

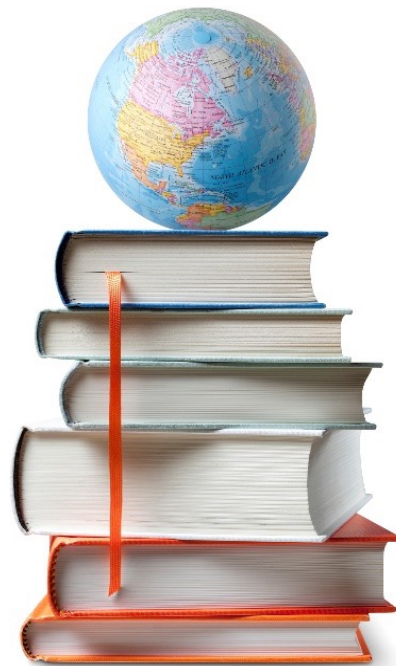


**Cambridge Assessment
International Education**

Example Candidate Responses – Paper 3

**Cambridge International AS & A Level
Literature in English 9695**

For examination from 2021



Cambridge University Press & Assessment 2021 v1

Cambridge Assessment International Education is part of the Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment 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.....	4
Question 2(a).....	6
Example Candidate Response – high.....	6
Example Candidate Response – middle.....	12
Question 2(b).....	17
Example Candidate Response – low.....	17
Question 4(a).....	20
Example Candidate Response – middle.....	20
Example Candidate Response – low.....	24
Question 4(b).....	28
Example Candidate Response – high.....	28

Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS & A Level Literature in English 9695, 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 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 and mark schemes used here are available to download from the School Support Hub. These files are:

9695 June 2021 Question Paper 32

9695 June 2021 Mark Scheme 32

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
2	a) "King Lear" by Shakespeare holds a great amount with the two characters, Gloucester and Lear. The both holds the similarities or parallels that makes them to be called the protagonists. Shakespeare's main themes such as Age, Generational Conflict, Treachery, Redemption, Death, Madness, Temptation revolve around the two old aged characters. The Dramatology used by Shakespeare in King Lear is highly emphasised by their literal and Metaphoric representation. It is a tragedy with no victors.	<p>1 Minor errors of expression and spelling do NOT form part of the mark scheme and are not penalised.</p> <p>2 The candidate is moving in on the question and expressing an opinion about the relative importance of each character.</p> <p>3 The candidate sees that both characters can be linked to central themes of the play.</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.

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

- This response was confident and thorough, but it contained a number of things that could have been improved.
- To move into the next level, there would need to be a careful, analytical use of quotations to back up the points being made. As it stands, there was quite a lot of assertion.
- Towards the end of the essay, particularly in the last paragraph, it was clear that the candidate had run out of ideas. Better planning would have helped avoid this. Introducing a 'conclusion' is not helpful, as it can't be explored.

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

- Many candidates responding to the passage question saw it as an invitation to write about the play as a whole. While it is a mistake to treat it as such, it is also a limitation not to make relevant reference to elsewhere in the play – either by tracing character, theme or action.
- It is important, too, that responses mention – and integrate – others' opinions and some awareness of the background to the text, possibly by reference to other literature.

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 2(a)

Example Candidate Response – high

Examiner comments

2 a) "King Lear" by Shakespeare holds a great amount with the two characters, Gloucester and Lear. The both holds ~~the~~ the similarities or parallels that makes them to be called the protagonists. Shakespeare's main themes such as Age, Generational Conflict, Treachery, Redemption, Death, Madness, Temptation, revolve around the two old aged characters. The Dramatology used by Shakespeare in King Lear is highly emphasised by their literal and Metaphoric representation. A King Lear who is an old king with no ~~such~~ such background ~~is~~ including victories of ~~his~~ experiences as a ~~for~~ long held king. As in other Shakespearean plays as Othello and Macbeths the old kings or characters are seen with some sort of background including their accomplishments and victories that ~~is~~ that helps ~~to~~ & strengthen the believe in audience that the character is or has ~~been~~ gone through some sort of experience. In order to gain the power and respect of a white head hair.

- 1 Minor errors of expression and spelling do NOT form part of the mark scheme and are not penalised.
- 2 The candidate is moving in on the question and expressing an opinion about the relative importance of each character. There is knowledge of relevant technical vocabulary with 'protagonists'.
- 3 The candidate sees that both characters can be linked to central themes of the play, thus showing understanding.
- 4 The candidate starts to explore the question with the genre of the text clearly in view.
- 5 The candidate demonstrates something of the context of the play within Shakespeare's work, linking these characters to tragic heroes who have faults that lead to their downfall.

Example Candidate Response – high, continued

Examiner comments

6 As well as Gloucester who yet shows the sub plot in play by inheriting the same mental as his king which results in his downfall as well. So the Dramatic Irony that Shakespeare has used his main characters side by side to emphasise the depth of Brutality and cruelty

7 Brutality, and violence that the older generation went through in the Elizabethan or Elizabethan or Renaissance era. ~~As the character of~~

9 The dramatic presentation of both characters start at the very beginning of play when the Earl of Gloucester and Earl of Kent are ~~used~~ seen under a conversation regarding the legitimate and illegitimate sons of Gloucester. He introduces Edmund the illegitimate son as a Bastard which ~~shows~~ shows his indifference to the lustful relation that had produced him. However the dramatic irony reflects where his unknown hunt or degradation of a man "Edmund", although unintentional leads him to his death and ~~tragic~~ suffering. On the other hand Lear is busy practicing his ~~for~~ kingship that is yet another parallel story that starts at the very beginning as well as King divides his kingdom with desire of being praised. hence; again Shakespeare presents the key to the downfall of pride.

11 These aspect ~~of~~ of pride are presented by Shakespeare through tone and language as King Lear uses verses with mythic effects as to empower his authoritarian states which change to prose when the time of ~~the~~ punish is on his head. As well as Gloucester is made blind as punishment. The background of a pagan society can be seen in such aspects. As well as due to the fact that they both suffer ~~of~~ no matter due to their fate, or the developing conflicts made by their own ~~which~~ foolish practices of pride they are ~~can be~~ referred to as the principle characters of Play Drama. Stated by D J Ensworth that "The principle characters are not ~~the~~ those who act but those who suffer."

12

- 6 The candidate indicates a direct parallel between the two characters.
- 7 The candidate tries to make reference to context, but the play is not, of course, set in the Elizabethan era, and the thought is not really backed up by evidence.
- 8 By this point in the essay, the candidate shows confident willingness to engage with the question and some awareness of its complexities. As yet, there has not been engagement with particular moments in the play, so there is little evidence of analysis except on a general level. There is knowledge and understanding of the wider sweep of the play and some engagement with relevant matters of context.
- 9 The essay is now starting to develop and to show an engagement with detail.
- 10 The essay deals with both characters at the same time. This is a clear sign that it is thorough and strategic. Less good work might tend to deal with one character and then the other.
- 11 The candidate argues strongly that both characters in some sense deserve their punishment. Again, both in view.
- 12 The mark scheme includes the requirement to consider other people's interpretations of the play. This is done here, although only so that the candidate can appropriate, not develop, the critic's opinion.

Example Candidate Response – high, continued

Examiner comments

- 13 King Lear, and Gloucester also present the theme of authority. Through submission of "Crown" he not only loses his kingship but also power, money, respect, authority. He is presented as not only as king but also as father. As so the act of giving away his crown not only reflect the loss of kingship but also the respect and respect of a father. Dramatic Shakespeare presents that whole Britain is given away on stake.
- 14 As supported by "Arnold Kettle that those who lose power and rank are abandoned" so is represented in the two characters. They both are lead into the tragic ending. Gloucester loss of blindness is not only literal loss of sight but metaphorical loss of Lear's to sight to see the true love and the flattery fake love of her daughter. That is the price he mistake and reason of his death. This is presented dramatically as the ^{second} first Act ~~the first~~ is the reverse of first act. As the characters come across, the fake mask falls and real faces are revealed however the flattery speeches of Goneril and Regan can be observed and recognized by the audience ~~but~~ but not by the old experienced men. Which creates the dramatic effect through Shakespeare giving an ~~an~~ omniscient view to the audience.
- 15 As well as the Generational conflict of both parallel plots can be seen. On one hand there is Edmund, Goneril and Regan, whereas on the other hand there is Cordelia and Edgar. The difference that between both types of characters presented by Shakespeare is that one evil children, Edmund, Goneril and Regan do not follow the order of nature - whereas the younger daughter Cordelia and Edgar the legitimate son are seen to sustain the orderly respect and so the saintly image in drama. Cordelia's forgiving love that helps Lear and Edgar even in disguise is to support his father in the tragic time of his life. Where Goneril attitude the as the worst daughter of all three as she asks Lear to behave in her house as well as "the first one to make the limitation of his rights" as well as the support that leads Regan in every aspect. It can be said that Regan followed Goneril in all "diabolical and violent acts toward their father."

- 13 The argument starts on a new tack, thus giving the response a breadth of approach.
- 14 Although all of this is true, it would be helpful to see the case argued by specific reference to language and action.
- 15 At this point the essay evokes a critic and uses his argument to develop the current argument: this shows an ability to evaluate.
- 16 This shows that the two characters are linked by one of the themes of the play - blindness. It also starts to explore real and metaphorical blindness.
- 17 The writing here is slightly opaque, losing the fluency seen elsewhere.
- 18 Again, a new direction for the argument shows a willingness to engage with a range of aspects of the text whilst remaining focused on the question.
- 19 This is a clear, coherent discussion of the role of the younger generation. It needs to be backed up by some examples from the text.

Example Candidate Response – high, continued

Examiner comments

20	<p>Another kettle reflects the fact in Shakespeare that those who follow order as (Lea and Gloucester) are in opposition of individuals who drive the one driven by their selfishness. However Cordelia's Resignation also makes a point of</p>
21	<p>is in relation to the self-knowledge of Lea that is needed to sustain his control. "You must be loved by the world" Hence the order of children. On the other hand Edmund's desire to regain his self esteem of a "natural ordered man" and no less than</p>
22	<p>Edgar leads Gloucester to lose his sight as he betrays him. However the Shakespeare dramatic presentation in this aspect is presented by the suffering of Lea and Gloucester led by their children & was yet a trick of God's to punish them of their desecration and proud acts. The nature that I made their own depends their rivals as well as their redemptions after violence and regain of & insight through & blindness and wisdom through madness supported by the critique of Shakespeare "The Cannibals"</p>
23	<p>More over the tragedy that both the characters are subject to in the drama shows a great great ironic presentation of both. As Shakespeare reflects on the theme of Man vs Nature. "Blew winds and great yule cheeks" - Gloucester feels sad of blindness that he no more wants to need to see the children that who betrayed him. As they both are presented off from their throne and rank. "You see the farmer's dog; bark at beggars; bay at the sheep; obey in office" says Lea as he realises the natural fact that was fate's</p>
24	<p>place in the Renaissance as they who was change in every aspect of living the advancement that made a badge around their necks the its victims. The badge of Coines conflict with children loss of authority and rank, poverty, serves as well as shelter their abundant their both literally as well as metaphorically from flapping their wings freely. As their only desire at the end was to die. Gloucester's ambition to</p>
25	<p></p>

- 20 The critic mentioned before re-appears to set up a new and interesting area for discussion.
- 21 This makes some reference to particulars to substantiate the points being made.
- 22 Although the response so far has been very interesting and has explored some complex ideas, this is the first time that there is engagement with 'dramatic presentation' that is asked for by the question. Even now, it isn't illustrated.
- 23 Occasionally, the writing slips and it isn't quite possible to follow what the candidate means.
- 24 The essay takes a clear view of presentation at this point, thus directly hitting the full terms of the question. Points are supported by quotation and specific reference.
- 25 The ideas about order and rank presented here are clearly an attempt to provide a relevant context for the action. This is a welcome use of context as integrated.

Example Candidate Response – high, continued

Examiner comments

26 suicide and Lear kills himself after as nihilist & dialogue which reflected the loss of all meanings of living with the death of Cordelia.
 "Howl, Howl, Howl, Howl," the as
 Shakespeare diverse meaning of one aspect in presenting language tone and literary devices.

27 In conclusion the dramatic essence of Shakespeare can be experienced in a variety of ways as he is said to be a writer of naturalistic characters. The essence of madness and blindness can also be seen in the waning structure of play. As commented by Anne Moore that the structure is wild and imbalanced and supported by AC Bradley that the madness in Lear is presented by the lack of structure in the play drama. The changes

28 language of both, Lear verse to prose also presents the diminishing better selves. Both as the wise yet foolish. The Shakespeare presents the dramatic irony by presenting the fact that the high ranked are actual foolish and the low standard or ranks are those who are engaged. However the Nature is above all. It diminishes every human control. Lear "brave mind in order with but is useless anyhow the coldness and harshness leads his disaster and affects the form

- 26 Some useful reference to a particular moment to support the candidate's perceptions.
- 27 Although there is relevance, introducing a new critic and new material in a final paragraph does not help to create overall coherence to what has gone before.
- 28 There is new material here which, if it was relevant, should have been explored during the course of the essay.

Example Candidate Response – high, continued

Examiner comments

29 As well as Janis's as in Mrs Meekette parcel
 in General & Roger though making the pure of sum
 indeed by huge roles from softa womanly character
 of harsh manly character and Edmads' rightful
 and advanced fight, Represents the spiritfull of the
 Old's as Renaissance is taking place 30

29 It is difficult to see how this last paragraph adds anything to what has already been said.

30 This is a confident and thorough answer.

The response shows a thorough knowledge of the play and a willingness to select and use relevant moments to substantiate a case. Both characters are kept clearly in view throughout.

There is appreciation of context, although some of the more obvious contextualisations don't really work. This is seen at its best when the contexts are integrated into the discussion.

It is clear that there is a confident, personal response to the play, with some use of quotations.

Arguments are clear and sometimes complex, with only the occasional loss of fluency.

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

How the candidate could have improved their answer

- The discussion moved forward in a coherent way, although there are moments where paragraphs could have been more effectively linked together.
- The opinions of others are aptly considered, although only really evaluated and integrated into the discussions on one occasion.
- This response was confident and thorough, but it contained a number of things that could have been improved.
- To move into the next level, there would need to be a careful, analytical use of quotations to back up the points being made. As it stands, there was quite a lot of assertion.
- Towards the end of the essay, particularly in the last paragraph, it was clear that the candidate had run out of ideas. Better planning would have helped avoid this. Introducing new material towards the end of an essay (after 'In conclusion') is not helpful, as it can't be explored.
- The major limitation in the essay was the lack of engagement with the dramatic qualities of the text: the question asks about 'dramatic presentation', and this was mainly done by implication, not by direct argument.
- There is a requirement that candidates consider and evaluate the opinions of others. At times this is done to help move along the candidate's argument; but elsewhere critics are simply evoked to be agreed with.
- On the whole, despite its clear arguments, there is a feeling that this essay was too long, and that arguments could have been made more concisely and crisply.

Example Candidate Response – middle

Examiner comments

2	a	Shakespeare's presentation of Gloucester and Lear is deeply intertwined. Throughout the play we experience both plots simultaneously, essentially providing us with the same message but at different scales. Proving that the conflict that these two characters face is of a universal nature. In both cases, we experience the tragedy that befalls on their families. The reason in both cases being their own incompetence as a ruler but more importantly as a father. With Gloucester serving as Lear's subplot, their misgivings become somewhat easier to digest and forgive as it comes off as a human error rather than an act of evil.
		A prevalent feature of Shakespeare's tragedies is the noble figure that has a tragic flaw which leads to their downfall. In King Lear, the two noble men in power suffer from the consequences of preferring man's law over nature's law. Nature's law requires people to abide by the rules of the hierarchy, equal treatment of one children and trust between members of a family. Lear and Gloucester however seem to be missing that.
		Although Lear introduces himself with the strength and grandeur of a capable ruler, he soon loses the respect of the audience with the love test. The love test is bound to

- 1 The candidate addresses the question directly and sees that the two characters are linked through theme and circumstance.
- 2 The tragedy is personal to these two characters. The candidate uses appropriate vocabulary.
- 3 This sentence isn't very clear – the 'it' isn't identified.
- 4 This opening paragraph shows an ability to engage with the question, and a knowledge and understanding of the broader sweep and structure of the play.
- 5 Some contextual observations about the nature of tragedy here, although the idea of the tragic flaw isn't yet explored. Gloucester is perhaps sinned against in the play, whereas Lear is sinning in his actions.
- 6 This is starting to move on to the particulars of the play.

Example Candidate Response – middle, continued

Examiner comments

create differences and harbour competition amongst his ~~daughter~~ daughters. And where there is competition, there are winners and losers. Cordelia loses as soon as she refuses to boast her love for her father unlike her older sisters who use excessive ~~to~~ ~~high~~ hyperboles to profess their love. It is Lear's short sightedness that he banishes Cordelia, the only one who truly loves him by giving away all his power to Goneril and Regan. Both of whom aim to strip the king off of his remaining powers, rendering him useless. While ~~some critics claim that Regan and Goneril~~ it may be argued that Regan and Goneril are inherently evil, it may also be proven that Lear is somewhat responsible for their actions. Lear has treated Cordelia as the most loved daughter before the love test and had even planned to give the larger chunk of power to her. This preferential treatment of one's children is against the laws of nature and also provides a logical reason to why Lear's daughters turned against him. To a large extent, it was his own doing.

10. On the parallel, Gloucester too fails to treat his sons equally. Gloucester openly speaks of Edmund's illegitimate birth in a derogatory manner and this enrages Edmund and drives him towards an immoral and evil approach to get what he deserves. His animalistic approach of

7 All of this is true, but there is no textual support.

8 By implication, the candidate is suggesting that other interpretations are possible.

9 A clear expression of a personal opinion.

10 Lear's early behaviour has been dealt with, so the essay now turns to Gloucester. The essay is dealing serially with the characters, rather than keeping the comparison going throughout. This is done acceptably.

Example Candidate Response – middle, continued

Examiner comments

The survival of the fittest is condemnable but it is easy to see where it stems from. At the end, Edmund tries to save Lear and Cordelia which proves that ~~a part of him is good and not evil.~~ he is as much Gloucester's son as is Edgar. Gloucester's failure to treat both sons equally leads to his son falling onto the wrong path and eventually his own demise.

11

While both fathers, Gloucester and Lear, are ~~so~~ responsible for the adversities that befell them it is arguable that the punishment that they receive is much larger than the sin they have done. Lear loses his kingship, his power, the respect of his children and eventually even his sanity. Gloucester too, caught in the conflict ~~too~~ loses his authority as the Earl of Gloucester to ~~for~~ Cornwall and Edmund. Moreover, in perhaps the most brutal scene of the play, gets his eyes gouged out by Regan.

12

It is safe to say that both men were not deserving of such crude punishment, something that sets them apart though is how they deal with the tragedy. While Lear uses denial, anger and self pity to deal with his woes, Gloucester appears to be a stronger individual as keeping aside his own worries, he does his utmost to protect his king, his loyalty and strong resolve thus shines through.

13

11 This is all true, but it is tending towards telling the story of the play, rather than analysing the dramatic presentation of the issues.

12 This could usefully be examined through the use of short quotations from each character.

13 By this point, there has been no analysis of text, which is a limitation to the response.

Example Candidate Response – middle, continued

Examiner comments

<p>14</p>	<p>The The irony in the stories of both Lear and Gloucester lies in the fact that they realize their mistakes after it is too late. Initially when Edmund shows Gloucester a false letter, he claims that "I won't be needing my spectacles" and "let's see, let's see" which is ironic because Gloucester only ever sees the truth after he has been blinded. With his sight intact he fails to identify Edmund's fra treachery which perhaps proves that his old age had made him incompetent and unfit for a ruler.</p>
	<p>Similarly, Lear's incompetence prevails when he divides his kingdom in the most irresponsible way. His character his once magnificent highness has been decayed by his sense of pride and ego that has invaded him. It is only after Lear loses his sanity that he realises the full extent of the mistakes he has made.</p>
	<p>Ultimately, through Gloucester and Lear, Shakespeare shows the effect of old age and the decaying of power and intellect. However However, at the end of the play the audiences witness how both of them are extremely dynamic characters capable of owing up to their shortcomings and thus makes the audience sympathize with them. Shakespeare conveys through Lear and</p>
<p>15</p>	<p>Gloucester now the elderly may not always be right, they are also not deserving of the vile at behaviour that we often subject them to.</p>

14 The response begins to deal with text, suggesting a theme of blindness which is relevant to both characters. It is at this point that the essay crosses the border into the 'competence' described in the mark scheme.

15 This is a response which just crosses into the area of 'Sound and competent'. There is knowledge and understanding of the play's plot and characters. The view of 'tragedy' isn't fully established in terms of tragic fault.

The major limitation lies in the lack of close textual analysis which doesn't really begin until the fifth page. At this point, the essay improves considerably because the views are substantiated.

There is some attempt to provide a context through discussion of tragedy, although this is not fully understood. The structure of the essay is clear, with an alternation between the characters.

The candidate's personal views come through clearly and there is some engagement with different possible interpretations, although this is done mostly by implication.

16 This is an interesting essay that runs along in the area of 'straightforward and partial' until its penultimate page.

Total mark awarded = 14 out of 25

How the candidate could have improved their answer

- The arguments, although mainly clear, were not substantiated with text. The essay achieved all the criteria for the level below and began to provide one aspect (analysis) of the next level up — and this edged the script into the next level.
- Other improvements would have been that the candidate might have engaged more fully and directly with others' views, or with other contexts.
- The main improvement would have been for the candidate to directly address the instruction in the question to compare and contrast the dramatic presentation of the two characters. The question involves understanding of both Lear and Gloucester, but its central instruction is to analyse a technical aspect of the writer's craft, rather than present character study.

Common mistakes candidates made in this question

- With this question, there is a clear need to keep both the characters mentioned fully in view throughout the answer. The question is centred on a view of the text as a play to be performed, so it is important that 'dramatic presentation' is the central focus of the answer.
- Many candidates did not produce relevant contexts or asserted them without integrating them into their own arguments to help progress the essay.
- With the opinions of others, there is only relevance if these opinions are interrogated and integrated into the argument being advanced by the candidate.
- Candidates need to be careful not to write plot summaries.

Question 2(b)

Example Candidate Response – low

Examiner comments

2	b.	In Shakespeare's 'King Lear', a king chooses to divide his kingdom among his three daughters depending on the extent of their flatteries in proclaiming their love for him as their father. His two eldest daughters, Goneril and Regan, shower him with affection, whereas his youngest, Cordelia, says nothing, claiming her love for him is so deep it cannot be expressed through language. In anger, King Lear casts Cordelia away and divides his rulership between Goneril and Regan, who later betray him. This extract is contrasted against King Lear's descent into madness in the play, his abandonment of his daughter Cordelia, and
		King Lear gradually descends into madness within the course of the play. Upon his his reunion with Cordelia towards the end of the play, he has been so driven into madness he can barely speak anymore. However, in this extract is that Cordelia has died, he regains his speech and begins to speak with much more clarity than when the beginning of his descent when he experienced hallucinations. This is demonstrated by his request for a 'looking-glass' to check if she is still breathing and is is actually deceased, and evidenced again through Kent's assonance, 'difference and decay' to describe his madness after banishing Cordelia and splitting his kingdom.

- 1 Some knowledge of the situation in the play.
- 2 This is true of the play, but as yet there is no sign of the passage printed, which should be the central focus of the answer.
- 3 The candidate shows some knowledge of the situation that causes the action of the play.
- 4 This paragraph just stops and there is no very clear focus on the task.
- 5 This is an attempt, perhaps, to contextualise the ending of the play – the printed passage.
- 6 This is now starting to look at the passage. The statement about him recovering his speech is a personal opinion and shows some understanding of Lear's return from madness.
- 7 This is just starting to focus on what Lear does and says, which is the centre of the question which asks about the 'presentation' of Lear.
- 8 Some reference to the action of the scene, but it is only mentioned, not analysed. There is also a passing reference to language.

Example Candidate Response – low, continued

Examiner comments

9	Lear, after abandoning Cordelia in the play's opening. Finally reconciles with her in this extract. Though previously internally reconciling against his decision to banish Cordelia, such as
10	by through framing her as the lesser of two evils when his eldest daughters began forsaking him, he finally admits his regret directly to her in this extract. Though it must be stated none of these confessions reach Cordelia's ears. Although he is finally accepting his past regressions, he does so to a corpse that cannot appreciate his sentiments. Similarly, when Cordelia visits her asleep "father in the tent before battle, she laments how poorly he was treated by her two sisters before kissing him sweetly. Lear is unable to reciprocate her interactions as he is asleep. This enhances
11	the tragedy felt in "King Lear" as the audience never can witness a proper reconciliation between Lear and Cordelia before both of their deaths.
12	In conclusion, this extract of Shakespeare's "King Lear" demonstrates Lear's briefly regained sanity due to the trauma of Cordelia's death, his final reconciliation with Cordelia, and
	13

9 This expresses a dramatic fact, but it also expresses an opinion about the action.

10 There is a clearer focus on the passage here, with some opinion about Lear's regret. This is the strongest section of the response. The reference to elsewhere in the play broadens the discussion and makes a statement about Shakespeare's structuring of the play.

11 This point about frustrated reconciliation shows some understanding of how the scene may pull upon the heart strings of an audience.

12 This is a short, relevant conclusion, but it doesn't really address how the question has been answered.

13 This response is basic and limited. The candidate shows some knowledge of the play in general but doesn't show that there is an understanding of the play as something to be performed.

There is some attention to the scene printed, with occasional support from the text. There is some attempt to link this passage with the rest of the play.

Apart from putting the extract into the context of the play as a whole, there is no attempt at context.

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

How the candidate could have improved their answer

- The major limitation of the response is that the passage printed needs to be the central focus of the discussion.
- The candidate could have included more personal response as it is very limited.
- The candidate should have considered the opinions of others in the response.
- This response, although still 'straightforward and partial' was markedly less good than the previous answers. There was more quotation, but the focus was on Tom and Laura, not on their 'dramatic presentation'.
- The ideas were clear and straightforward and there was sound knowledge and understanding of the play. However, there was little that dealt with effects or saw the complexity of the relationship of the two characters.
- There were occasional lapses of fluency. To gain a higher mark, the candidate would have needed to support the arguments more fully and analyse more deeply, using fuller reference to detail.
- There would need to be more on the writer and the way in which he shapes our response.
- More could be done to make a reader aware that the text is a play which works dramatically on stage.
- There could have been a fuller engagement with critics as a means of sharpening arguments. The mark scheme asks for the opinions of others to be evaluated, and the candidate needed to include these. Some of the best insights (Tom as narrator) were kept for the end where there was no time to develop them.

Common mistakes candidates made in this question

- Many candidates responding to the passage question saw it as an invitation to write about the play as a whole. While it is a mistake to treat it as such, it is also a limitation not to make relevant reference to elsewhere in the play – either by tracing character, theme or action.
- It is important, too, that responses mention – and integrate – others' opinions and some awareness of the background to the text, possibly by reference to other literary works or to the world view from which the text emerges.

Question 4(a)

Example Candidate Response – middle

Examiner comments

4	a	<p>The Glass Menagerie is a semi-autobiographical play by Tennessee Williams. Williams' presentation of his characters are influenced by his own life. Tom being Williams' birth name, is a substitute for the playwright himself. Laura's character and her nickname, "Blue Sues" is also inspired by Williams' sister, Rose.</p> <p>Tom is clearly fond of Laura, despite his actions. He cares about her, as is evident by the way he talks to Laura. Tom's gentle side is only observed a handful of times throughout the play and every time is with Laura.</p> <p>Laura acts as a tether between Tom and their mother. It is due to her influence that Tom and Amanda are able to reconcile. This also highlights the rift in the family, as well as Laura's importance in the Wingfield household. It is because of her that Tom and Amanda try to mend their relationship after the fight.</p> <p>Laura's fragility is highlighted when her glass ornament from her menagerie breaks during Tom and Amanda's fight. Not only this, but the glass ornament breaking also describes the effect Tom and Amanda's constant fights have on Laura. As the glass breaks, we are forced to wonder how long it will be until Laura, too, breaks under pressure.</p>
---	---	--

1 The mark scheme asks for contexts for the text but biographical links like this are rarely needed. The text is set in its own right, as a work of art, not as a display of the author's experience or psychology.

2 This is starting to move in on the question in a simple way. The issue of the way Tom talks is raised but not illustrated.

3 Again, all of this may be true, but it is not supported by examples.

4 Although there are no direct quotations, this uses an example from the text to interpret the relationship between characters. The candidate is also aware that objects in the play have a symbolic significance.

Example Candidate Response – middle, continued

Examiner comments

5

While Tom wants to escape his life and everything in it, Laura is the only aspect of his life that he does not want to leave behind. However, as it is a "memory play", we know that Tom eventually does leave Laura and Amanda. However, physically leaving her was not enough to prevent Tom from living in the past. Tom's confession that he "tried to leave" Laura behind but he ~~is~~ was "more faithful than he ~~would~~ intended to be", makes it clear that he cannot leave Laura in his thoughts. In creating the play, Tom paradoxically becomes closer to Laura and Amanda.

5 This begins to talk about genre and about audience reaction. It doesn't tussle with the business of Tom's memories being shaded to put him in a good light.

6

Tom views Laura as fragile as her glass menagerie, however false it may be, and constantly underestimates her. Tom insists that Laura cannot survive in the real world without him and hence forces her to be dependant on him. However, this is still not enough to prevent him from leaving.

6 It is not clear in the text of the play that Tom thinks of himself as writing a play. The action of the play is more what he is visualising in his mind.

7

Laura's influence was the only thing forcing Tom to be cordial with Amanda. As much as Tom cared about Laura, he was destined to escape while Laura was not. This is highlighted multiple times, the most obvious one being that Laura slips and falls on the fire escape, the one through which Tom eventually escapes.

7 As with the start of the essay, the point made here is not supported with evidence from the text.

8

8 This point shows knowledge and understanding, but there is no engagement with the language of the play or the dramatic presentation of a scene. This means that the candidate isn't really demonstrating an ability to analyse the texts, a key element of the mark scheme.

Example Candidate Response – middle, continued

Examiner comments

Despite her failed marriage, Amanda wanted a husband for Laura that could replace Tom. As much as Tom cared about Laura, he cared about getting away more. Tom does not even wait for anything to get further than one meeting. As soon as he introduces a gentleman-caller in Tom, Tom stops paying the bills and prepares to get away.

Tom's freedom lied in Laura, while Laura was destined to live an imprisoned life. Williams does not show a constrained relationship between Laura and Tom in order to highlight the intensity of Tom's ambitions. While Tom loved Laura, he wanted nothing more to escape.

The irony of the situation is made clear from the very first scene when we are clarified this is a "memory play". This means that despite leaving and achieving his goals, Tom could not move on. While he may be away from them physically, he cannot escape his memories.

The more time that he spends away, the more Tom becomes aware of his fate. When he was at home, he yearned for an escape. However now that he was away, he yearned for Laura.

9 This last sentence doesn't really flow, though its intent is clear.

10 The last two paragraphs have shown knowledge of the play and a willingness to engage with Tom's motivation. However, there is no evidence produced to back up these personal opinions.

11 The candidate interprets at this point, using the prompt of the 'memory play' from early on to explain Tom's dissatisfaction. This is more analytical and shows an awareness of the genre of the text.

12 The point made earlier is developed a bit more.

Example Candidate Response – middle, continued

Examiner comments

13 Laura's fragility is likened to her glass Menagerie. As Laura says, "if you breathe, it breaks!", it is applicable to herself. However, just like her precious glass menagerie, Tom regards Laura as a precious collection that must be protected from the world. This is unfair to Laura, as not only is she painfully shy as a result, Tom leaves her to an uncertain fate after making his escape. 14

15

13 This takes us back to a point made earlier; here the point is backed up with some evidence.

14 This sums up the situation at the end of the play. It is just starting to think about the complexity of Tom's psychological state.

15 The response is straightforward and partial. It keeps to the question and makes some use of reference to the events and language to substantiate points. However, much, although true, is asserted.

There is a lack of detailed analysis, and this means that Tom's motivation and presentation of the events is taken at face value.

There is a straightforward personal response to the text, only partially supported.

The answer makes clear progress through a range of slightly limited points.

The use of context – Williams's own life – does not help the argument. There is no obvious reference to the opinions of others.

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

How the candidate could have improved their answer

- This candidate does everything that is described in the mark scheme level for 'Straightforward and partial'. A limitation of the response is that much is asserted, not substantiated. Furthermore, to improve, the response could have considered Tom as a biased narrator.
- There is little here that recognises the genre of the text and explores the writer's techniques in relation to it.
- There is little close reference to language or action: the essay is at its best when this happens. The mark scheme is clear that responses should think about how a text might be variously interpreted, possibly by reference to critics or a particular performance: there is no mention of them here, even by implication.

Example Candidate Response – low

Examiner comments

4
 1 C.O.V. 'The Glass Menagerie' is Tennessee Williams's famous play that based on his personal story. The key of the play is the relationship ~~with~~ between 'him' and his sister, who are Tom and Laura. Williams presents the relationship of them mainly on the same suffering they owned brought by ~~the~~ their mother Amanda. The ~~protagonist~~ ~~pro~~ protection of Laura from Tom in most of the play and the whole memory focus on Laura when Tom play the role of narrator. 3

4 FF Firstly, Both Tom and Laura are 'victims' of Amanda in the whole family. Amanda, who is the mother of the family and criticized as 'attempting to control every piece of her children' by J. Teeman. She isn't satisfied by Tom's shoe factory job and become the reason of Tom's short-term escape. Every time she and Tom's arguments are end up with Tom's 'I'm going to the movies'. MOVIES is a symbol of Tom's escape because he loves adventure. Although Tom has to give up his dream and ~~stop~~ become the only income supporter of the family; Amanda still thinks he needs to earn more without any care of Tom's feeling. Even though she thinks all of her actions are ~~good~~. For Laura, she sent her to the business school to learn typewriters ~~without~~ without caring her invariability to figure out that. Williams makes Laura's reaction as 'sick as Stoman' and 'hands she-look'. The verb 'sick' and 'sick' ~~is~~ are both Laura's physically reactions due to her nervous emotion. Which may also damage her confidence ~~psycho~~ psychologically. However, Amanda ~~anger~~ is angry with her ~~and~~ still careless on Laura's ~~in~~ invariability with anger on her. Williams presents the same situation of both Laura and Tom to reflect his own experience with his sister in his home as well as reinforces their similarities in the home. Which ^{is a} metaphor of they are ~~the~~ best knowing each

- 1 This attempts context but issues of the relationship between text and author are outside the scope of an A level answer. Context is only useful if it illuminates the text or supports a candidate's developing argument.
- 2 This shows a sensible understanding of the family dynamic.
- 3 There is some attempt here to suggest areas of technical interest (point of view) which are central to 'dramatic presentation'.
- 4 There is some knowledge and understanding of the family and its inner tensions here.
- 5 Reference to a critic demonstrates some background reading but it doesn't really help the essay develop.
- 6 This demonstrates an awareness of the play as working through symbols.
- 7 The point made is supported by reference to the text.

Example Candidate Response – low, continued

Examiner comments

4. (c) other in the wicked family. Based on this, Williams
 8 portrays ~~his~~ ^{Tom's} protection, as his expectation to the younger
 him. on Laura

9 Secondly, Williams presents Tom as a protagonist to Laura.
 It mainly based on ~~the both material and psycho~~
 the material standard on her. The reason why Tom tolerate
 Amanda in the family is due to Laura's ~~in~~ ⁱⁿ inevitability
 of getting out of the apartment. Just as Laura's
 10 personification experience in Scene 2 when she are out
 of the business school. Williams portrays her says 'Big ~~the~~
 glass house raises tropical flowers.' The whole sentence
 is a metaphor of Laura's relationship with the apartment.
 Moreover, Tom is the supporter of the apartment. The 'Big
 11 Williams presents 'Big glass house' as a metaphor. Williams
 indicates 'tropical flowers' paired with 'raised' successfully.
~~shown~~ ^{vividly and} ~~Because~~ ^{perfect} ~~it~~ represents Tom's
 protection over Laura by continuing support the standard of
 living to prevent Laura from the real world. This may evoke
 the audiences' pathos on the great progress that Tom did
 for Laura. In addition, Williams ~~are~~ is applying Tom as
 a character who successfully accomplishes the duties that
 12 he hasn't did for his sister Rose. ~~By~~ ^{By} contrast, at the
 end of the play, Tom still ~~run~~ ^{run} his ~~responsi~~ ^{responsi} favor duty
 of protecting Laura. ~~And he, also lives in the struggle~~
~~play of hurting Laura's fragile mental world.~~ 13

- 8 This point shows knowledge and understanding, but there is no engagement with the language of the play or the dramatic presentation of a scene. This means that the candidate isn't really demonstrating an ability to analyse the texts, a key element of the mark scheme.
- 9 This last sentence doesn't really flow, though its intent is clear.
- 10 The last two paragraphs have shown knowledge of the play and a willingness to engage with Tom's motivation. However, there is no evidence produced to back up these personal opinions.
- 11 The candidate interprets at this point, using the prompt of the 'memory play' from early on to explain Tom's dissatisfaction. This is more analytical and shows an awareness of the genre of the text.
- 12 The point made earlier is developed a bit more.
- 13 This takes us back to a point made earlier; here the point is backed up with some evidence.

Example Candidate Response – low, continued

Examiner comments

14 Finally, Williams presents the narrator to Tom at the end to enhance the importance of Laura as well as portraying the shame and pity for relationship between Tom and Laura. The repeated 'Laura' said by narrator Tom at the end indicate Tom's guilty after hurting Laura and left the family forever. At the Williams portrays 'Anything that cannot

15

16

14 A discourse marker demonstrates that there is a straightforward structure to the candidate's points. The answer makes clear progress through a range of slightly limited points.

15 Candidate may have run out of time: the piece appears unfinished.

16 This response is at the lower end of 'straightforward and partial'. There is knowledge of the text and some willingness to engage with textual detail. Some points are supported by quotation. Although there are references to the play's audience, the response does not really begin to deal with 'dramatic presentation' – the ways in which Tom and Laura's relationship is brought to life by the language, action and staging of the play.

References to the context of William's personal life are not relevant – and they aren't convincingly presented either.

At one point, a critic is adduced but the reference doesn't really move the arguments forward.

The response is clearly structured, although it is not finished. Ideas expressed are simple.

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

How the candidate could have improved their answer

- This response, although still 'straightforward and partial' was markedly less good than the previous answers. There was more quotation, but the focus was on Tom and Laura, not on their 'dramatic presentation'.
- The ideas were clear and straightforward and there was sound knowledge and understanding of the play. However, there was little that dealt with effects or saw the complexity of the relationship of the two characters.
- There were occasional lapses of fluency. To gain a higher mark the candidate would have needed to support the arguments more fully and analyse more deeply, using fuller reference to detail.
- There would need to be more on the writer and the way in which he shapes our response.
- More could be done to make a reader aware that the text is a play which works dramatically on stage.
- There could have been a fuller engagement with critics as a means of sharpening arguments. The mark scheme asks for the opinions of others to be evaluated, and the candidate needed to include these. Some of the best insights (Tom as narrator) were kept for the end where there was no time to develop them.

Common mistakes candidates made in this question

- To gain high marks, it is important for candidates to engage with the full implication of the question: this question is about 'dramatic presentation' and that should be the central focus of the answer, which not all candidates focused on.
- Candidates need to be able to select relevant knowledge and understanding and use it to develop an argument, supporting what they say with quotation and reference to particular moments.
- There needs to be sustained analysis if an answer is to gain a high mark. Candidates were not always confident about the play's strategies and techniques, as well as their opinions about the characters.
- When engaging with contexts or critics, candidates need to be aware that they must use these insights to support and develop their own arguments: if they are added without relevance, contexts and critics are of limited use.

Question 4(b)

Example Candidate Response – high

Examiner comments

4	b	Through the use of memory, set, sculptural drama, language and tone Williams creates dramatic effects and tension in scenes. The Glass Menagerie. Amanda has a very dramatic character, diction, tone, and actions. Throughout this scene Amanda is moving very 'slowly,' even letting her hat and gloves fall to the floor as if she were in intense shock. Her tone is one filled with betrayal and disbelief which further increases the dramatic tension. This serves a purpose in increasing dramatic tension in the audience as it has not been outright revealed that Laura has been skipping her classes. It also further emphasizes Amanda's dramatic character and how she tends to overreact to situations. We see Laura's anxiety rise throughout the scene, seemingly aggravated more by Amanda's dramatics. Despite Laura asking what has happened, Amanda takes her time to address Laura, letting her anxiety build. We see Amanda tear up the keyboard diagram, she stares at it sweetly and
1		
2		
3		
4		

1 The candidate engages immediately with the precise terms of the question in terms of dramatic methods.

2 Even this early, there is engagement with detail. It sees that Williams is very clear with his stage directions and that they are a way into interpreting the play.

3 Detail serves to characterise effect.

4 This takes a clear, personal view of some of the dynamics of the Wingfield family.

Example Candidate Response – high, continued

Examiner comments

5 sorrowfully before doing so. This indicates and along with Laura's 'faint' reply questioning her mother indicates that they are both aware of the situation and Laura has understood her mother knows. This is important as it highlights Amanda's dramatics to a point where it is unnecessary and

6 anxiety producing. This points to Amanda's overbearing and dramatic nature throughout the play and the anxiety and frustration it produces on her children.

7 The screen is an integral part of William's plastic theatre as it provides insight to a character's thoughts or state of mind. The image of 'A swarm of typewriters' is very significant to Laura's current state of mind and her anxiety. Not only does this screen help the audience put together what the fight is about before it is verbally revealed, it provides the audience a peek into Laura's current state of mind. The swarm is representative of her anxiety and guilt, this shows the audience how overwhelming and crippling Laura's anxiety can be. It also shows that when Laura is facing an anxious response, it becomes the only thing filling her head. This method allows the audience to understand Laura more as she only says 'oh' after, thus this a true reflection of her inner emotions.

8 The swarm of type writers may also be representative of Amanda's thoughts as she faces reality for the first time as she

5 This is emphatically not just simply recounting what happens. The details are being added as part of an interpretation.

6 The question asks about methods and concerns, and at this point the candidate points out elements of Amanda's behaviour that are typical of what she does throughout.

7 This turns to matters of staging, showing that there is appreciation of how Williams's methods create meaning. This whole paragraph is an intelligent interpretation of one aspect of the printed passage.

8 This sees that the infected mind isn't simply confined to Amanda.

Example Candidate Response – high, continued

Examiner comments

	realises the money, effort, and hopes and ambitions have all been wasted. This is a very
9	significant moment for Amanda as she briefly
	steps out of her disillusionment to face
	reality, something she will only do two
	more times in this play, thus this acts as
	the first step towards reality. However
	Amanda quickly became disillusioned when she
	thinks the solution is getting Laura married.
10	This also brings about the theme of money,
	a central driving force in this play. Due to
	lack of funds Tom can't work in his
	life providing for his mother and sister,
	which in turn brings about resentment in
	Tom. A fifty dollar tuition is a loss for the
	family and works to further readers and
	highlight the families financial situation.
11	Laura is seen taking a deep breath and
	winding the victrda up ^{towards} the end of Amanda's
	speech. This is significant as it shows the audience
	Laura's escapism and disattachment to anxiety
	producing situations. When asked what she
	was doing Laura says 'oh' and releases the
	handle and returns to her seat. This
	shows the audience that Laura may not even
	be aware of her actions, in her mind her
	anxiety must be so overwhelming that she can
	only direct her attention towards ways
	to calm herself down or escape from the
	current situation. This brings about the
12	theme of escape and escapism, while Tom
	craves physical escape, Laura craves emotional
	and mental escape. This is indicative as

9 Amanda is beginning to be seen in a complex way here, not just as someone who is over-dramatic.

10 Money is one of the central themes of the play, and it is fully explored here as a means of talking about aspects of the play as a whole.

11 Again, what a character does is explored and interpreted.

12 Another of the play's big themes is mentioned and explored through the example already given.

Example Candidate Response – high, continued

Examiner comments

Toni's object of escape is the fire escape leading to the outside world, whereas Laura's escape consists of magical items in her own home such as the victrola and her menagerie.

13 Amanda's actions seem to be not only dramatic but emotionally manipulative as well. She delicately dabs her nose and mouth with a handkerchief, twice, as if to show how emotionally distraught she was. It creates an idea that Amanda may have just gotten done crying, something that could provoke an emotional, sympathetic response in the audience. However any emotional response may turn into judgement as we further witness of Amanda's dramatics and realise she may be just putting on a dramatic show in order to make Laura feel guilty. This makes the audience realise Amanda's character and how she may put on a victim

14 act/persona to gain sympathy from others. This is important to note as later on when Tom and Amanda fight, resulting in Tom calling Amanda a "babbling witch" Amanda victimises herself and acts as if the fight were 100% Tom's fault and she had no faults.

15 Another aspect of Amanda's character is that she seems to want the best for her children, however she doesn't necessarily know what is best for them. In this scene we see Amanda worry for Laura's future, her education and her expenses. It is clear that she does want Laura to have a good

13 The response moves to deeper exploration of Amanda, so earlier ideas are picked up to be developed further.

14 There is a link to the play as a whole here. It shows knowledge and understanding of how the scene fits into the larger patterns of the play.

15 This continues to develop the candidate's complex view of Amanda both here and elsewhere in the play. It sees that there could be different interpretations of her language and action.

Example Candidate Response – high, continued

Examiner comments

successful life but she is delusional in thinking that way as she doesn't realise what Laura actually needs. She doesn't make herself aware of Laura's social anxiety and general anxiety and doesn't attempt to help Laura fix that. In fact we have seen Amanda become the source of Laura's anxiety on multiple occasions, sometimes even forcing Laura into anxiety producing situations such as opening the door for Jim. This is a concern of William through out the play, wanting the best for someone but not taking the right steps towards it.

Laura's reaction to the speed test is extremely important as it lets the audience know that when Laura is in social situations or situations of pressure she may become physically ill. We see Laura become physically ill when Jim comes over due to anxiety further aggravated by Amanda. Amanda doesn't immediately realise that Laura is actually sick and even when she does she doesn't realise it may be due to anxiety or her. This is significant as it shows the audience Amanda doesn't actually know her children, she just knows the version of them she wants them to be. She doesn't know the things that make her children better or worse thus adding to her disillusionment.

Through methods of plastic theatre, tone, language and action Williams brings about the themes of disillusionment, family relations, escapes, money and fragility.

16

17

18

16 There is a deft shift to Laura here, to balance what has gone before: the opinions expressed are not fully supported from textual reference.

17 The candidate sums up what has been said with clarity and reminds the reader that the writer's methods produce significance.

18 This is a confident and thorough response. It shows thorough knowledge of the play and an ability to range widely, without losing focus on the printed scene.

It does not engage with contexts (though they are implied) or with the opinions of critics, though it does suggest that Amanda might be seen in a variety of different ways.

There is acute, intelligent discussion of aspects of what is said in the scene, together with discussion of matters of stage directions and staging.

The candidate's opinions are well-informed and supported. Ideas are communicated clearly and there is some complexity of response.

Total mark awarded = 21 out of 25

How the candidate could have improved their answer

- The mark scheme indicates that essays should consider and evaluate varying opinions and interpretations, and this is not done.
- The mark scheme also asks for there to be a consideration of contexts. The candidate begins on this with the mention of 'plastic theatre' and could have explored this in more detail.
- Occasionally, the link between paragraphs is not smoothly made, so the argument can seem slightly disjointed.

Common mistakes candidates made in this question

- Two areas of possible weakness – contexts and the opinions of others – have been identified above.
- Many candidates did not exploit the detail of the passage printed to support their arguments.
- Another area of weakness can be in balancing part to whole – using detail from this scene to show things that are true about the whole play. The question asks about 'methods and concerns', and this means that candidates need to be very conscious that the question is about techniques and the realisation of significance, not simply about identifying characters and then providing a character study. The key word in the question is 'dramatic' – to which candidates need to pay attention.

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

© Cambridge University Press & Assessment 2021 v1