



In focus: Example candidate responses

These booklets use examples of candidates' work to show how different levels of performance (high, middle and low) relate to the subject's curriculum and assessment objectives. They will help you understand the standard required to achieve marks, beyond the guidance of the mark scheme. Here is how to use the booklets.

Example candidate response – high	Examiner comments
<p>Ms Gillard's speech is characterized by strong, emotive language and accusatory, outraged tone. It is written in a thought-provoking manner, and exposes the flaws of the Leader of the opposition. ¹</p> <p>at she and the be misled by and conviction. law, ² something. The attention of they feel compelled to listen to her.</p> <p>She refers to Abbott repeatedly as "this man". Such a phrase resonates as slight bathing, contempt and disgusts. By choosing not to give him a name or title here, she reduces his influence and importance in the eyes of the audience. She uses such a common article, ³ subtly stripping him of some of the dignity his position would give him.</p> <p>She begins her speech by thanking the Deputy Speaker,</p>	<p>1 Immediate and purposeful assessment of the tone of the passage.</p> <p>2 A perceptive awareness of effective language.</p> <p>3 A developed account, albeit imperfectly expressed, of the effect of one phrase in diminishing Mr Abbott's authority.</p>

Answers by real candidates in exam conditions. These show you the types of answers for each level. Discuss and analyse the answers with your learners in the classroom to improve their skills.

Examiner comments are alongside the answers, linked to specific part of the answer. These explain where and why marks were awarded.

How the candidate could have improved the answer

There was some engagement with the passage with an understanding of aspects of its style and purpose, but the focus was very variable and rhetorical devices employed were described in very general terms.

The response would have benefited from a more certain sense of direction: the points made tended to be disconnected and this prevented any clear examination of the progression of the passage.

There was a very uneven focus on style and language. The candidate sometimes explained the content of the passage and sometimes speculated on aspects of the writing which had little relevance to the question.

The critical vocabulary used in examining the examples tended to be highly generalised and the effects described needed more precise definition. Band 4

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

Common mistakes candidates made in this question

The examiner expected candidates to:

- identify language examples and features which they considered significant in establishing the meaning of the passage
- comment on specific effects of the chosen language examples and consider their contribution to the overall effect of the passage as a whole
- support their comments with an economical use of quotations.

The majority of candidates approved of Ms. Gillard's outrage at Mr Abbott's behaviour and this sort of response resulted in a lack of critical distance and focus in approaching the passage. This was manifested in some responses which listed the success and justice of the accusations without examining the rhetorical devices employed.

Common mistakes: a list of the common mistakes made in answering each question is provided. This will help your learners avoid these mistakes in the exam and give them the best chance of achieving a high mark.