choice of the least relevant information is made, i.e., her family's wish for her to follow them into the family law firm. The justification is also credited because it explains clearly that she is already involved in an alternative career, by naming Jini's current post. A further idea is added, that she simply wishes for more (related) knowledge. The full credit has already been awarded by this point.</p> <p>Total mark awarded = 2 out of 2</p>

How the candidate could have improved their answer

The correct choice was linked to Jini's existing career choice by naming her current position. The final addition, about wanting to improve her knowledge, did not gain additional credit, as the full two marks had already been earned. This could have been a reason in itself, however, if linked clearly to her existing career, i.e., being one that was different to her parents' wishes.

Example Candidate Response – middle	Examiner Comments
<p>(d) Which one piece of the additional information provided might Jini have regarded as the least relevant in deciding which course to take?</p> <p>Justify your choice.</p> <p>The least relevant information ^{are} her parents wanting her to study law rather than digital marketing. [2]</p>	<p>1 The correct choice of 'least relevant' information is made for a single mark but no explanation/justification is made for the choice, hence no second mark.</p> <p>The statement, as written here, relates to studying law, rather than specifically joining the family law firm. However, Jini would have to have studied law in order to do so. This links to the third piece of additional information concerning the parental preference for law, rather than digital marketing.</p> <p>Total mark awarded = 1 out of 2</p>

How the candidate could have improved their answer

The correct choice of least relevant additional information was made (although not precisely the same as the wording in the material; see annotated script) but no explanation was offered for the second mark. It would be logical to suggest, for example, that because Jini was already established in a career she enjoyed and/or was only seeking courses linked to that field (digital marketing), her parents' career aspirations for her were no longer relevant.

Example Candidate Response – low	Examiner Comments
<p>(d) Which one piece of the additional information provided might Jini have regarded as the least relevant in deciding which course to take?</p> <p>Justify your choice.</p> <p>1 The least relevant piece of information is that she spends her weekends riding her horse. This isn't relevant because none of the courses are over the weekend. [2]</p>	<p>1 The candidate has chosen incorrectly and has not provided a convincing explanation for the choice. The Zandi University course (Provider C) would require extensive independent study, likely to occur mainly at weekends, as Jini is working all week.</p> <p>Total mark awarded = 0 out of 2</p>

How the candidate could have improved their answer

The more obvious irrelevant piece of information needed to be selected. However, some credit might have been gained for a better explanation of this incorrect choice (maximum of one mark), for example, that Jini could have arranged for someone else to ride the horse for her while she was busy studying, or similar.

Common mistakes candidates made in this question

Horse riding, not yet being a qualified driver, and Carla coming to her school were common distractors here, especially the former.

Some responses did not answer the question at all, referring to courses or criteria such as capacity, timings, tutors, or costs, i.e., not using the additional information, as had been directed.

Explanations/justifications sometimes simply repeated the question, i.e., stating that the chosen information was not relevant to Jini's decision as to which course to take, and similar.

Question 1e

Example Candidate Response – high	Examiner Comments
<p>(e) The term ‘social media influencers’ describes key individuals in, for example, entertainment or fashion, whose online blogs or photographs have become increasingly important for marketing departments.</p> <p>In your opinion, state why these key individuals are so influential.</p> <p>1 These key individuals are so influential because so many people look up to them and follow what they are doing that anything they recommend instantly becomes a trend. [2]</p>	<p>1 Two clear and distinct points are made and are creditworthy. The first is that ‘so many people look up to them’, which gives an idea of the scale of their reach (and hints at how they influence). A very secure second point is then offered, i.e., their recommendations instantly becoming trends.</p> <p>Total mark awarded = 2 out of 2</p>

How the candidate could have improved their answer

The first point clearly outlined the notion of scale and reach, and hinted at a second idea, that of looking up to such figures. Had there been no further point, it might have been considered for a separate idea, although it was rather conflated with the first (‘so many people’). Here, it was presented as a global idea, in any case. The second creditworthy point was certainly distinct, and linked the idea of influencers’ recommendations with creating trends. This developed the idea hinted at in the first point, i.e., that followers copy influencers.

Example Candidate Response – middle	Examiner Comments
<p>(e) The term 'social media influencers' describes key individuals in, for example, entertainment or fashion, whose online blogs or photographs have become increasingly important for marketing departments.</p> <p>In your opinion, state why these key individuals are so influential.</p> <p>These 'social media influencers' are so influential.....</p> <p>1 because it gives people 2 role model or sense of hope of what they want to be like..... [2]</p>	<p>1 Credit is awarded for the idea of influencers as role models but the attempted development or second point is really still part of the same idea; 'a sense (sic) of hope of what they want to be like' is the same as being a role model. A further, separate point, or an example, was required for the second mark.</p> <p>Total mark awarded = 1 out of 2</p>

How the candidate could have improved their answer

The repetition of the idea of being a role model, i.e., an aspirational figure, precluded the second mark here. A separate point was needed, for example, an idea of influencers' prevalence and reach, or a named example of an influencer by way of development of that point.

Example Candidate Response – low	Examiner Comments
<p>(e) The term ‘social media influencers’ describes key individuals in, for example, entertainment or fashion, whose online blogs or photographs have become increasingly important for marketing departments.</p> <p>In your opinion, state why these key individuals are so influential.</p> <p>1 These individuals pave the way for marketing departments to base there information and ideas off of. [2]</p>	<p>1 The point is not clear enough to gain credit, as it does not explain why these individuals are influential and instead is more descriptive.</p> <p>Total mark awarded = 0 out of 2</p>

How the candidate could have improved their answer

A clearer explanation was needed as to why such individuals were influential, for example, the scale of their reach, the prevalence of social media, especially among young consumers, the fact that so many regarded these influencers as role models, wished to emulate them and, therefore, would buy whatever they appeared to be endorsing.

Common mistakes candidates made in this question

Some responses simply explained what influencers were or recycled the idea of influence, sometimes using the exact same term, i.e. ‘because they influence our decisions/are influential’.

Repetition of one idea was quite common, for example, being role models/we look up to them/we aspire to be like them/we copy what they do or wear.

Some responses were vague and general about the role of marketing, advertising or social media.

Question 1f

Example Candidate Response – high

- (f) The term 'early adopter' refers to a person who starts using technology or products as soon as they become available.

Give three reasons which you think might motivate someone to be an early adopter.

- 1 Loyalty to a brand like Apple users may cause them to be an early adopter, as they greatly enjoy the products. The 'cool' factor of certain products
- 2 may also contribute, as people want the status of having a product like Airpods before it becomes irrelevant. Big innovations as well may encourage early adopters,
- 3 as people want to try the latest and greatest in technology, especially if it has a unique feature. [3]

Examiner Comments

- 1 Brand loyalty, with an example, linked to enjoyment of the brand's product, is a clear motivation for an early adopter.
- 2 The second creditworthy point relates to the 'cool' factor and status of having a product before it becomes irrelevant (obsolete), with a further example offered.
- 3 Innovation and the desire to have the newest technological items, especially with unique functionality/features, is a third, distinct reason motivating early adopters.

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

How the candidate could have improved their answer

Three good points were made here, which were explained and developed with examples. This development was not necessary to gain the full three marks but reinforced the fact that each point was sufficiently different to gain credit.

Example Candidate Response – middle	Examiner Comments
<p>(f) The term 'early adopter' refers to a person who starts using technology or products as soon as they become available.</p> <p>Give three reasons which you think might motivate someone to be an early adopter.</p> <p>An individual might be motivated to be an early adopter</p> <p>1 because they can get access to and learn about new products before anyone else, they can inform</p> <p>2 others about the quality of the product and they can share their thoughts and opinions about the product [3]</p>	<p>1 A clear first point about being first to access and learn about new products 'before anyone else'.</p> <p>2 A clear second point about informing others about the product's quality, but the attempted third point is repetition, since the notion of sharing 'their thoughts and opinions about the product' is the same idea, hence no third point here. Globally, these two make one creditworthy point, although the mark would be the same had either of these statements not been offered, as either part, offered alone, would have been sufficient to receive credit for the idea of communicating/reviewing product quality.</p> <p>Total mark awarded = 2 out of 3</p>

How the candidate could have improved their answer

There was repetition of the idea of communicating about the new product to potential users, in points two and three, so the third mark could not be awarded (see annotated script). A new point about the benefits of accessing the technology first was needed, for example, looking 'cool' to other people, increased familiarity with new features or functionalities, wishing to show off (financial) status or being a follower of a particular/favourite brand.

Example Candidate Response – low	Examiner Comments
<p>(f) The term 'early adopter' refers to a person who starts using technology or products as soon as they become available.</p> <p>Give three reasons which you think might motivate someone to be an early adopter.</p> <p>1 It will give them more knowledge when they get older, It will help them in school, and it will make them a faster learner.</p> <p>[3]</p>	<p>1 These are all assertions and simply general benefits of technology. None of these points apply specifically enough to the benefits of using technology when it is first available.</p> <p>Total mark awarded = 0 out of 3</p>

How the candidate could have improved their answer

All the attempted points could have applied to users of technology at any stage of its availability and needed to be more specific about the advantages of using technology when it was brand new, i.e., ahead of everyone else.

Common mistakes candidates made in this question

Some points made were too vague or general about the uses and benefits of technology, or could have applied at any stage of a product's lifespan.

A common mistake was to make points about following a trend/being with everyone else, rather than being at the start of a trend and ahead of (most) others.

There were occasional misunderstandings, despite the help in the question stem, which related to adoption of children, or the use of technology by children, at their parents' insistence.

Question 2a

Example Candidate Response – high	Examiner Comments
<p style="text-align: center;">Section B</p> <p>Read the material for Section B in the insert before answering the questions in Section B.</p> <p>2 (a) According to Gràcia, state what motivates him to spend 'most weekends exploring and mapping the island's complex system of underwater caves'.</p> <p>1 According to Gràcia, "Mallorca is much more beautiful underground than above ground." [1]</p>	<p>1 The correct answer is given clearly and includes, crucially, the comparative statement 'much more beautiful'.</p> <p>Total mark awarded = 1 out of 1</p>

How the candidate could have improved their answer

No improvement was required; the single available mark was gained.

Example Candidate Response – middle	Examiner Comments
<p style="text-align: center;">Section B</p> <p>Read the material for Section B in the insert before answering the questions in Section B.</p> <p>2 (a) According to Gràcia, state what motivates him to spend 'most weekends exploring and mapping the island's complex system of underwater caves'.</p> <p>① Gràcia is motivated by the beauty of Mallorca that you see in the caves. [1]</p>	<p>① The point needed a comparison to gain credit, i.e., 'more beautiful', rather than simply 'the beauty'.</p> <p>Total mark awarded = 0 out of 1</p>

How the candidate could have improved their answer

The response needed to include the comparison '(much) more beautiful' (or an appropriate synonym) to convey the accuracy of the original material; 'the beauty' alone was not precise enough.

Example Candidate Response – low	Examiner Comments
<p style="text-align: center;">Section B:</p> <p>Read the material for Section B in the insert before answering the questions in Section B.</p> <p>2 (a) According to Gràcia, state what motivates him to spend 'most weekends exploring and mapping the island's complex system of underwater caves'.</p> <p>1 He wants to map the island of Mallorca. [1]</p>	<p>1 This point is too generalised and also restates the question.</p> <p>Total mark awarded = 0 out of 1</p>

How the candidate could have improved their answer

The response largely restated the question, regarding the mapping. Reference should have been made to the comparative beauty of Mallorca's underwater landscape.

Common mistakes candidates made in this question

Lack of comparison ('(much) more beautiful' below than above ground) was the most common reason for not achieving the single available mark (i.e., simply 'beautiful'). Some responses were vague and general, such as about being a geology teacher, liking to collect rocks, etc.

Question 2bi

Example Candidate Response – high

Examiner Comments

(b) In your own words,

(i) describe five things that went wrong as Grácia and Mascaró headed for home.

- 1 Grácia and Mascaró collided with each other which caused silt to fog up their vision. The nylon wire which they used to lead the way was not found. They wasted a full hour of breathing looking for the wire. The air was used up which was needed for them to reach above ground. Emergency air was almost used up. They were lost with no air and a quick path back to safety. [5]

1 Five clear points are made, all of which use sufficient 'own words' to convey the intended points without reliance on copying from the material.

The points made and credited are as follows:

collided with each other (met by chance); caused silt to fog up their vision (made it difficult to see); nylon wire ... was not found (the guideline had been lost – broken or slipped); wasted a full hour ... looking for the wire (spent a precious hour trying to find it), and the air was used up which was needed for them to reach above ground (they had consumed the air they had brought to get them in and out).

**Total mark awarded =
5 out of 5**

How the candidate could have improved their answer

No improvement was required, as five points were clearly made, using own words that conveyed the sense of the material. Five points were sought and thus the first five attempts considered; in this case, there were no 'wasted' attempts precluding consideration of later, perhaps correct attempts.

Example Candidate Response – middle

Examiner Comments

(b) In your own words,

(i) describe five things that went wrong as Gràcia and Mascaró headed for home.

- 1 The five things that went wrong for Gràcia and
 - 2 Mascaró were when they met, they stirred up silt
 - 3 from the ground; their guideline broke; they were
 - 4 both running out of air to breathe; and once
 - 5 Mascaró went to look for help, Gràcia's light
- torches no longer worked and were low on battery.....
~~Gràcia also had hallucinations. They also couldn't find the line.....~~ [5]

1 The first point 'when they met' is not precise enough, as it does not convey the element of 'by chance' from the material.

2 Too much reliance on lifted material (directly copied text) in the use of 'they stirred up silt from the ground'. The effect of this is not explained. The words 'from the ground' were not needed to convey the sense but an alternative for 'stirred up' was required.

3 Credit given for 'their guideline broke' because the tense has been changed (from 'had broken').

4 Credit for 'they were both running out of air to breathe' as this accurately conveys the situation regarding the total air supply, they had brought with them, in the candidate's own words.

5 Mascaró going for help is not a direct answer to this question. This is the fifth point attempted and only the first five are considered, as only five were asked for in the question.

**Total mark awarded =
2 out of 5**

How the candidate could have improved their answer

The first attempted point needed the element of 'by chance' to have gained credit. The second point needed the candidate's own words for 'stirred up', such as 'disturbed' or 'moved (silt) around'. The fifth point should not have been presented, as it was not something that went wrong. Five things were asked for, so only the first five attempts were considered in 2bi. In this instance, had the final point made been among the first five attempts, i.e., 'they also couldn't find the line', that would also have gained credit.

Example Candidate Response – low

Examiner Comments

(b) In your own words,

(i) describe five things that went wrong as Gràcia and Mascaró headed for home.

- 1 First, Gràcia and Mascaró stirred up silt from the ground, making it hard to see. Then their guideline either broken or slipped, which made the divers lost. Gràcia met Mascaró by chance at a junction ~~but~~ when they stirred up silt. They also consumed all the air they brought, plus the emergency air.
- [5]

1 Of the five points attempted, four rely too heavily on lifted material (copying). These are 'stirred up silt from the ground'; 'making it... to see' (only one word changed); their guideline 'either broken or slipped', and 'Gràcia met Mascaró by chance at a junction'.

2 The explanation or consequence 'which made the divers lost' is not an answer to something which went wrong.

3 The 'air' points are not considered as they come after the first five attempts. Neither would have been precise enough to gain credit, in any case.

**Total mark awarded =
0 out of 5**

How the candidate could have improved their answer

Only the first five attempts were considered, as the question asked for five things which had gone wrong. This meant that the 'air' points, which came *after* the first five attempts, could not be considered. In this case, neither attempt was precise enough to gain credit anyway, as it needed to be made clear that 'all' the intended/main air was used but only 'most' of the emergency air.

This response relied too heavily on lifted material (directly copied from the text) and the candidate needed to phrase the points more in their own words, for example, 'disturbed the dirt/silt' (stirred up silt); 'which made vision tricky' (making it ... to see); 'had snapped or moved/been misplaced' (either broken or slipped), and 'bumped into each other' or 'came across each other (accidentally)' (met by chance). The point about the divers being lost was not a specific thing which went wrong, according to the material, but was speculation on the consequences of what had gone wrong (with the guideline), therefore, did not receive any credit. This point should have been omitted.

Common mistakes candidates made in this question

A number of responses relied too heavily, despite the instruction to use own words, on copying directly from the material. There were also misunderstandings about the air situation, i.e., whether the main air supply had been used up and/or most of the back-up or emergency air, i.e., not all the air, or most of the main supply. The fallen rocks which had been presumed to have damaged the guideline were also sometimes thought to be blocking the two divers' way, while the two meeting 'by chance' was rarely accurately conveyed.

Only the first five attempts at a point were considered and many answers wrote at too great a length, sometimes straying into material relating to later questions. This was common throughout questions 2bi to 2cii inclusive.

Question 2bii

Example Candidate Response – high	Examiner Comments
<p>(ii) explain what their options were and why they were dangerous.</p> <p>The options they had presented were dangerous. If they both would have remained in the cave they would have died from lack of oxygen or CO₂ intake. If Mascaró were to go, Gràcia would be alone and Mascaró would risk getting lost, since there was only enough oxygen left for one of them. Mascaró went in search of help since he required less oxygen due to his thin frame, while Gràcia remained since he could handle increased CO₂ better. Both options had potential risks.</p>	<p>1 Both divers staying is not an option mentioned in the material, so this is not a creditworthy attempt.</p> <p>2 'Mascaró would risk getting lost' gains credit.</p> <p>3 The use of 'only enough ... for one of them to' is slightly too reliant on lifting from the material to gain credit.</p> <p>4 'Mascaró went in search of help ... while Gràcia remained' is creditworthy, as would either part of that have been, if alone.</p> <p>5 Credit for 'since he required less oxygen' (needed less air) and then also for 'due to this thin frame' (he was skinnier).</p> <p>6 Gràcia 'could handle increased CO₂ better' is creditworthy for his being more experienced at breathing cave air, even if the idea is conflated with the separate notion of there being more CO₂ in cave air, and so gains credit.</p> <p>Total mark awarded = 5 out of 5</p>

How the candidate could have improved their answer

The initial point was not relevant, as it covered an option not mentioned in the material. The use of 'only enough... for one of them to' cannot gain credit as it was too close to the original text. However, in this question, any number of attempts at the question could be considered and so it was still possible, even without full focus and accuracy throughout the response, to gain the full five marks here.

Example Candidate Response – middle

Examiner Comments

(ii) explain what their options were and why they were dangerous.

- 1 Gràcia and Mascaró found an air pocket.
 2 They only had enough air for one of them to
 3 make it out. Mascaró would go because he would
 use the air slower and Gràcia was more accustomed
 to cave air. This was dangerous because Mascaró
 4 could get lost leaving them both doomed.
 5
 7 [5]

1 Finding the air pocket was just something the divers did and was not an 'option', so gains no credit. (This point comes up in 2ci.)

2 Instead of using their own words the candidate has copied the text entirely 'they only had enough air for one of them to make it out'.

3 A credit is gained for 'Mascaró would go'. The candidate does not also need to say that Gràcia would stay behind to gain credit.

4 A credit is gained for 'he would use the air slower' (more slowly) as this is a good use of the candidate's own words for 'needed less air for breathing'.

5 Credit is gained for 'Gràcia was more accustomed to cave air'. This renders the idea of 'more experienced at breathing ...' well in own words and 'cave air' did not need to be changed, as this would be very difficult.

6 The phrase 'could get lost' is lifted from the material, with only the word 'potentially' dropped. Own words were needed to gain credit here.

7 The final point, 'leaving them both doomed' is simply speculation about the consequences and is neither an option nor a danger from the material.

**Total mark awarded =
3 out of 5**

How the candidate could have improved their answer

In this question, no specific number of points was required, so all attempts were considered. The first point was not needed, as it was not one of the options but simply something they did. The candidate's own words were needed for the point about air, for example 'there was insufficient air for two/both of them (to leave the caves)'. Similarly, 'could get lost' needed to be explained in the candidate's own words, such as 'might have lost/been unable to find his way out'. The final point was not needed, as it did not convey either an option or a danger from the material. Two further content points were required to gain full credit; had the two lifted material points been conveyed in their own words, this would have been sufficient to score the full five marks available.

Example Candidate Response – low

Examiner Comments

(ii) explain what their options were and why they were dangerous.

- 1Their option was that Gràcia would stay,
and that Guillem would go for help. That was
dangerous because Guillem would have to find his
 2way out without a guideline, and that there was
a chance that he could potentially get lost. Gràcia
could have ~~also~~ died without food or air.
 3 [5]

1 'Gràcia would stay' was sufficient to gain credit (although a close lift of 'I would stay'), it has shown understanding as to who was remaining behind. Furthermore, on lines 3–4, it gives a better rendering of the other half of this idea, 'Guillem would have to find his way out', i.e., he is the one to leave. The first attempt at that part of the point, 'Guillem would go for help' is copied directly from the material.

2 The points 'without a guideline' and 'could potentially get lost' are both copied directly from the material and thus do not gain credit.

3 The final point is *speculation* about a consequence or danger, rather than being drawn directly from the information stated in the material, and so does not gain credit.

**Total mark awarded =
1 out of 5**

How the candidate could have improved their answer

There was reliance on lifted material, which needed to be conveyed in the candidate's own words, for example, 'Mascaró would be the one to leave (Gràcia behind)' (Guillem would go for help), 'with no rope/wire to help him find the way' (without a guideline), and 'risked not being able to find the way out' (could potentially get lost). The final point was unnecessary, as it did not convey any part of the material relating to options or dangers.

Common mistakes candidates made in this question

A number of responses relied too heavily, despite the instruction to use own words, on copying directly from the material. There was also quite a lot of general speculation about potential dangers for the divers, some of which were clearly fanciful, such as encountering predators. Some responses also outlined options which were not stated in the text, e.g., both divers attempting to leave the cave, or both of them staying where they were.

Several were able to reverse the roles of who stayed and who left, however, in order to use their own words for the points about who was slimmer and thus needed less air, which was quite sensible. There was misunderstanding by some, however, as to why being thinner was the reason for Mascaró's being chosen to leave; it was because he would consume less of the limited air in the tank and not because he would fit through smaller gaps.

There was also misunderstanding and lack of precision in conveying the situation with the air (only enough for one to make the return journey, i.e., in the tanks, not the cave air, which was a different issue entirely, linked to high carbon dioxide content).

Question 2ci

Example Candidate Response – high	Examiner Comments
<p>(c) Once alone in the chamber,</p> <p>(i) Identify what Gràcia did to ensure he would survive for as long as possible.</p> <p>Answer in about 50 words.</p> <p>1 Gràcia realised the wet surface of the water was drinkable. He also only turned on his low battery torch when he had to pee ^{or get fresh water} and conserved the battery. To add on, Gràcia sat on a rock to rest rather than tread water and use all of his energy.</p> <p>[5]</p>	<p>1 The required number of points (five) is made here within the word count (50, but 10% grace given so up to 55 considered).</p> <p>The valid points are: ‘realised the surface of the water was drinkable’; ‘only turned on his ... when he had to pee or get fresh water’, i.e., in emergencies, a section which also includes the separate point ‘low battery torch’; then ‘conserved the battery’ as a further point; finally, ‘sat on a rock to rest’ is a further point worthy of credit.</p> <p>Total mark awarded = 5 out of 5</p>

How the candidate could have improved their answer

Five points were clearly made, in fewer than the maximum number of words to be considered (55), so there was nothing to improve here. The final point was explained for its importance; no explanation was required, so this was an example of the reason some responses ‘ran out’ of words when attempting to convey their points (too) fully.

Example Candidate Response – middle	Examiner Comments
<p>(c) Once alone in the chamber,</p> <p>(i) identify what Gràcia did to ensure he would survive for as long as possible.</p> <p>Answer in about 50 words.</p> <p>1 Garcia decided that sending Mascaró to find help was the best solution. He realised</p> <p>2 that the water at the surface of the lake was drinkable. He also discovered a large flat rock,</p> <p>3 pulled himself out of the water to rest. He</p> <p>4 decided he would have to manage without light. He only turned it on to urinate or</p> <p>5 climb down for fresh water. [5]</p>	<p>1 No credit for 'sending Mascaró for help', as this was part of 2bii and is not relevant to the question of Gràcia's survival.</p> <p>2 Credit for Gràcia realising that the lake's surface water was drinkable. This is a very clear point and as there was no requirement here to use own words, the close use of the material helps to ensure sufficient clarity and detail are conveyed.</p> <p>3 Similarly, the point about Gràcia pulling himself up from the water onto a rock to rest fully conveys the sense and detail required.</p> <p>4 Credit for deciding to manage without light.</p> <p>5 The final point cannot gain credit because the maximum words considered (55, i.e., 10% above the 50 stipulated) end between 'to' and 'urinate' and by this point, not enough of the information has been conveyed to gain credit. Had the 55 words finished after 'urinate', credit would have been gained.</p> <p>Total mark awarded = 3 out of 5</p>

How the candidate could have improved their answer

Own words were not required in 2c and the emphasis, with the word count having been imposed, was on conveying the sense of the material concisely. Here, an irrelevant first attempt (Mascaró going for help, which was an answer to 2bii rather than something Gràcia did to ensure his own survival) meant that the available words (55, i.e., 50 + 10%) 'ran out' before credit could be awarded for the final (correct) point attempted.

Example Candidate Response – low	Examiner Comments
<p>(c) Once alone in the chamber,</p> <p>(i) identify what Gràcia did to ensure he would survive for as long as possible.</p> <p>Answer in about 50 words.</p> <p>1 Gràcia only used light to urinate and get fresh water. This meant that Gràcia was forced to survive without light in the cave. He also only got water from the bottom of the lake, knowing the water on the surface was undrinkable. [5]</p>	<p>1 Credit is gained for the first two points made, 'only (using) light' for the two specified necessities and surviving (otherwise) 'without light in the cave'.</p> <p>2 The final point is inaccurate, as it is the water at the top of the lake ("surface") which is drinkable.</p> <p>Total mark awarded = 2 out of 5</p>

How the candidate could have improved their answer

Two correct points were made within the word limit. Only 42 words were written so there was scope for further points, for example, keeping calm, thinking of his family/children, resting on the rock out of the water. The third point could have been made accurate with more careful reading of the material, as the idea was there about drinkable water having been available from the lake. Had the answer been less specific even, it may well have gained the credit here.

Common mistakes candidates made in this question

A number of responses exceeded the word count (50 but up to 55 considered, i.e., a 10% margin) by using an introduction; usually candidates simply restated the question, or explained the points made, when no marks were available for development or speculation about the measures he took to survive.

Sometimes points did not gain credit because they lacked precision, for example, the resting place, with no mention of the rock or pulling himself out of the water, and over the water source; 'he drank water' could have been from a bottle.

Some responses referred back to material required for 2bii about Gràcia's experience breathing cave air and/or why he was the one to be left behind.

Question 2cii

Example Candidate Response – high

(ii) describe what side effects of breathing high levels of carbon dioxide he experienced.

Answer in about 50 words.

1 High levels of carbon dioxide gave him a headache. It
 also made it impossible for him to sleep even though he
 was tired. His mind ~~start~~ started playing tricks on him
 and made him see lights in the lake, and made him hear
 sounds of bubbles of a diver emerging.

 [5]

Examiner Comments

1 Six points are made in fewer than 55 words (50 words with 10% grace). However, the maximum mark available is five.

The creditworthy points are headache; impossible for him to sleep; (even though) tired; mind playing tricks; seeing lights in the lake, and hearing the sound of bubbles (of a diver emerging).

**Total mark awarded =
5 out of 5**

How the candidate could have improved their answer

More than five points were clearly made, in fewer than the maximum number of words considered (55), so there was nothing to improve here.

Example Candidate Response – middle

Examiner Comments

(ii) describe what side effects of breathing high levels of carbon dioxide he experienced.

Answer in about 50 words.

1 Breathing high levels of carbon dioxide
 2 caused Gràcia to experience hallucinations
 3 as well as fatigue. He was drained from
 his effort to survive and lack of oxygen,
 yet he could not rest because he was
 delusional. He pictured things and saw things
 that simply never occurred. [5]

1 Gràcia's 'hallucinations' and 'fatigue' are both worthy of credit here. Although the candidate did not need to say – 'drained by his effort to survive and lack of oxygen' – as no explanation or further detail about fatigue was needed. Had the word not already been mentioned, this explanation of it would have gained credit.

2 'He could not rest' gains credit as not being able to sleep, as it follows from the points about (physical) fatigue and being drained. Alternatively, it could be read as meaning that it was mental rest that was impossible, i.e., 'brain whirring', given what follows, and so should still be credited.

3 The final points are repetition of the earlier credited point about 'hallucinations' ('delusional' and 'saw things that simply never occurred'). It should be noted, however, that had 'hallucinations' not already been mentioned and credited, either of these could have received credit as an alternative way of expressing that concept. Further points could have been attempted, as the response is under 55 words long (46).

**Total mark awarded =
3 out of 5**

How the candidate could have improved their answer

The third attempted point, 'could not rest', might have been more clearly expressed as linking either to sleep specifically, or to the high levels of brain activity. The later points, which repeated the notion of 'hallucinations', were unnecessary and two further effects could have been noted within the word count, as this response did not exceed 50 words. For example, the hint of 'saw things ...' only needed the addition of 'light(s) (in the lake)' to gain a further mark.

Example Candidate Response – low

Examiner Comments

(ii) describe what side effects of breathing high levels of carbon dioxide he experienced.

Answer in about 50 words.

1

Due to the high levels of carbon dioxide he experienced side effects. The one mainly mentioned is hallucination. He started to hallucinate near the end ~~due~~ because of the high levels of carbon dioxide. It was also "impossible" for him to sleep due to the lack of oxygen. [5]

1 Two points are made and credited; 'hallucination' and 'impossible for him to sleep'. The response has not reached the word limit and so had space for more points to be made.

Total mark awarded =
2 out of 5

How the candidate could have improved their answer

Forty-seven words were written here so in this case, the introduction or restating of the question, while unnecessary, did not 'discount' later correct material, as was the case with some responses to 2ci and 2cii. However, the range of points was lacking, given how many were available to score the five marks. The opening statement was repeated again after 'hallucination', when no explanation of the points was needed to gain credit.

Common mistakes candidates made in this question

A number of responses exceeded the word count (50 but up to 55 considered) by using an introduction; candidates usually simply restated the question, or explained the points made, when no marks were available for development or speculation about the effects.

There was sometimes repetition and also imprecision over seeing lights and hearing bubbles/divers.

Question 2d

Example Candidate Response – high	Examiner Comments
<p>(d) State three of the problems that delayed the rescue of Gràcia.</p> <p>1 ...The...rescue...was...delayed...primarily...due...to...poor...visibility... The...rescuers...tried...to...drill...a...hole...in...a...rock...to...give...food... and...water...to...Gràcia...but...failed...Finally...one...of...the... rescue...divers...Clamor...had...to...leave...the...site...to...contact... the...rescue...team...extending...the...time...to...get...Gràcia...out... [3]</p>	<p>1 Three attempts and three clear points are made. These are 'poor visibility'; 'rescuers tried to drill a hole in a rock to give food and water to Gràcia but failed', and 'one of the rescue divers, Clamor had to leave the site to contact the rescue team, (extending the time to get Gràcia out)'. Total mark awarded = 3 out of 3</p>

How the candidate could have improved their answer

Three clear points were made and they were the first three attempts. The full sense of the point about drilling was conveyed clearly here, although it would have been even better to state 'through' the rock, rather than 'in a rock'. The final point might also have stated very clearly that Clamor had found Gràcia first/by that stage, although that was implied in the term 'one of the rescue divers'.

Example Candidate Response – middle	Examiner Comments
<p>(d) State three of the problems that delayed the rescue of Gràcia.</p> <p>..... The three problems that delayed Gràcia's rescue</p> <p>① were the divers not being able to see clearly underwater;</p> <p>..... the drill didn't work; and a day it took a day for</p> <p>..... the silt to settle.</p> <p>..... [3]</p>	<p>① Credit is gained for 'the divers not being able to see clearly underwater' (poor visibility) and 'it took a day for the silt to settle', as the idea of waiting for this is implicit.</p> <p>However, the second attempted point, 'the drill didn't work' is not precise enough, as it does not convey what was being drilled, i.e., (through) the rock.</p> <p>Total mark awarded = 2 out of 3</p>

How the candidate could have improved their answer

While two points (the first and third) were clearly stated, the second lacked precision. The response needed to be clear as to what was being drilled, i.e. '(through) the rock' and then, ideally although not essentially, the purpose of this activity, having been to attempt to supply Gràcia with food and water.

Example Candidate Response – low

Examiner Comments

(d) State three of the problems that delayed the rescue of Gràcia.

- 1 He was not able to see anything, only hear because by then his lights have died.
- 2 He had to be supplied with food and water which took a long process to get, because they had to drill a hole through the rock. It took eight more hours [3]
- 3 after contacting the rescue team.

1 The first attempted point has the wrong focus; it is the visibility of the rescuers which is the point and the link to Gràcia's light being dead is not relevant.

2 The second point is also inaccurate. There was no necessity ('had to be supplied') and the way the response is phrased implies that the attempt was successful, which is not the case.

3 The final point is too vague to gain credit because it is not clear who is contacting the rescue team.

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

How the candidate could have improved their answer

The correct focus for the visibility point was the rescuers, attempting to enter the caves. The second point needed to make it clear that the attempt had not been successful, in which case, the reference to the attempt having been a necessity, although incorrect, might have been tolerated, as the process and purpose had been made clear. The final point needed to clarify that it was the divers who found Gràcia, who subsequently left him again, in order to contact the rescue team at the surface.

Common mistakes candidates made in this question

The alarm was sometimes taken to be a literal bell or similar and this point was sometimes a 'wasted attempt', as only the first three were considered. There were lapses of precision over the purpose and nature of the drilling, with some responses having implied that the intention was to extract him from the cave by this means, and why Gràcia was left again after once being found, i.e., that the rescuers had to alert the team outside.

Erroneous points included reference to the provision of the glucose pouches, Gràcia's having been too weak, its having been dark, and speculation about their not having known where to find him, etc. There was frequent misspelling of 'hole' as 'whole', which was tolerated as long as the meaning was otherwise clear.

Question 2e

Example Candidate Response – high

(e) Suggest why you think that Gràcia's children 'don't tell' him 'not to do it'. (line 62)

1 They know that their father enjoys diving and seeing the beauty of the caves, so they don't want to take this hobby away from him.

Examiner Comments

1 Either point made would be worthy of credit here the maximum mark being one. The references are clearly to the children not telling him not to do it. 'They know that their father enjoys diving (and seeing the beauty of the caves)' and 'they don't want to take this hobby away'.

**Total mark awarded =
1 out of 1**

How the candidate could have improved their answer

Two creditworthy answers given; maximum mark available was one.

Example Candidate Response – middle	Examiner Comments
<p>(e) Suggest why you think that Gràcia's children 'don't tell' him 'not to do it'. (line 62)</p> <p>1 Gràcia must really enjoy it if he is willing to go back, his kids must realize this.</p>	<p>1 The point made is certainly a possible reason and makes the link to his children, so gains credit. The supposition is offered, that 'Gràcia must really enjoy it if he is willing to go back', and then the realisation by 'his kids' follows.</p> <p>Total mark awarded = 1 out of 1</p>

How the candidate could have improved their answer

This response was correct, as it made reference to the children ('his kids') realising their father's enjoyment, based on his willingness to go back.

Example Candidate Response – low

Examiner Comments

(e) Suggest why you think that Gràcia's children 'don't tell' him 'not to do it'. (line 62)

1 *The fact he almost died had probably caused his children to be even more concerned of his well-being.*

1 The response demonstrates a misreading of the question. It implies that the children DO tell him NOT to go diving, as they are concerned following the events recounted in the material. This does not answer the question and so does not gain credit.

**Total mark awarded =
0 out of 1**

How the candidate could have improved their answer

The double negative of the question needed to be read and understood carefully. This response answered a different question, along the lines of why the children do tell Gràcia not to go diving again.

Common mistakes candidates made in this question

The most common reasons for missing the single available mark were either missing the reference to the children specifically or misreading the double negative and saying why they don't want him to do it, i.e., too dangerous, they are worried about him and similar.

There were far more blank responses than might have been expected for 2e, which might have been related to its being alone over the page. Learners should be advised to turn the page and/or count up the mark allocations for the questions they have attempted (total of 50).

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA, United Kingdom
t: +44 1223 553554
e: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES November 2019