Example Candidate Responses – Paper 1

Cambridge International AS & A Level
English Language 9093

For examination from 2021

Contents

Introduction

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

In this booklet candidate responses have been chosen from the June 2021 exam series 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, mark schemes and inserts used here are available to download from the School Support Hub. These files are:

> **9093 June 2021 Question Paper 11**
>
> **9093 June 2021 Paper 11 Mark Scheme**

Past exam resources and other teaching and learning resources 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
1 a Jamaican Runner wins the ① 100 metre Gold Medal, Usain Bolt Dethrones Asafa Powell. Usain Bolt wins his very first Olympic gold medal ② in record-breaking time. With a name such as Bolt, this young man was destined ③ to be a	① The candidate demonstrates a characteristic feature of a newspaper report, e.g. a heading. The use of 'Dethrone' effectively commands the audience's attention. ② The candidate shows a detailed understanding of the main focus of the given text. ③ This is an effective expression;

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.

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.

How the candidate could have improved their answer

- **(a)** The candidate used effective expression and their content was relevant. To improve their answer, the candidate could needed to include more details from the given text. The candidate stated that, 'from the very first second of the race' Bolt 'took an immediate lead'. They didn't take into account the fact that Bolt 'stumbled' and that Thompson was 'right there in front'. This detail was significant because Bolt needed to remain calm and maintain his composure to win the race. The candidate could have incorporated other important details, such as Bolt's ecstatic celebrations 'ten metres from the line'. This would have lifted the response to one in which the ideas were fully developed throughout.

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

- **(a)** When candidates did not apply characteristic features specific to a newspaper report, this resulted in inconsistency in purpose and audience. Descriptive writing predominated in the weaker responses; this goes beyond the purpose and genre of a newspaper report.
- **(a)** Some responses showed misreading of the text; for instance, a few candidates identified Stockholm as another competitor, for example 'Stockholm led the pack'. There were some areas of confusion regarding Asafa Powell and the timely completion of the race. Some candidates' reports included unnecessary extraneous material, for example a history of the Olympic Games as background context.

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

Example Candidate Response – high

1 a Jamaican Runner wins the 100 metre Gold Medal, Usain Bolt Dethrones Asafa Powell. **(1)**

Usain Bolt wins his very first Olympic gold medal **(2)** in record-breaking time.

With a name such as Bolt, this young man was destined **(3)** to be a runner. As soon as the gun signal went off, Bolt dashed to the lead of the pack, passing olympic **(4)** veterans such as Richard Thompson from Trinidad and Tobago.

Before the race the expected winner was to be Asafa **(5)** Powell from Jamaica. Surprisingly, when Usain Bolt took off with beautiful, long strides, Powell was nowhere near him. At the 80 **(6)** yard line we saw Usain look behind him, as if he was searching for his teammate who had fallen behind.

From the very first second of the race, Usain Bolt took an immediate lead and showed the world ~~what~~ what the face of strength and determination looked like. This will, without a doubt, **(7)** be the first of many gold medals for champion Usain Bolt.

Examiner comments

(1) The candidate demonstrates a characteristic feature of a newspaper report, e.g. a heading. The use of 'Dethrone' effectively commands the audience's attention.

(2) The candidate shows a detailed understanding of the main focus of the given text.

(3) This is an effective expression; the candidate recognises Bolt's speed in the pun on his surname.

(4) The candidate refers to one of Bolt's main rivals, Richard Thompson.

(5) The candidate shows a detailed understanding of the context, the former record holder, for whom Bolt is constantly looking.

(6) The candidate gives details of how the race is progressing at this stage.

(7) The candidate uses an effective expression which is relevant to the audience and purpose of the article.

Mark for (a) = 8 out of 10

		Example Candidate Response – high (continued)	Examiner comments

| 1 | b | The overall format, structure, and language of the autobiography excerpt differs greatly than the features of the newspaper article. The format of the autobiography is structured like a story. There are many line breaks, where Usain Bolt reveals his inner thoughts in italics. He switches from past to present tense very often. He writes in past tense when recounting his experience exactly to the reader. He writes in present tense when revealing his thoughts while running in the race. **(8)** The use of present tense helps to show the reader when he is talking about his thoughts during the race. The newspaper article is formatted with a headline that introduces the subject matter. Then the article continues in short paragraphs that shows the events that occurred during the race. Both pieces are directed towards sports lovers, but the **(9)** autobiography has an audience who already knows who Usain Bolt is, while the newspaper is introducing a bright new star to the public. | **(8)** The candidate offers a general introduction to the given text.

(9) The candidate makes a comparative comment about the audience of the text. |

The structure of the autobiography is a chronological recounting of Usain Bolt's experience of winning his first gold medal. The first paragraph is an introduction where Usain Bolt explains to the reader what he was thinking about before the race started. The story continues with less description

Example Candidate Response – high (continued)	Examiner comments

of the event and more inner thoughts coming from Usain Bolt. He goes back and forth between past tense descriptions and present tense inner thoughts. Even with the changing tenses, the story is easy to follow. The very last paragraph concludes the story by describing how he won the race and the feeling of winning a gold medal. ⑩ The newspaper article follows a different structure. ~~The first paragraph and the short time.~~ The headline and brief description underneath introduces Usain Bolt and explains who he is. The autobiography doesn't introduce Bolt at all, since the readers already know it is about him. The newspaper article, however, needs to briefly introduce him since there could be readers who didn't know who Bolt was. The article continues with a description of what went on during the race and mentioned Asafa Powell so readers could make a comparison between him and Bolt. The final paragraph includes a prediction of Bolt's future success, since ⑪ the article is covering his first olympic victory.

The language between the two pieces are very different. The excerpt from the autobiography shows very personal and emotional language. The use of inner thoughts written in ⑫ present tense, such as "like stockholm, 40.

⑩ The candidate offers some comments about the structure of the text, with references to characteristic features, such as the use of paragraphs and the use of tense.

⑪ The candidate focuses on the different approach to the content.

⑫ The candidate uses an appropriate selection of language for the analysis.

Example Candidate Response – high (continued)	Examiner comments

Remember stollkholm", helps the reader feel all the emotions usain Bolt was feeling while running the race. He uses many short exclamations such as "Wow!" "oh, man", and "chill". These short, exclamations, tell exactly how usain Bolt was reacting to everything going on around him. The casualness of these: quotes, can relate to the reader and help them see how usain Bolt is just a regular human who experiences the same emotions as everyone else. usain Bolt uses casual and relatable language throughout the story that gives the most accurate description that the readers can relate to and even chuckle at. usain tells the reader how he would "talk garbage to [him] self in every race". This line is shown at the beginning of the story and immediately humanizes this record-holding olympic gold medalist in the eyes of the readers. He also includes lines such as " where the hell is Asafa?". He doesn't water down his language to seem more elevated he uses commonly used, casual phrases so that any reader can understand and feel his emotions. He even uses Jamaican slang such as "bredder", which shows the reader that these were his original thoughts that were very personal.

The newspaper article has much

13 The candidate makes a sophisticated analysis of how the writer's choices relate to the audience and shape the meaning of the text.

14 The candidate gives an extended exploration of how the writer's stylistic choices relate to the audience.

15 The candidate refers to and comments on dialect words.

Example Candidate Response – high (continued)	Examiner comments
different language that is more informative and shows an outside point of view to the race. This article is a description of the race from an outside journalist looking in, whereas the autobiography (16) comes from Usain Bolt's very personal point of view. The newspaper describes how "Bolt dashed off to the lead of the race". This type of description is expected from an outside journalist since they only thing they can describe is what they saw. In the article, the syntax is very straightforward. The autobiography contains varied syntax that includes unfinished thoughts such as, "he should be around (17)". The syntax in the autobiography creates a more detailed image of Bolt's anxiety throughout the race. The article has basic syntax that is only meant to inform. The article uses very positive language and gives huge praise to Bolt. The article describes him as the face of "strength" and "determination". This (18) is used to create an appeal towards the readers and to get them excited about Usain Bolt. The newspaper is talking directly to the readers, while the autobiography tells a story using Bolt's exact inner thoughts.	(16) The candidate shows a comparative understanding of context and point of view.
	(17) The candidate offers an integrated approach to the comparative analysis with their comments on syntax.
	(18) The candidate selects individual word choices for analysis.
	Mark for (b) = 14 out of 15
	Total mark awarded = 22 out of 25

How the candidate could have improved their answer

- **(a)** The candidate used effective expressions and their content was relevant. To improve their answer, the candidate needed to include more details from the given text. The candidate stated that, 'from the very first second of the race' Bolt 'took an immediate lead'. They didn't take into account the fact that Bolt 'stumbled' and that Thompson was 'right there in front'. This detail was significant because Bolt needed to remain calm and maintain his composure to win the race. The candidate could have incorporated other important details, such as Bolt's ecstatic celebrations 'ten metres from the line'. This would have lifted the response to one in which the ideas were fully developed throughout.

- **(b)** The candidate showed a sophisticated comparative understanding of the texts, with insightful references to characteristic features. The opening of the response took a themed comparative approach with reference to format, structure and tense. To improve their answer, the candidate needed to strengthen it with evidence from the texts and use specific references and quotations. Whilst the responses offered themed comparisons and dealt first with the given text and then the candidate's own, an integrated comparative analysis would have improved the answer.

- **(b)** To improve their answer, the candidate needed to use more precise critical language to link the evidence with their explanatory comments.

Example Candidate Response – middle		

Example Candidate Response – middle | **Examiner comments**

| i | a | Usain Bolt's Victory [1] |

The summer Olympics continued this week with more competitions in a variety of sports, from gymnastics to swimming. One of these competitions was in track and field. The 100 meter [2] final took place. There were runners from all around the world. The runners included Richard Thompson (Trinidad and Tobago), Walter Dix Ŧ (USA), Churandy Martina (Netherlands Antilles), Michael Frater (Jamaica), Marc Burns (Trinidad and Tobago), Darvis Patton (USA), Usain Bolt (Jamaica), and the former 100 meters world record holder [3] Asafa Powell (Jamaica).

[Usain Bolt bolted his way to victory in the 100 meter final!] The [4] runn sprinters had taken their marks at the starting line. Then, the [5] gun went off and all the runner began sprinting towards the finish line. Bo They ran as fast as lightning. Bolt seemed to have a rocky start, but he quickly found his groove. Thompson was in front, but [6] Bolt was qt catching up from behind. Bolt was building momentum and was close behind. They were neck and neck.

| | b | The original text ~~was~~ *is* an extract from Usain Bolt's autobiography in which he describes the ~~#~~ 100 meters race where he won his first ~~Ōy~~ Olympic ~~gold~~ medal. On the other hand, my directed ~~writing~~ *writing* text is [7] a report of that race ~~ft~~ for the sports section of a newspaper. |

The ~~autobiogra~~ Bolt use *First,* genre elements from the his autobiography, such as first person point of view. Ŧ He establishes this point of view ~~through~~ *in* in the beginning of the text through the use of [8] the first person pronouns like "I" and "my". In contrast, I use the genre element of a headline, titling my directed writing "Usian Bolt's Victory." because it is for a newspaper. Additionally, Bolt begins the text with ~~a sentence ending in~~ an exclamation point, writing "Bang!", which he does to imitate the sound of the gun going off. The use of an exclamation point to end this onomatopoeia emphasizes that the gun is loud. Similarly, I also ~~started~~ began my report with an [9] exclamation, immediately grabbing the reader's attention. Moreover,

Examiner comments

[1] The candidate shows an understanding of a characteristic feature of a newspaper report, i.e. a title.

[2] The candidate shows an understanding of the focus of the given text.

[3] The candidate refers to the runners in the race.

[4] The candidate indicates that this sentence comes at the beginning of the response. It is relevant to the audience and purpose of the article.

[5] The candidate captures the details about the start of the race.

[6] The candidate shows a clear understanding of how the race progresses.

Mark for (a) = 5 out of 10

[7] The candidate gives a clear comparative understanding of the content.

[8] The candidate shows a comparative understanding of characteristic features.

[9] The candidate continues the comparison. They give an analysis of the use of exclamatory sentences.

Example Candidate Response – middle (continued)		**Examiner comments**

Bolt uses multiple short, simple sentences throughout his autobiography extract, such as "I glanced across the line." He does the to build suspense, only telling the reader a little bit at a time. Likewise, & I use the short sentence "They were neck and neck." to make the reader feel as though they are actually at the race well watching it. (10)

In addition, Bolt, uses verbs in the extract, uses the verb "chill" to let the reader know what he was telling himself during the race. And the use of repetition, repeating "chill" four times in one paragraph, and three of those times being making up on the sentence "chill, chill, chill." emphasizes the fact that he was trying to stay calm. In contrast, (11) I use the noun "groove" in This shifts the tone to a more relaxed tone from a worried tone

(12) In contrast, I use the noun "groove" in my report to st so that the reader can better picture the race, shifting the tone from Additionally, I use Bolt uses onomatopoeias like "Bang!" and "Pow!", grabbing the reader's attention, and appealing to their sense of sea sound. On the other hand, I use the simile "as fast as lightning" to describe the sprinters and emphasize their speed. Also, Bolt uses suspenseful diction, describing the race as it is happening, with the reader wanting to know what happens next with phrases like "I can't see where I am in the race". (13) Unlike Bolt, I In the same way, I also use suspenseful diction with phrases like "catch it" "catching up from behind".

Furthermore, in his autobiography, Bolt use bolded fonts for onomatopoeias. He also use italicized font to differentiate between what he is describing is happen and the this what is going through his head. He italicized his to thoughts. It Bolt mainly uses short paragraphs, some only a sentence long, with the exception of the third paragraph. He use first person point of view and goes in chronological order. or I Unlike Bolt, my directed writing is a (14) report for a newspaper. I have a headline and that is bigger than the rest of the text and I use paragraphs. I begin with background & its information, then I describe the race chronologically.

Also, Bolt shifts his tone with the the exclamation "I'm gonna win this race!" This shifts the tone from previously worried to excited.

(10) The candidate compares the use of short, simple sentences and how the writers' choices relate to the audience.

(11) The candidate does not offer a thematic analysis here about the repetition, but is more general, for example, 'better picture the race'.

(12) The candidate tries to show a contrast here, and gives some analysis of individual texts.

(13) The candidate shows a comparative understanding of language choices.

(14) The candidate shows an understanding of differences in form.

Example Candidate Response – middle (continued)	Examiner comments

This ˆalso shifts the mood ˆto from anxious about ˆto who is going to win to excited for Bolt that he is about to win. Moreover, this shifts the author's perspective because he was previously ˆexpecting Asafa to win but he is now expecting to win. Likewise, I shift my tone from relaxed to suspenseful with the phrase "rocky start". ˆThis also shifts the mood, now evoking an anxious mood from the reader. This also shifts my perspective from describing the race in general, to narrating the events.

15 The candidate shows a comparative understanding of structure and the effect of the writers' choices to shape the meaning of the text.

Mark for (b) = 8 out of 15

Total mark awarded = 13 out of 25

How the candidate could have improved their answer

- **(a)** The candidate included extraneous material in their answer, for example at the beginning of the response they referred to a 'variety of sports from gymnastics to swimming'. To improve their answer, they needed to maintain their focus on the material in the given text and be selective in their use of the material. The candidate gave a list of the runners involved in the race, but they could have selected more appropriate evidence, for example Bolt's continual review of the competitors' progress and how the race ended when Bolt realised that he was 'the Olympic champ'.

- **(a)** The candidate gave a descriptive summary of events and the answer ended abruptly, 'They were neck and neck' so they were not able to develop their ideas, and the content was not always relevant to the audience and the purpose.

- **(b)** The candidate offered evidence and gave explanatory comments in their answer. To improve their answer, they needed to include a comparative analysis of how the writer's choices of form, structure and language were related to the audience and shaped the meaning of the text. The candidate could have used a clearly integrated approach. Whilst they moved from a comment about the given text to a comment on their own writing, the areas selected were not always thematic, for example, a comment about the use of the verb 'chill' and its repetition in the given text and the use of a noun in their own text. The candidate took a successful thematic approach when they offered a comparative analysis of 'suspenseful diction' and the 'shift' in tone.

Example Candidate Response – low	Examiner comments

1 a Bang! ①

And they're off.

With the sound of that gun, history has a chance to be made today. We are all here for this up and coming star, Usain ② Bolt, who, with this win, ③ will take home a gold medal.

You know, this race really only takes 9 seconds ④ or so to find a winner, yet time goes by so slowly during it.

Just five seconds in and they are almost done!

As a sprinter, you must be able to run with a clear head, and Usain keeps looking ⑤ around as if he is trying to find somebody.

He needs to keep chill. ⑥

Man, these races are always so much fun to watch. Seriously, even though they are, like, 9 seconds long, they are so intresting. These guys train and eat like super humans just to race for 9 seconds. Thats crazy. ⑦

But, whats this? Usain Bolt took to the front and is now leading!

He may just win this! And with that, History ⑧ was made.

Examiner comments

① The candidate lifts their headline from the opening of the given text. It lacks relevance to the audience and to the purpose of a newspaper report.

② The candidate refers to the famous sprinter.

③ The candidate refers to the gold medal which will be awarded on winning the race.

④ The candidate refers to the approximate time it takes to run the race.

⑤ The candidate refers to Bolt's behaviour during the race.

⑥ The candidate introduces some errors which sometimes impede communication.

⑦ Here, the content of the article lacks relevance to the audience and purpose of the article.

⑧ The candidate introduces some errors which sometimes impede communication.

Mark for (a) = 3 out of 10

		Example Candidate Response – low (continued)	Examiner comments

1	B	

In order to ensure the reader truley understood what it felt like to run a 100 meters race, ~~we were~~ Usain Bolt wrote an auto Biography elaborating on it. Bolt told his story, and formed it linearly, with the start of the anecdote being the first part of the actual race. In the account I worte, I shared this linear structure, telling the story of the 100 meters race in a beginning to end format. Using this format, it allows the reader to have an easier time putting the pieces of what happened together.

9 The candidate identifies a similarity, but they give a limited comparison of the structure.

The structure of an article can help or hurt it. In Usain's autobiography, he relied on a shift in view structure. ~~In other words,~~ Usain constantly provided a stream of counciseness throughout his autobiography, and this structure was mirrored in my Journalist's account. Written in italics, this stream of counciseness helps the reader see the events from another perspective and can often further engage or connect the reader and author. In "He needs to keep chill" you will find this stream of counciseness structure used in the Journalist account. This shift to stream of counciseness helps to engage the reader with the autor, as it the stream shows off the writer's personality.

10 The candidate identifies a similarity, but they give a limited comparison of the structure.

11 The candidate gives a limited comparative analysis of how the writer's stylistic choices relate to the audience and shape the meaning of the text.

Usain used many ~~thes~~ literal techniques in his writing. One main one being telegraphic

Example Candidate Response – low (continued)	Examiner comments
Sentences. Usain used numerous telegraphic Sentences in his writing, and they all help to progress the Story. For example "The gun went" helps to progress the Story, yet it Sticks out like this to show it is an important event. Usain uses other telegraphic Sentences such as "keep Chilling" and "wow!" In My Journalist account, I also used these telegraphic 12 Sentences to Show the significance of an event. for example. I used "He needs to keep cool". This sentence Shows how Significant it is that Usain Stays Calm if he wants to succeed. Furthermore, Usain uses a conversational tone, Using words such as "man!" or "Seriously". These help to Convey a conversational tone to the reader, and make it Seem he is talking to them. I also used this tone in the account, Using Words Such as "We" and "Man" to Convey the tone. 13	12 The candidate makes a comparative reference to the characteristic features in the text.
	13 The candidate makes a comparative reference to tone but with a limited comparative analysis and some selection of evidence.
	Mark for (b) = 4 out of 15
	Total mark awarded = 7 out of 25

How the candidate could have improved their answer

- **(a)** To improve their answer, the candidate needed to include more details from the given text, such as the other runners involved, the fact that Bolt stumbled and then composed himself, and how Bolt reacted when he knew he was going to win the race. The candidate did not make it clear that Bolt won the race, that it was the 100 metres race or that this was where Bolt won his first Olympic gold medal.

- **(a)** The answer lacked relevance to the audience and purpose and showed a minimal development of ideas. To improve their answer, the candidate needed to apply the characteristic features specific to a newspaper report when writing.

- **(a)** To improve their answer further, the candidate also needed to show greater technical accuracy, especially to grammar and punctuation. For example, they missed apostrophes for contractions such as 'Whats' and 'Thats', and the tense shifted from present to past in the last sentence. There were occasions where their expressions did not flow easily, for example 'He needs to keep chill.'

- **(a)** The candidate needed to avoid lifting material from the given text, for example in the opening word 'Bang!'.

- **(b)** In the first paragraph, the candidate made a descriptive comment on 'linear structure' to compare the structure of the given text with their own. The following analysis was minimal and the comment was very general, 'it allows the reader to have an easier time putting the pieces of what happened together.'

- **(b)** To improve their answer, the candidate needed to use more critical language and be more precise. They referred to 'literal' techniques, but the candidate probably meant 'literary'. The candidate needed to explore more than one technique. They only chose to explore 'telegraphic sentences', and this narrow range offered only minimal comparative analysis.

- **(b)** To improve their answer, the candidate needed to analyse the language used further, for example, the use of rhetorical questions and their effect on the reader, the use of imperative verbs within the internal dialogue ('Remember Stockholm' and 'Do not panic') and the way in which verbs were used in the given text – then compare this with their own response.

Common mistakes candidates made in this question

- **(a)** Some candidates did not apply the characteristic features specific to a newspaper report in their answers to this question and this resulted in inconsistency in the purpose and the audience. Some lower level answers used much more descriptive writing which went beyond the purpose and genre of a newspaper report.

- **(a)** Some candidates showed misreading of the text; for instance, a few candidates identified Stockholm as another competitor, for example 'Stockholm led the pack'. Some candidates were confused about Asafa Powell and the timely completion of the race. Some candidates' reports included unnecessary extraneous material, for example a history of the Olympic Games as background context.

- **(a)** Getting the balance between showing understanding of the passage and crafting an effective answer was the key to this question and many candidates tended to be a little too safe. Rearranging chunks of text was not the way to demonstrate understanding in this question.

- **(a)** Some candidates made errors in their use of grammar and especially incorrect tenses – frequently as a result of being overambitious with their language choices. Some of these candidates quoted large amounts from the given text in their directed writing, which was rarely justified.

- **(b)** To do well in this task, candidates needed to analyse form, structure and language and to directly compare different approaches and features in the two texts available to them, i.e. the text given and the one that they have just created. An integrated approach was more effective for this type of comparative task than dealing with each text separately.

- **(b)** Limited responses were often brief, focused more on the given article than on their own directed writing, and tended to summarise content rather than to analyse it comparatively. Some candidates mainly listed the conventions of an autobiography. Some pointed out the variety of sentence types or length of paragraphs but needed to refer to the resulting effects. Some candidates gave basic comparisons of onomatopoeia and showed some misunderstandings of the dialogue and monologue.

- **(b)** In some cases, candidates wrote only on the given article or compared the given text with the text in Question 2, but they were then unable to complete the comparison required by the question.

Question 2

Example Candidate Response – high	Examiner comments

2

~~Personification ties to title, similes, adds Wohllben's~~ ~~perspective w/ credibility, imagery to describe, mystic/magic~~ ~~mood, purpose not directly stated at first, prominent lit~~

The writer's purpose is to relate the idea ~~that trees are~~ commonly accepted idea that trees are disconnected from each other and compete ~~for survival~~ resources to survive on their own, by introducing and explaining how trees are actually connected and including supporting **(1)** evidence.

The purpose is not actually stated directly in the beginning of the article. The author starts off with descriptive language by using imagery to **(2)** describe a scene where they are walking in ~~western~~ Germany, the Eifel Mountains through "cathedral-like ~~glow~~ groves of oak and beech." This immediately grabs the audience's attention by putting them in the scene that the author experienced. By using this structure of starting with imagery and shifting to the scientific portion, the writer can create **(3)** a feeling of curiosity in the reader so that they continue reading the magazine.

A mystic tone is established and contributes to the magical mood of the article. When describing the initial setting, "there's a ~~strong~~ unmoored feeling **(4)** of entering a fairytale." This ties back to how it is magical that trees are able to communicate with each other. Personification is **(5)** a very prominent and frequently used literary device. For example, "wise old mother trees feed their saplings... and warn neighbors..." In this instance, the phrase connects to the author's purpose of informing people that trees are communicating. They compare the surrounding trees to neighbors, suggesting that ~~they are that~~ they form a **(6)** neighborhood or community together. The writer also acknowledges how the trees "become vibrantly alive and charged with wonder," which directly demonstrates the use of personification.

Metaphors are also utilized to further provide readers with a magical atmosphere. When it is explained that "crown princes wait for the old monarchs to fall so they can take their place..." ~~This~~ It compares the younger trees to princes and the older ones to monarchs, representing how the plants grow and reach the sun light. **(7)** The metaphor

(1) The candidate's response offers a full comment on the purpose of the text.

(2) The candidate refers to a characteristic feature and offers evidence and an explanatory comment about the writer's stylistic choice.

(3) The candidate makes an explanatory comment about the structure and how it relates to the audience.

(4) The candidate chooses an effective selection of language for analysis.

(5) The candidate refers to the characteristic features and provides an appropriate selection of evidence to support this. They use effective and appropriate language to link the evidence with a detailed explanatory comment.

(6) The candidate shows an understanding of the meaning of the text.

(7) The candidate refers to characteristic features to show a detailed understanding of the text.

Example Candidate Response – high (continued)	Examiner comments

also suggests a kind of community to go along with the purpose.

Towards the middle of the article, Peter Wohlleben, is a German forester and author, is introduced to the readers in order to include a new perspective **(8)** and shift to the scientific portion of the article. The author first establishes the forester's credibility by mentioning how he became a "publishing sensation" and has ~~seen~~ a "rare understanding of the inner life of trees." ~~Similies are also~~ The addition of similes to describe Wohlleben have a contribution to the explanation of how he is able to talk about the trees. He is said to stand "very tall and straight, like the trees," and his blue eyes "precisely [match] the blue of the sky." Since Wohlleben's life has been mainly set on studying and caring for trees, managing the forest, it is reasonable to ~~tie him to t~~ **(9)** correlate him with the nature around him by adding this comparison.

The experiences with Wohlleben are brought up in a paragraph where ~~they visit~~ both him and the author visit two large beech trees. The author ~~structures~~ the purposefully structures the article to provide evidence on Wohlleben's credibility, and then moves on to acknowledge his take on the trees' relationships and ~~totatho~~ underestimated intelligence to fortify his claim that trees communicate with each other, going back to the purpose of the article. The writer mentions how Wohlleben **(10)** suggested that "these two are old friends," establishing a direct connection between the trees, as they are able to be "considerate in sharing the sunlight, and

8 The candidate refers to the structure and comments on how this relates to the audience, using evidence from the text. They explore the shifts in focus between the description of trees, Wohlleben, his book and scientific research.

9 The candidate gives an analysis of how the writer's stylistic choices can shape the meaning of the text.

10 The candidate uses effective appropriate language to link their evidence with an explanatory comment.

	Example Candidate Response – high (continued)	Examiner comments
	thar root systems are closely connected," This extract ~~strengthens~~ acts as a piece of support that strengthens the purpose. By inputting this quote, the author provides the readers with further comparisons to gain a better understanding. When concluding the article, the writer effectively restates that ~~they~~ trees cooperate with each other through communication after describing the previous idea of trees being "disconnected loners, competing for water, nutrients, and sunlight." They end the ~~text~~ ot text in this manner in order to firmly reassure the audience that the **(11)** forest trees do maintain relationships, ~~tyt~~ connecting back with their purpose of informing people. · This text is effective in delivering its message of trees 'talking' to each other, as mentioned in the title. The author uses ~~imagery~~ ~~the~~ multiple literary devices, such as imagery, personification, similes, and metaphors to help establish the ~~to~~ magical tone in some instances, and credibility in others to support the idea they are trying to convey to the audience, as well as structure and form that leads to their overall conclusion.	**(11)** The candidate shows an understanding of the main meaning of the text. **Total mark awarded = 20 out of 25**

How the candidate could have improved their answer

- To improve their answer, the candidate needed to explore the writer's use of symbolism in the contrasting theories, for example, forests were once seen as 'battlegrounds' but are now seen as 'alliances'. Further exploration of the writer's description of Peter Wohlleben could have strengthened the answer further: how his 'metamorphosis' into the 'very tall and straight' trees 'he most admires' endorsed his credibility as 'a kind of tree whisperer' and, thus, persuaded the audience.

- To improve their answer, the candidate needed to consider how the writer 'firmly reassures' the audience that trees were not 'striving, disconnected loners' through their refutation of previous ideology and references to Darwin.

- Whilst the candidate offered some explanatory comments in their analysis of the text, at times the comments were general, for example 'This grabs the audience's attention' – and the concluding paragraph was a general summary of the overall response.

- To improve their answer, the candidate needed to use greater range, clarity and precision in the critical terminology they used.

Example Candidate Response – middle	Examiner comments

2. The author writes an article for a magazine in order to inform those who are intrested in science about whether trees can communicate ①

Firstly, the author maintains a formal tone throughout the article. For example, the author uses phrases like, "They are"(para.7) and "There is"(para.10) the author is able to maintain a formal tone. By doing so, readers find the article to be more believable.

Next, the authors layout of the article consists of a catchy header and concise paragraphs that ② information describing his overall topic. By using a catchy hedder such as "Do Trees Talk to Each Other?" the author is able to draw readers in while also informing them what the article is going to be about. This intrigues readers and draws more readers in to read the article.

Additionally, the author uses a lot of imagery throughout the article. By using phrases such as, "cathedral-like groves"(para.1) and "big green boots crunching through fresh snow"(para.7) the author is able to engage the readers while also enhancing the overall text. This makes readers feel like they are experiencing the things that are being described in the text. ③

Continuing on, the author maintains a formal register ④ throughout the article. By using words such as "evacure"(para.3) and "enroach"(para.7) the author is able to showcase high level vocabulary. This makes the reader feel more enticed and intrested while reading the article.

Furthermore, the article's overall sentence structure consist of long compound and complex sentences. By including sentences such as, "He manages this forest as ⑤ a nature reserve, and lives with his wife, miriam, in a rustic cabin near the remote villiage"(para.3) the author is able to provide information in a way that's less choppy

① The candidate makes an appropriate reference to the writer's stylistic choice in terms of tone. The evidence they choose and the explanatory comment shows a limited awareness.

② The candidate makes a clear reference to the structure of the text, with evidence to support it. They also make an explanatory comment.

③ The candidate refers to a characteristic feature and imagery, with an appropriate selection of evidence linked to an explanatory comment. However, the comment is too general.

④ The candidate shows a clear awareness of the writer's choices, using evidence from the text and an explanatory comment.

⑤ Here the candidate refers to the structure, the way that sentences are used in the text and how this relates to the audience and shapes meaning.

Example Candidate Response – middle (continued)	Examiner comments
and easier for the readers to read. This make the readers feel like the article is smooth and gets to the point while also providing a lot of detail. Moreover, the author shifts point of view throughout the article. For instance, the author uses phrases like "I'm walking"(para.1) in the first part of the article and shifts to using phrases such as "he has"(para.4) towards the middle of the article + phrases like "They are"(para.8) to shift through different point of views throughout the article. This makes the readers feel equally informed, engaged, and related to while reading. Next, the article ~~con~~ contains list of trees. When using phrases such as;"leaf-shredding, light chasing, and excessive drinking"(para.2) the author is able to make these details more memorable to readers. By doing so readers feel well informed after reading the article. Finally, the article contains copious amounts of ~~personifica~~ personification. By describing things as "skeletal winter crowns"(para.7) and "disconected loners"(para.9) the author is able to help reader envision and connect ~~two things~~ information that they are providing. This makes the readers understand the information better because they are able to ~~connect~~ make connections ~~through~~ while reading the article.	(6) The candidate links their evidence with explanatory comments about the structure. (7) The candidate makes an analysis and shows an awareness of the writer's stylistic choices with evidence. (8) The candidate refers to characteristic features. However, they do not focus on specific effects of the word choices. **Total mark awarded = 11 out of 25**

How the candidate could have improved their answer

- While the candidate has offered an explanatory comment on the shifts in focus, this was very general. To improve and strengthen their answer, they needed to explore the shift in focus between the description of the trees, Peter Wohlleben, Wohlleben's book and the scientific research being carried out on the subject and how this takes the reader on a journey; both through the forest and through the changing understanding of scientists on the subject of trees.

- The candidate made some general comments about imagery, for example, 'the author is able to engage the readers.' To improve their answer, the candidate needed to give a more detailed response that explored the religious, familial and monarchical overtones of the imagery in the text, such as 'cathedral-like groves'; 'kinship networks' and 'two old friends'; 'crown princes' and 'skeletal winter crowns'.

- To improve their answer, the candidate needed to consider the evidence of the tree expert, Wohlleben, the sales of his book and the validation from the scientific community ('latest scientific studies' and 'well-respected universities') that trees 'can talk to each other'.

Example Candidate Response – low	Examiner comments

2

This text is very unique. It is of the scientific nature but also is creative and immersive. The form of the text is easy to digest and flows well. Its structured well and gets its point across in a unique way. Its purpose is to inform and convey and paint a picture about trees. Its language is very descriptive and switches between informative and a creative/expressive tone.

Firstly, the texts title is a question.

2

A question as a title does a̶n̶d̶ a number of things. It gets the reader to think which will get them more immersed into whats to come. Another thing that this title does is to give a precursor or opening on whats to come in the text ahead. **(1)** This text starts off with the word "I'm". T̶h̶i̶s̶ With this the reader can know that this is a first person text. **(2)** As we go further on into the first paragraph we can see many things. Such as it's descriptive protrayal of the setting. A line that expresses this in the text is "I'm walking... through cathedral-like groves of oak and beech..." This text i̶s̶ a also uses a lot of personification **(3)** specifically of trees. It does this to tie in the title "Do Trees Talk to Each Other?" with the text. They give the trees human like characteristics and actions. For example in the text it states "Wise old mothers... and warn the neighbors when danger a̶p̶p̶r̶o̶c̶h̶e̶s̶ approaches." This is an obvious use of personification of trees because they can't be wise mothers or warn others of dangers. So far the text has a **(4)** light hearted tone, and is using a lot of personification and imagery.

In addition, the text switches tones from personifying trees to more of an informative tone and **(5)** structure. The texts author begins to talk about an author and "tree whisperer". The text still has a lot of imagery however now there is less personification than in earlier paragraphs. The writing is not very formal since it's a first person based text. W̶i̶t̶h̶ The text now is mainly informative. Its now are giving facts and **(6)** statistics like "A single beech... produce 1.8 million beechnuts. The purpose of this is to further the idea of "Trees" and **(7)** how they can be social. It stated of giving personification

(1) The candidate refers to a characteristic feature and follows this with a general explanatory comment.

(2) The candidate shows a limited understanding, which could be strengthened with an explanatory comment.

(3) The candidate refers to a characteristic feature.

(4) The candidate offers a limited explanatory comment which shows awareness of the writer's stylistic choices.

(5) The candidate comments on the structure with an appropriate selection from the text.

(6) The candidate refers to characteristic features and offers evidence to support this.

(7) The candidate shows an understanding of the purpose of the text.

Example Candidate Response – low (continued)	Examiner comments
2 — to trees to then giving facts and information on why this type of personification of trees is not so far fetched. The sentence structure throughout the whole text is well written and easy to read. The text also does a good job of staying on task and not branching off of the main topic which is trees. and if they can "Talk to Each Other?" Imagery is still heavily used towards the end of the text when it states "dewdrop catching sunlight on the tip of his long nose." The text also uses a scientific tone when it gives reference to a scientific study to further its claims. To conclude, the text used a lot of personification in it's early chapters. Along with Imagery that continued throughout the whole text. It was very discriptive and concise which conveyed their point better The purpose of the text was easily understood. It was to give more information about trees and to question how and challenge how we currently view them. Like when it states "Since of Darwin, we ... of the fittest. Its form is concise and does a good job of conveying the message in an interesting and somewhat immersive way. It's structured as a normal article in a multi-paragraph paragraph form. Lastly, it's language was very discriptive and in first person.	**8** The candidate selects appropriate evidence to support their reference to imagery within the text. **9** The candidate shows a limited understanding of the text and the writer's choices. **10** The candidate refers to the purpose of the text. **Total mark awarded = 7 out of 25**

How the candidate could have improved their answer

- To improve their answer, the candidate needed to give further details for analysis. The first paragraph in their response was very general, but to improve it they needed explain why the text was 'unique' and give further details about how 'It's structured well ...' and 'Its language is very descriptive ...'. These statements showed the candidate's basic understanding and analysis of the text, but to improve on this they needed to select quotes and evidence from the text to support their comments.
- The candidate referred to the writer's use of the 'first person'. To improve their answer, the candidate needed to explore the writer's choice and how it related to the audience and shaped the meaning of the text.
- The candidate sometimes selected or referred to an element for analysis, for example, 'The sentence structure throughout the whole text is easy to read'. To improve their answer, the candidate needed to include an analysis, or where one was given they needed to develop it.

Common mistakes candidates made in this question

- Some candidates did not use the appropriate terminology when they analysed form, structure and language. For example, some described the style, mood, and vocabulary as having 'positive connotations' or 'negative connotations' and candidates needed to elaborate and define these further. Some candidates summarised the precisely constructed language effects as 'creating an interesting image' or 'stopping the reader from being bored'. However, it was important for candidates to use precise terminology to access the higher levels in this question; for example, candidates often used 'stream of consciousness' and 'personification' incorrectly.
- Some candidates focused on basic points about the arrangement and number of paragraphs in the text. Many candidates also focused on sentence types, but this generally amounted to feature spotting rather than effective, critical engagement. Some of these lower-level answers referred to the presence of short, long and complex sentences, without any clear analysis.

- Many candidates adopted a paragraph-by-paragraph approach, using the phrase 'in the … paragraph', or they adopted an approach to analysis which ranged haphazardly across the text. Candidates needed to be aware that the discriminator 'analysis is coherent and effectively structured' was a feature of the higher levels; a whole-text approach would provide sophisticated and coherent analysis.
- Some candidates gave limited discussions of form, for example, when referring to typical text conventions, the ways in which the purpose affects the content and style of the text and the ways in which the article appeals to its intended audience through tone and register.