

Cambridge International AS Level

Standards Booklet

English Language 8693



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STANDARDS BOOKLET FOR ENGLISH LANGUAGE
AS English Language (8693)

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QUESTIONS AND RESPONSES

Paper 8693/1 Passages for Comment

Question 1

In the passage below the writer travels from England to visit her mother in West Africa. She becomes increasingly aware of cultural differences between her mother and herself.

- (a) Comment on the style and language of the passage. [15]
- (b) The mother later writes a letter to another relative discussing the relationship with her daughter and expressing concerns about her. Basing your answer closely on the extract, write the opening of the letter (between 120–150 words). [10]

See passage given in the question paper in Appendix A.

Question 2

The passage below describes the writer's memories of learning to drive.

- (a) Comment on the style and language of the passage. [15]
- (b) As part of their jobs, the instructor and the examiner had to provide brief notes summarising the writer's driving performance. Basing your answer closely on the material in the extract, write **both** sets of notes (between 60 and 75 words for each report). [10]

See passage given in the question paper in Appendix A.

Question 3

The speech below comes from George Orwell's novel *Animal Farm* and is delivered by Major, a pig, who shares his thoughts with other creatures. In the speech, Major explains how, from the animals' point of view, humans are their enemies.

- (a) Basing your answer closely on the style of the passage, write the opening (between 120–150 words) of a speech in which a human being identifies a particular enemy or threat and urges action. [10]
- (b) Compare the style and language of your piece with those of the original extract. [15]

See passage given in the question paper in Appendix A.

Individual Candidate Response

Candidate A

- 1 (a) The genre of this passage is travel. It is an extract from a writer's story of how different her new world is from the previous one. The writer has adopted a very informal and a conversational tone throughout the passage. The writing is such that it has been directed towards a general audience and a wide class of people.

The opening sentence itself portrays the theme of the passage quite well. It is associated to the scrupulous efforts of the writer to adjust in her (now, not so new, but yet unknown) environment. In line 2, the writer narrates of how she thinks she has been betrayed by the slimming products and of what consequence this is to her. 'Promised me all' is an exaggeration, but it reflects that slimming down (in other words, adjusting in her new society and being accepted there) is everything to her. The verbs like gulped, hovering, breaking ones fast all contribute to the urgency in the writer's attitude.

In the second paragraph again, utter desperation, creates a sense of impatience in the reader's mind. The informality of the tone can be clearly seen in sentences like 'Yes, especially... (line 7)', 'what about it?' (line 9) The tone adopted is very conversational. The use of parenthesis around 'oil-free' in line 8 shows the significance of something being oil-free in the writer's mind.

The second sentence is longer than all the rest. This has been done purposely, so As to increase the importance of dieting in the reader's point of view. A lot of similes and metaphors have been used in this paragraph which is rather humorous and entertaining to some extent. Though the writer adopts a sarcastic and critical tone when referring to foot-ball matches but at the same time she is trying to validate her earlier points.

In the fourth paragraph a contrast is drawn between her mother's 2 simultaneous reactions. And as it was made clear earlier that the writer was feeling good about herself when she entered her hometown, the use of an extreme negative word like 'horrified' quickly diminishes that image and creates a clear picture between the 2 contradicting opinions of her mother's place and her own. The use of Latin verbs like tête-à-tête makes the paragraph more appealing.

Words like 'taken aback' make it very obvious to the reader that the writer was expecting something different from the reaction that she received.

The informal tone is maintained in the 5th paragraph as well, as can be seen by "It all came tumbling out." The use of a dash here (in line 31) makes the sentence more explanatory. Semi-colon is used here to change the attitude used by the writer in the sentence. Words like 'reprimanded', furrowed and generation apart all help the reader to visualise the intensity of disease and discomfort produced due to two different point of views.

The hyperbole "2 different worlds" is used to suggest the extent to which the writer thinks that her mother and she are different.

'Her voice trailed off' and use of the word betrothal both show that the mother is very emotional and yet stubborn, which is made clear by line 50 ('one never has any sense').

The conclusion again is based on the contrast between the 2 places and settings. This effect is achieved by the writer's comment on her early childhood. The difference in her attitude for the same thing is very clear.

Examiner Comment

Candidate A

- 1 (a) This is a fluent response which focuses on specific words and phrases and their particular effects skilfully. There is a discriminating awareness of how devices establish age and cultural differences between the mother and her daughter. The unfolding structure of the extract is gauged and the developing sense of different attitudes addressed. This candidate's work demonstrates how the identification of specific techniques can lead to a sensitive investigation of specific effects.

15 marks

Individual Candidate Response

Candidate A

- 1 (b) Dearest Jane,

Hope you are in the pink of moods and best of health. All is well here except for a few matters that I considered trivial earlier, but don't feel the same at this point.

It is amazing how children grow up so fast and develop their own attitudes towards life, though, for us, they always remain young and naïve, they surely tend to start thinking differently about us! You must have figured out I'm talking about Astha. She is one person I'm really concerned about right now. I understand that now she is living a separate life, in a separate world where things are surely different, but that really doesn't make a difference, does it? I mean, I know she is going through some problems but she wouldn't let me know about it. She is a completely changed person!

My little Astha, was so jubilant and such a glutton but now she hardly eats anything! It is as if she wants to eat but for some reason is unable to do so. She has become so lean and thin, it seems as if she would starve herself to death! She must be having some problem that she is unable to share with me. And I've a feeling that it's something to do with her family, maybe her husband. I tried asking her about it but her reaction did not express anything. She has put on such a nice veil of artificial happiness on her face that anyone hardly notices anything. But somehow, I'd figure things out!

Examiner Comment

Candidate A

- 1 (b) There is a good sense of the tone and voice with the candidate sensing the mother's shock and the nature of the contrast between past and present ['such a glutton but now she hardly eats anything']. The mother's mixture of concern and dismay is captured sharply: 'it seems as if she would starve herself to death.' The ultimate sense of bemusement is conveyed vividly.

10 marks

Individual Candidate Response

Candidate A

- 2 (a) The basic theme of this passage is the reflection of a past event that holds a lot of significance in the writer's life. The writer is the speaker herself and narrates the event through her own point of view.

In the very beginning of the passage a negative word, dreaded, has been used. This creates an image of apprehension in the reader's mind. The sentence after the opening sentence, again has many negative words in it. Gloom and horror, for example. This allows the writer, very effectively, to create a sense of uncertainty and disgust about whatever she is going to say. In the first paragraph the tone used is very critical, specially between the lines 4-7. The purpose of this sort of a tone is to allow the reader to make an assumption, rather unpleasant, about her instructor, so as to gain sympathy. The word 'endless' is a hyperbole and describes the stress that the writer had to bear which seemed to go on forever. 'In some previous existence', and 'a Regimental Sergeant Major' are used as a metaphor. The comparison of the writer's instructor to a Sergeant Major produces the effect of hostility in the reader's mind towards the instructor. Also, it reflects on how strict the writer thinks that the instructor is.

By emphasizing on the instructors words, the writer shows that the instructor does not show any humanly emotions towards the writer and also that the instructor thinks that the writer knows nothing. Since the instructor addresses the writer for the first time they met, it is also made clear that the instructor is very dedicated to his work and would stick to that only.

The writer uses the word preliminary to show the job's lack of importance according to her point of view, in line 12. The simile 'like dogs' has been used to show the extent of her dislike towards the thing that they were doing. A colon has been used in line 13 and then in 14 which gives the sentence a very explanatory edge. Though no verbs have been used in the sentence which makes line 13-14 a non-sentence, the use of commas puts a lot of stress on the different things that were of interest to the instructor but not the writer.

In line 15, 'I got in, I got out ... out again' the writer puts an emphatic stress on doing the same thing again and again, which taught her that though earlier she had thought getting in and out was no big deal, but there was an act to that as well. The

personification 'to the soul of the lesson' shows how important that job is in the writer's eyes, since the soul is the most precious thing one can have.

Verbs like marched, acquired, repeated, etc all create a sense of order. Also adjectives like apprehension, manipulated endlessly, vigorously etc make the atmosphere of the setting very strict.

In the fifth paragraph we were 'road furniture' is again a metaphor that explains very emphatically that the writer is not quite happy with what she is doing. 'I seemed to have no destination', is another hyperbole that has the same effect.

Towards the end, the writer changes her tone from frustration to optimism. Suffered, agony, humiliation, academic pointlessness are followed by words like 'gave back'.

The nature of the examiner has been referred to by a very positive word - mild. This makes the reader believe that the examiner is in contrast to the instructor. The reflective tone adopted by the writer here helps to show how, now that the writer is with the examiner, she is much more confident and she can almost familiarise herself with her instructor.

Throughout the passage the writer has used a very informal language, merging in words like 'lying adjacent to', 'strapping myself' and 'did not fraternise etc. By the end of the passage, it is clearly depicted by the tone of the writer that her point of view has changed from what it was in the beginning. The use of the sentence 'I was now equipped, I felt, to advance my career', is in direct contrast with the sentence. 'I seemed to have no destination'. Towards the last paragraph, the writer adopts a more conclusive style of language.

Examiner Comment

Candidate A

- 2 (a) This is a fluent and focused response. The candidate is able to comment on devices and their effects – for example, the use of negatives to create a mood of uncertainty. There is a keen awareness of the structure and progression of the passage combined with the capacity to pinpoint the inferences of specific metaphors such as the comparison of the instructor to a regimental sergeant major. There are comments on different aspects of grammar, such as verbs, and the effects they create. This is a sustained and highly focused answer.

15 marks

Individual Candidate Response

Candidate A

- 2 (b) Notes By The Instructor:-
A lot of lack of confidence is seen in the behaviour. Not much interest was shown in learning initially, but did pretty well towards the end of the session. Hard working and laborious. Did not know much about driving or anything associated to it at the beginning of the session but gradual improvement was noticed. She did not have a lot of enthusiasm during the lessons but took in every word of what was taught. If it

was not for her shaky attitude and lack of self-confidence she would have done better.

Notes By The Examiner:-

A very confident person. Definitely knows even the most trivial details of how to handle the car well. Scrupulous and very bright. Driving was quite efficient and care of other things, like the way to get into the car, adjusting the mirror and hand-signals etc. was taken. The confidence and self-surty of her temperament and personality makes her amongst the best of drivers.

Examiner Comment

Candidate A

- 2 (b) This is a confident response with a strong awareness of the nuances of each writer's implicit view based on the material from the original passage. The candidate notes the 'hardworking' and 'laborious' attitude sensed by the instructor, coupled with the over-confidence detected by the examiner.

8 marks

This is a grade A script.

Marks awarded 48 out of 50

Individual Candidate Response

Candidate B

- 1 (a) The passage is about the writer's visit to her mother in Africa. It is a narrative and is written in first-person singular with the use of second person singular, when describing her mother. The first person is used as it gives the story from the writer's own mind and directly tells the readers what she had experienced.

In the first paragraph, the writer states a point and then, to explain what she meant, gives a few examples of her slimming down attempts. She also uses the name of a juice which readers probably have heard of in order to connect with the readers. A negative is used on line 2 and this is a persuasive technique and makes the passage more interesting. She uses a simile in the last sentence so that readers will be able to know what she is talking about.

In the second paragraph, the writer lists some food to give examples of what she would buy. She then directly talks to the readers and, accusingly, says, "What about it?" By directly writing to the readers, a more personal atmosphere is created. The accusation makes the passage less formal and seem more like a friendly chat than a story. She then explains why she could eat that, as only palm oil would go into her. She then defends herself by highlighting some positive aspects of palm oil. The use of the exclamation mark with the short impact statement creates an unexpected change in mood from a calm tone to a jump. The writer then uses examples of breaks in sport and uses three examples. Groups of three are generally used in persuasive writing. The first example is also set as a question, increasing its effectiveness in involving the reader with the passage. She finally ends the paragraph with ellipsis and another direct remark to the reader to bring back the friendly atmosphere.

The use of brackets in line 19-20 allows the writer to put in extra words to describe her slimming periods. The word 'trickling' is creates a visual effect of seeing sweat trickle down someone. Alliteration (hot and humid" is used to give a poetic effect. "Figure-hugging" may have been used to show that the writer was wearing clothes too small for her, or that she intended to look voluptuous.

The use of inverted commas shows the reader that the writer felt the irony about the word "thin". While the writer thought that she was overweight, her mother thought that she was thin. The writer uses brackets again to insert extra comments on her "tête-à-tête". The short statement "I asked why" was placed there so that the readers would want to read on and find the answer themselves too.

Tumbling is used there as figurative language and the readers can "see" an image of the mother blurting out what she said. The description of the "sticks" show that her mother disapproved of the 'new age' woman. Alliteration is again used for poetic effect (reprimanded and reminded).

The sixth paragraph is short and is used to place emphasis that they lived in different worlds.

Direct speech is used so that the reader can also hear what the mother said. The explaining of their culture also hints at the reader why the mother was disapproving of her daughter's efforts to slim down.

The mother also gives another example in this paragraph, trying to further support her point. The word "immediate" and the direct speech following it shows that the writer felt annoyed at that time. On lines 50-51, she then shows that she felt sorry for replying that way to her mother and says with the word 'never', that this was probably her first time doing it and that her mother was very upset later.

"The final blow" creates an image in the readers' minds of anger in the writer. Brackets are again used for inserting extra comments and an explanation of why she wanted to go jogging is also put in for support of her point. The statement The use of commas in the last sentence allows for further description of "that look", and it allows the readers to know that the writer knew it very well. "I don't approve" is a short impact statement and is effective as it draws focus onto itself.

Some words have been written in italics as they are probably in the writer's native tongue.

The writer makes use of these techniques to add description to her story. By involving the reader, she has also been able to effectively create a mood.

Examiner Comment

Candidate B

- 1 (a) This is a highly proficient response where the candidate works through the material in an engaged and structured manner. There is a strong awareness of variations in the mood and a clear grasp of how the writer uses different devices to establish persuasive writing. Specific techniques are commented on – such as the use of inverted commas to create a sense of irony. Occasionally one or two points are noted but not developed further: for

example, the writer 'uses a simile in the last sentence so that readers will be able to know what she is talking about.' A few such generalised comments slightly limit the consistency of the material.

12 marks

Individual Candidate Response

Candidate B

1 (b) Dear Mbousi,

How have you been? My daughter had recently visited me and she has become very thin. She also wants to keep becoming thinner. What has happened to her?

I tried explaining our tradition during puberty of a girl and even told her of the Effiks, but she retorted by saying that she lives in Oxford and not with us. Before that I also told her that I liked that she was an actual woman and not like those thin "new" women, and she told me that in her culture thin is beautiful. But she should remember our cultures. After all, home is home, right?

I also had to stop her from going jogging. I think she does not feel that she is one of us anymore. It is like we live in different worlds.

Examiner Comment

Candidate B

1 (b) This is a sound response showing clear understanding of the original extract's content. It captures the mother's concerns sensibly without quite developing those nuances a little further. Perhaps a few more emotive words could have raised the mark a little more.

6 marks

Individual Candidate Response

Candidate B

3 (a) My friends, I think that it is time that I tell you something. It is time we rise up, and fight for freedom.

What is our life like? Miserable, difficult and tough. No African knows the joys of living. No African is free. The truth is that we are slaves.

Is this because of God's will? No! God's will is for equality for all, no matter who. This single house would have twenty free men - and all would live to their own accord. The answer to this problem? Revolution! We must revolt. Revolt and bring freedom to us all.

And how do we revolt? We start a war. Peaceful attempts have been in vain. We must fight, not negotiate any longer. And remember, our only enemy are the pro-slave owners. They are all enemies. And all Africans are friends.

Examiner Comment

Candidate B

- 3 (a) This piece reflects some of the original extract's devices in a proficient manner. It has an appropriate sense of address and employs rhetorical techniques such as questions and triple phrasing well. After the initial use of first person it adopts a sense of inclusiveness and an increasing sense of vision and passion. It moves from passive to active mode skilfully.

9 marks

Individual Candidate Response

Candidate B

- 3 (b) Both the passages are written in first person singular, plural and second person. The effect of the first person singular is to give an account of a personal thought. The third person plural gives a sense of unity and the second person is used as a direct address.

Both passages start with a reference to the writers' fellow creatures. "Friends" and "Comrades" mean the same thing. "Comrades" however has a more powerful effect as it has a more powerful sound and gives imagery of war, where comrade is used more often than friend. Both passages also have a direct address to the audience to tell them what the writer wants to say. The extract is more effective as it has more words for added persuasive effects, like the use of a negative, "I do not ..."

The second paragraphs of both passages start with a rhetorical question, a powerful persuasive technique. The power of the group of three is then used to describe this life, and is more persuasive than a list of many descriptions. The extract contains further description of the lives which I have not written into my piece. Both passages however makes use of negatives in them. Negatives are often used as a powerful persuasive technique. Both passages also refer to the "truth". This has been used to raise awareness in the audience of what their lives are like.

Another rhetorical question is used in both passages. The extract however uses two whereas I have used only one. This stimulates thinking in the audience and is therefore a persuasive technique as well. And both passages use a strong answer by using a negative with an exclamation mark. The extract further magnifies this technique with the use of "a thousand times no!". Both passages then explain to the audience why the answer to them is "no". Both also use an example to further clarify their statements. By using the place where the speech is being delivered as an example, the speech makes the audience realise that what is said is indeed true. Both passages then take a "problem-solution" approach, another persuasive technique. I have also emulated the passage's persuasive one word answer, "Man", with "Revolution". Both then explain their answers' meanings with respect to the audience's situation.

The passage then uses a rhetorical question which I have also emulated, though I have a different purpose. The passage's question's purpose is to cause the audience to approve, whereas my question's purpose is to make the audience think. The passage uses contrasts on line 29 and this is another persuasive technique. I have

also used a contrast in a different context, telling the audience to "fight not negotiate". The extract also tells the audience to pass on the message to future generations. This gives the audience a sense of duty. I however did not try emulating this. The extract also tells that Major is unsure when the rebellion will come, a persuasive negative, which I had not emulated.

The final paragraph of the extract also has another negative (line 37) and this time a stronger word, 'never', is used for persuasiveness. I have used a negative but with an alliteration ("not negotiate") to create a poetic and persuasive effect. I have also emulated the last two sentences of the passage. The sentence "All ... enemies" create a united dislike toward the enemies while "All... friends" create a unity in the audience.

As both passages are speeches, there is extensive use of persuasive techniques, ranging from negatives to rhetorical questions. The extract has also used several descriptions to create vivid images in the minds of the audience, which I have not done. Both passages are also in the present tense, to describe current conditions, and change to future tense to tell the audience what must be done. The use of these techniques engage the audience and causes the pieces to be effective speeches.

Examiner Comment

Candidate B

- 3 (b) This response works hard to offer a comparative approach. The sense of voice and address is explored directly, combined with an awareness of rhetorical devices such as questions and group of three. It is alive to the use of structure (the problem-solution approach) and the writer is clearly aware of his intention in adopting or not adopting techniques from the original speech. Perhaps a few comments on specific words and phrases might have added to the very solid performance here.

12 marks

This is a grade B script.

Marks awarded 39 out of 50

Individual Candidate Response

Candidate C

- 2 (a) This passage about learning how to drive uses style tactics such as tone, mood, sarcasm and irony. The language is also sardonic; the dialogue is extremely limited.

The tone is evoked through lines like "as pedestrians, my instructor and I did not fraternise...", "struggling behind him, I began colliding with people." These phrases emit feelings of uncomfortableness and inferiority because this man, the instructor, was an expert and the writer was a beginner.

"I got in, I got out, and in again and out again." It's an example of mood because the reader grows feelings of impatience with the instructor just like the writer because the writer still hasn't begun to drive the car after all the time that has passed. The very idea of circling the waiting car like dogs is extremely meticulous and proves the instructor to be some what of a Regimental Sergeant-Major.

Sarcasm is evident writer explains that during the allotted rest periods the topic of discussion would be distilled water, tyres and other interesting matters. The fact that the writer learned to master the brakes is a form of sarcasm because they still didn't move, the writer found this unnecessarily. "Milk-floats overtook us, bicycles, old ladies and gentlemen from a previous century..." is extremely candid on the writer's feeling about the pace of the class; obviously the class went extremely slow.

Irony is interesting and it is expressed interestingly enough through out this entire passage for example, once the writer finally drove the car it was in reverse which is "hardly progress". The idea of driving is the idea of freedom; what could be achieved in the future; not reflecting on the past (reverse). Another example would be that after all that time the writer spent with the instructor her examiner was completely opposite and he was obviously not fit to be an examiner. It was as if the writer new more than the examiner for example, "it took it upon myself to prove that his car was worthy of the road". The idea that the student has surpassed the teacher is acceptable and often strived to be obtained, but in this instance the teacher, the examiner, didn't set the bar very high.

Throughout the entire passage the writer uses language that alludes to the instructor as "a Regimental Sergeant Major" like "Kerb drill shoes". In the military Sergeant-Majors order their men/women to perform drills. "Fearsome spectacle" implying has power and authority. "It was laborious work", for example, the military. "we marched back," because soldiers march! "Strapping myself in vigorously at his command"; again proving his power and authority. Although there isn't much dialogue, "This," he said, "is the car," shows just how serious the instructor was.

The style and language of this passage was tactfully executed on to the paper. The writer expressed memories of learning to drive and allows the reader to feel as if the reader were circling around the waiting vehicle or taking part in the conversations about distilled water.

Examiner Comment

Candidate C

- 2 (a) Although expression is sometimes error-prone, there is a good sense of the mood in this answer and the ways in which the reader responds to variations in tone. There is a pleasing awareness of the 'sarcasm' and 'irony' evident in the material. With some discrimination, the candidate notes the reversal in roles of the examiner and the learner. The candidate also develops some appropriate comment on the use of language in the second half of the answer, especially the military aspects.

12 marks

Individual Candidate Response

Candidate C

- 2 (b) Instructor... driver notes
- driver not very forceful - struggling behind and colliding with people
 - driver very attentive and focussed
 - quick learner is the driver
 - driver doesn't question me - got in, and got out, and in again and out again.
 - driver began to appreciate the lesson - DSM, door, seat and mirror for example driver manipulated endlessly, up and down, the windows
 - driver wore seatbelt
 - driver began to keep up
 - driver did not complain to me about wanting to drive sooner in the lessons
 - driver conversed with me about distilled water, tyres and other interesting matters

Examiner → driver notes

- very focused and learned a lot from instructor
- extremely forward bundling me in and out and up and down
- Meticulous - checking everything from the boot to the bumpers
- Confident and pushy for example the driver violently adjusted the mirror
- I felt uncomfortable and nervous in the automobile with this particular driver
- After the thirty minutes that I spent on the crowded London streets with this driver I was trembling by the time I signed this driver's certificate

Examiner Comment

Candidate C

- 2 (b) There is an interesting use of bullet points here and a clear sense of voice. The candidate does not quite account for the reasons behind the examiner's 'trembling'. There is a solid sense of each viewpoint in each report without quite bringing out the exact nuances.

7 marks

Individual Candidate Response

Candidate C

- 3 (a) 'Brothers, May I have your attention! Thank you I am old and sage; it will do great benefits for you all to listen to what I must say for it is very important, and I think I may say that I understand the nature of life on this earth.

Let us face it our lives are miserable, extremely laborious, and short. We are born, we are given only enough rations to keep breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered like some sort of animal. Not any one of us knows or understands happiness or bliss. No Negro is Free! We are enslaved and miserable, that is the plain truth.

But is this simply part of the order of nature? It is because we don't own land and are restricted from ever owning it unless something changes and soon that's right I pledge Rebellion! I do not know when Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see the soil beneath my feet, that sooner or later justice will prevail.

'And remember comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that the White Man and the Negro have a common interest on the same agenda, that the prosperity of one is the prosperity of the others. IT IS ALL BLOCS! White Men serve the interest of no one else except himself. And among us negroes let there be perfect unity, perfect comradeship in the struggle. All White Men are enemies. All Negroes are comrades.'

Examiner Comment

Candidate C

- 3 (a) The speech contains the use of relevant devices structured on a clear sense of inclusiveness and a sharp contrast of ideas like the original extract. There is a persuasive move from an initial sense of negativity to a sense of vision and purpose. The candidate clearly engages with the task.

8 marks

Individual Candidate Response

Candidate C

- 3 (b) The style and language of my text is exactly the same as the style and language as the original text except that my oppressor the 'White Man' instead of Man in general, and my oppressor is Negroes instead of animals. Because after I read this speech that was the only difference between Major, the pig and a speech that Malcolm X, an influential Black leader during slavery's end, could have written. The original is very forceful and passionate just the way I wrote mine. It touches the reader and also the audience that is being read to. One feels obligated to jump up and alter nature. The tone was brilliant! The diction was brilliant and all of it was heartfelt and really hit home as an African American myself.

Examiner Comment

Candidate C

- 3 (b) This is a rather disappointing response. It is fairly brief and rather generalised, lacking the depth and precision found in 2 (a). There are some comments on aspects of mood but ideas remain undeveloped and language and style relatively unexplored. The candidate moves on to a personal response rather than an analytical one.

2 marks

This is a grade C script.

Marks awarded 29 out of 50

Individual Candidate Response

Candidate D

- 1 (a) The writer's purpose is to mention her urgency to get thin and yet being unsuccessful. And the cultural differences that have arrived between her mother and herself. The passage has a colloquial tone, it is informal as the writer is stating the fact of her trying to slim in 10 years. It is ironic that slimfast juice made her go to the fridge in an urge to eat rather than making her slim. And even when her diet was at its max she would eat excess at evening similarly when a fast is broken and more food is eaten in order to make up. This is regarded as a simile. In the second paragraph the writer is very casual as if talking to the reader. Rhetorical questions are asked by the writer which are answered by herself. "What about cream dressing?" "What about it?" These are asked to intensify the reader. In the later part of the paragraph the writer uses an informative tone to give the reader information about Palm oil and its advantages. And then by emphasizing on "No" the writer persuades the reader that palm oil is essential for health. There is a simile between football matches, Tennis players, boxers and her diet, all of this involves a break. When the writer reached Accra she seems to have a sense of familiarity with her home town by the smell of hot and humid both words of Alliteration emphasizing on the climate of Accra. Her mother was horrified to see her is an exaggeration made upon how thin she seemed to her mother. It is also a contrast build where her mother was pleased to meet her and then horrified at how 'thin' she looked. The word 'thin' is also used by the writer as an irony where according to her she was trying to slim and her mother thinks she is thin. The words koko and koose describe the different type of breakfast that is eaten at her mother's house. There is a contrast between the opinions of both mother and daughter as according to the writer this is supposed to be beautiful whereas her mother thinks eating is a part of their culture and symbolizes happinesses. It seems that the writer knows her mother very well as the gestures and looks are well recognised by her daughter. The tone in the last paragraph is controversial where both the mother and the writer try to impose their views upon others.

Examiner Comment

Candidate D

- 1 (a) This is a sound answer with some competent grasp of mood and purpose. The sense of urgency and the colloquial tone are addressed sensibly. There could be a little more

precise comment on specific words and phrases: for example, the candidate notes that 'There is a simile between football matches, tennis players, boxers and her diet' but the comment which follows is rather limited: 'all of this involves a break.' The implications are not fully pursued. The answer is sensitive to the uses of structure and planning but less precise on linguistic effects. Lapses in accuracy do not impede understanding.

8 marks

Individual Candidate Response

Candidate D

1 (b)

June, 7, 2005

Dear Susan,

I hope you are in good shape. I'm very concerned about my daughter. She visited me lately and seemed very thin. I wonder if she is suffering from an emotional stress from her family or husband. I tried explaining her about the importance of eating in our culture but she seems to emphasize on the fact of being thin regarded as being beautiful according to the society where she is living right now. I have a fear of losing her due to our differences in opinion. I want her to have a healthy life which consists of her eating and drinking everything and not starving herself to death! I always brought her up according to our culture where she was big-boned and well-rounded. I hope to see the same way now as well.

Examiner Comment

Candidate D

- 1 (b) This is an uneven response in that it shows an awareness of the mother's concerns but is expressed in a rather careless manner. Expression and technical errors tend to impede full articulation of emotions and meaning.

4 marks

Individual Candidate Response

Candidate D

- 2 (a) The writer tries to recall the memories of the driving lessons. The first sentence has been exaggerated using the words "gloom" and "horror". The writer refers the experience of learning how to drive as a horror and endless lessons which is again an exaggeration as lessons cannot be endless. By this the writer seems to emphasize the remembrance of these lessons though they were 30 years old. The writer's purpose is to inform the reader about the experience of learning how to drive. The tone used in the passage is conversational as it seems that the writer is simply having a conversation with someone. Due to the lesson taken from the instructor the writer uses the vocabulary "lost confidence even as a pedestrian". Indicating that following the instructor left the writer to have no self-confidence even while walking. The instructor uses an emphasis of "This" when referring to the car and this shows the importance of the car created by the writer. The writer uses a simile to dogs while stating that the instructor and himself circled the vehicle indicating the reference to dogs who circle. There is repetition on getting in and out of the car, which shows that this was of relative importance. According to the writer this was laborious

work indicating that only getting in and out of the car and locking and unlocking the doors of the car was hard work to the writer. And due to this the writer seem to have got exhausted in an hour. The writer uses the word DSM to give a professional touch to the instructor or to create an impression. Again the adjacenting of the seats is like a dentist which is also a simile. The structure of the passage is easy-going and informal where the writer explains the experience. There is also an irony involved in the second paragraph where the writers refers to the first lesson as preliminary affair but after the lesson regards it as a complex business of getting in and out of the car.

Vocabulary such as milometer, speedometer, windscreen wipers horns oil-gauge and brakes are used to show that by the fourth lesson the writer was aware of all the things involved. But the writer tries to create humour when mentioning about the brakes that were not moved yet indicating that driving the car was one of the most important thing but the instructor still hadn't begun on it. The writer refers their activity of learning things as road furniture rather than traffic which seems to be moving but they are not moving ie driving. The writer shows the urgency and impatientness of booking the test even before the first lesson. Further in the passage the writer criticizes the examiner and repeatedly mentions him being wrong. The writers creates an image of professional, checking everything from the boot to the bumpers. The writer regarded it as "an aging experience" which is a personification as age cannot be experienced. It states that as the lessons have gone by the writer has experienced driving.

Overall the writer builds the passage interesting and exciting as the reader wants to know what happens next.

Examiner Comment

Candidate D

- 2 (a) The candidate produces a reasonable response with some awareness of the use of exaggeration and the conversational tone. The writer's lack of confidence is sensed too. However, some parts of the answer are rather pedestrian and do not really lead anywhere ['The writer uses an emphasis of "This" when refering to the car and this shows the importance of the car created by the writer.'] However, some comments bring the answer back into focus – for example, the sensing of the ironic tone of the passage. This is a response which contains some sound points in a rather uneven fashion.

7 marks

Individual Candidate Response

Candidate D

- 2 (b) According to the instructor the writer was a keen follower and listener. The writer had patience and understood the fact of understanding the basic techniques of driving before actually starting to drive. The writer was aware with everything that was involved in driving. And was also interested in discussions about tyres, distilled water and other things involved in driving. The writer was also a fast learner

According to the examiner the writer was aware of everything that was involving while driving including the basics of getting in and out of the car. Shocked by the performance given by the writer And before driving the car making sure that windows, mirror and other things functioned properly. The writer created an impression and also passed the test.

Examiner Comment

Candidate D

- 2 (b) This is a rather basic attempt at redirected writing in which the actual nature of the task has not really been met. There is some limited credit for understanding of content but not much can be rewarded because the point of view and voice of each report have not been fully grasped.

2 marks

This is a grade D script.

Marks awarded 21 out of 50

Individual Candidate Response

Candidate E

- 1 (a) The writer used a lot of colloquial language in this passage. He used the traditional words which are used in West Africa. Those words are such as "egusi" in line 18, "ntama and kaba" in line 33.

The act of assuming what a person would have asked you when you did something in which you knew the answer, the writer has used this kind of style in the passage "Yes, especially the salads with the accompanying oil-free dressings. And I can hear you say, what about cream free --- line 9.

The style of metaphoie is used, the writer used ntama and kaba in line-33 representing the bones which show up around the neck when somebody gets thin.

The writer also shows us that the relationship of a daughter and mother is good and respectable in line 41 a mother calls her daughter and start to give her a lecture about the traditions and the daughter listens.

The scenes of remembering the past it is also shown in a passage, mother reminding her daughter the way she used to be or the things she did when she was young -- line 31-32 and line 52-53.

The usage of adjectives and adverbs in such as 'thin', 'horrified'.

And the repetition of a word 'look' is repeated severely.

Examiner Comment

Candidate E

- 1 (a) The candidate tries to identify a few devices without really commenting on their effects. Sometimes this method of identification is not always accurate: 'The usage of adjectives and adverbs in such as "thin" and "horrified"'. Comments remain rather limited and distant, a sense of uncertainty underlying the approach.

2 marks

Individual Candidate Response

Candidate E

- 1 (b) My dear sister Sarah,

How are you hope all is well, on my side I'm o.k. Just busy with my daily activities.

The aim of the letter is to let you know that Lucy was here last month, she came to spend her vacation with me. It was so good seeing her again after such a long time. She has grown into a beautiful young woman and very successful too. But to be honest with you I was surprised and horrified when I laid my eyes on her, you even won't believe it yourself. Remember that healthy girl with big-boned and well rounded, with child bearing hips, that girl is gone. She has become thin like a stick, to me she looked ill. When I asked her about it she told me that the place where she lives now that is their culture "to be thin as sticks". She chooses what to eat, no fat no oil, can u believe this she even wakes up early in a morning to jog inorder to maintain that thin shape of hers.

Please my dear sister write to her, try to explain to her the importance of eating nutritious food. Try to remind her of the culture back home. I would really appreciate it you writting to her and please inform me what ever she will reply back to you. Otherwise I really enjoyed staying with her and I was happy to see my little girl again.

Till then please keep in touch and please try your best to come and visit me. Stay Blessed.

Love, Naomi

Examiner Comment

Candidate E

- 1 (b) However, this is a candidate who, like some, may be rather limited in analytical skills but can make up some marks on the writing tasks of the paper. The concerns of the mother are well-sensed here and blended in well with her pleasure in seeing her daughter again ['horrified.... I was happy to see my little girl again']. The piece evokes the mother's sense of what her daughter used to be like compared to her realisation of her appearance now. The feeling of disbelief is clearly revealed.

7 marks

Individual Candidate Response

Candidate E

- 2 (a) The language of the passage is a straight one, though some complicated words have been used in small occasions such as 'laborious' in line 17 and 'scrupulously' in line 44.

A lot of verbs and nouns have been used in a passage example of verbs are such as 'hand-signals, in and out, up and down, adjusting'. Nouns such as the examiner, instructor, mirror, window, door.

The writer used the rhythm style of words such as mastered, milometer, speedometer in line 30.

The style of metaphoie has been used in the passage 'like dogs, we circled' line 12.

The language which the writer has used is so direct and show no emotions, or the atmosphere of a mood is not shown only words which shows that the thing has been said and it is done that led to the conclusion that the relationship of an instructor and a student was typical business and nothing more.

And the writer shows that the driving lesson for the student is the center of her world at that particular moment due to the determination shown by a student.

Examiner Comment

Candidate E

- 2 (a) The analysis here is rather limited. The candidate again tries to identify aspects of language and in doing so tends to make incorrect observations. In turn, there are few comments on the effects created. However, in the last paragraph, the candidate makes a few basic points which lift the marks that can be awarded. Comments made about 'the center of her world' and 'determination' offer a little more ballast to the response.

2 marks

Individual Candidate Response

Candidate E

- 2 (b) The report of the Instructor.

I've been instructing Tony for his driving lessons for the past four weeks. Since the first day we started our lessons Tony showed a lot of confidence, determination and on top of that he was an obedient student. He was always on time in his lessons and never missed any of them. Whatever he was told to do he did without any attitude of showing that he knew what to do. In short it was a pleasure having Tony as my student.

The report of the Examiner.

Tony is a good and qualified driver. The day of his test he did everything right which I purposely did wrong in order to know if he knew what he was supposed to do. He was highly confident. Whatever I told him to do he did right without any hesitations. He remembered all the things he was supposed to do, the rules and regulations so I recommend Tony as a qualified and efficient driver.

Examiner Comment

Candidate E

- 2 (b) There are some adequate ideas here: for example, the instructor identifies the confidence and determination of the learner driver but the answer does not really build on this awareness. The examiner senses this confidence too but the reversal of his role with the student is not really evoked. Again some limitations in expression and accuracy impede understanding.

4 marks

This is a grade E script.

Marks awarded 15 out of 50

QUESTIONS AND RESPONSES

Paper 8693/2 Composition

Question 1

Write a complete short story called 'The Conversion'. In writing the piece you should describe the ways in which a particular character's thoughts and attitudes are dramatically altered by his or her experiences.

[25]

Question 2

Write two contrasting descriptive pieces [around 300–450 words each] which portray the scene **before** a party **or** a festival and the scene **after** it. In your writing you should bring out differences in mood and atmosphere.

[25]

Question 3

In the form of a series of diary entries **or** a letter home, describe the experiences and emotions of a character who travels abroad for the first time. In your writing you should bring out his or her feelings about the new country compared with the one he or she has lived in before.

[25]

Question 4

Write a monologue in which the narrator is a camera **or** mirror which records changes in a particular place **or** a particular character over a period of time. In your writing you should bring out differences in mood and atmosphere.

[25]

Question 5

Can it ever be right for one nation to interfere in the affairs of another?

[25]

Question 6

The United Nations is running an international competition called 'What My Country and Culture Can Offer Others'. To enter, write an essay explaining what people around the world could learn from your country's traditions and ways of life.

[25]

Question 7

You are to be left alone on a desert island, from which you cannot escape, for a month. You have basic survival rations, but you are also allowed three luxury items. Explain which luxury items you would take with you and why.

[25]

Question 8

You have been asked to write a magazine feature called 'My Role Model'. In it, you should explain why a particular person (alive or dead) inspires you, and try to persuade readers that they should share your enthusiasm.

[25]

Individual Candidate Response

Candidate A

2 SECTION A

BEFORE THE PARTY.

Everything was carefully planned out. The numbers of chairs and tables enough to seat a thousand people was shaped into the wings of an eagle. The location of the greek style garden next to the beach was vast and gave a panoramic view over the crystal blue sea. The air was sweetly scented with the smell of jasmine from the tree at the centre of the garden. The sky was a clear turquoise and had sweeps of pink and purple, the clouds melting into the rays of the setting sun. The sound of the waves crashing out on the beach was like a thunderous applause.

People were hustling and bustling about like busy bees trying to get everything in order: Waiters were laying out the tables with the finest china and crystal, folding napkins into delicate swans. Two people were dragging a 50 kilogram ice sculpture on a barrow over the finely manicured lawn making train tracks as they went. A short, fat balding man was gibbering on his very expensive phone with a worried look on his face, brows knotted, his free hand gesticulating in disbelief.

The tables were laid out with soft Egyptian silk in a tense white. And just as the red hot sun dipped down behind the cool sea, the tension and work became more intense. The flooring of a creamy butter scotch marble was given a final shine. The excitement was all around for the party to begin. I was nervous and scared, thinking about how it would turn out. I looked around. There was still much to do. The grass was being cut for a final carpet finish and a special liquid was lightly sprayed on the grass to give it a glossy finish.

The aroma of the food that was being brought in by numerous caterers was absolutely mouth watering. Bows were being placed on top of the chairs with name tags. The disc Jockey arrived and began setting up gigantic speakers around the circular dance floor which was designed to look just like the moon. And in a few minutes it would glow like a bright light that was seen at the end of a long tunnel. Everything was almost complete. Before I forgot: I had just one more thing to do. I stood up on the balcony that was designed like a fort and took picture when everything the way it was supposed to be and everything was perfect.

AFTER THE PARTY.

I looked around at the utter chaos. It looked like the whole place had been hit by a tsunami. I sat down and kicked my heels off. There was bits of food and tissue on the sole. I massaged my foot, while watching the staff working slowly to clean up our mess. They were now absolutely drained and their pace was slower than snails. The ice sculpture that stood tall at six feet five inches was now shrunk down to a size of a five year old child. Chunks of ice lay around on the dance floor, as though we had been hit by a huge ice storm. The head lay on the stairs to the beach sadly melting as though the frozen water wanted to merge with the warm sea.

The wind had picked up, drizzles of sea water and sand slapped me on my face. I picked up a swan napkin which now looked more like a duck and tried to wipe and the stains of food on the lovely Egyptian silk. No use. The DJ's helpers were packing up, Wires that were snaking up in all directions were now slowly disappearing. The DJ himself was sitting at a table from across the dancefloor, which was dented with heels and covered with grime, as a cleaner helplessly tried to wash away the dirt. He seemed asleep, his head resting on the chair, while his hand near his plate as though he was trying to protect it, but didn't seem to mind the kitten happily munching away at the goodies. The lights of the lanterns shone dimly and weakly across the floor like the rest of us.

The sea had spent its energy. It was gently seeping up the shore and lapping against the jagged rocks. I was drained but couldn't stop smiling at my success of being able to host a mind blowing party. I picked up a bottle of red wine which had strewn its contents all over the floor, The pungent smell of the alcohol filled the air like a poisonous gas. I poured myself a glass and looked around at the mess made by a thousand people. I raised my glass to the mess and smiled.

Examiner Comment

- 2 The candidate produces a pleasing sense of contrast with quite an unexpected ending. Initially, there is a pleasing sense of description using an effective range of vocabulary to set the mood and the scene. Colours and sounds are employed to create a strong visual impact. There are some incisive references to passing activities ['A short, fat balding man was gibbering on his very expensive phone, his free hand gesticulating in disbelief'] but the writer does not let such events turn into a narrative. There is a strong sense of observation before the personal voice is foregrounded. The contrasting scene is brought out sharply, interweaving the personal voice again before moving on to more detailed, descriptive writing. There is the occasional deployment of stylistic devices [such as 'No use.'] to create sharp effects. The contrasting sense of colours, sound and light is nicely evoked but the composition ends on an ironic touch quite skilfully.

23 marks

Individual Candidate Response

Candidate A

5 SECTION B

It is not unethical if another country wishes to interfere in the affairs of another country, especially if their main cause for doing so was simply to help put the country up back on its feet, just like when a child falls down, he may cry or his expression might be a mute plea for help. Many countries are unable to look after themselves, in times of war, poverty and disaster. If helping is considered interfering, or a waste of their time, then we cannot consider ourselves as human beings. If we do not at least try to ease the suffering of people from a poor country or try to bring peace between two sides, or cure the sick people of countries, if we don't try and put at least an ounce of effort, we would be the cause of their extinction, of the country's extinction.

These days there are many reasons why one nation must interfere in the affairs of another: for example, corrupt politics and governments who do not initiate and do what was promised to the people. War! If two countries are at war, for many, many years, its because they are blinded by their own pride and ego. Then it is right for another country

to interfere, to bring peace towards the two sides and help them to start a better life which would have happened inevitably had they not started the fighting.

When countries interfere in another nation's affairs there is a common bond between them or a bond is made between them whether negative or positive. They are able to learn from one another, their triumphs, their weaknesses. They are able to study each other and everyday learn something new. New doors have been opened for people, new opportunities and different better lives made all because another country interfered, because they acted like human beings and reached out to help.

People from nations might get enraged that another country interfered with what they thought and believed in. The mere thought of what could have happened had several of these interventions not taken place can send chills down one's spine. People would be left in the shadows. Civilization would not have occurred, people would be left to do their own bidding and, at those moments, what was right and what was wrong would be not known.

We were put on this earth to live sometimes by our rules and sometimes by the rules of others. We were put on this earth to live together and work with each other to help and grow so why is it inappropriate if another country interferes in another country's affairs? The people, although initially enraged, will be very grateful when they come to understand why this has been done. There shouldn't be any barriers between countries who want to help other countries.

Interference is a part of human nature a reflex, even if people do interfere in other people's problems, that does not give someone else the right to say that a particular country should not interfere. The only reason why they say that is because they never take the initiative to do something themselves. Intervention always happens at the right time, in order for a catastrophe to be avoided.

To intervene is not wrong, and if nations feel they have to make other nations business their business, then they should intervene. It is all for the good of the people, for their benefit, nothing else matters, life can be very hard for some countries, especially those that do not have a very good political background. If these countries suffer from a weight of such a background, then the intervention of another country must be justifiable in order to help them and point them in the right direction.

Examiner Comment

Candidate A

- 5 This is a proficient response and is not afraid to challenge the status quo. The candidate works hard to offer specific reasons for her ideas and supports them by citing specific if unnamed examples. There is an ethical and rationalising tone to the essay as the writer shapes her thoughts. She is capable of moving from personal and everyday illustration to a more panoramic overview. There are some points where the expression could be slightly more lucid or even edited: for example, 'When countries interfere in another nation's affairs there is a common bond between them or a bond is made between them whether negative or positive.' On the whole, though, the candidate produces a solid and thoughtful performance.

20 marks

This is a grade A script.

Marks awarded 43 out of 50

Candidate B**4 SECTION A**

I've been looking. I've looked at this station for many years now and it always seems strange when I try to look back at what we could begin to call the old days. Some interesting stories I've got. Most of which I'd be ashamed to tell simply because of the viciousness they describe.

I've watched absolutely inert and completely still as this little world of mine evolves.

This small space has been a small peek I've taken into the outer world. Through this niche of people coming through and out I have been able to realize even the most subtle changes in the world over these fifty years.

It all started with loud speakers and microphones talking of the new peace and progress in the world. With joy and politics, with love and anarchy.

Light shone through this window and made the surrounding communities more modern and effective.

The first days many people came, but their transit through subway station 38b was not because of need. They admired the new technology, and some tourists took a picture of the inside.

For some years the quiet remained, even the loud braking sounds of the trains had a rhythm of dancing. People were happy, they enjoyed the ride and accepted it as a part of life. This only lasted for a while.

With the new government in place and different interests in politics there was a sudden downturn. 'The people changed' some said but of course we know that people don't just change for no reason. The reason was not clear but at times it seemed as though reason was lacking from people's brains.

We returned to the very jungle, young ones did not look after the old, They were too busy scribbling things on walls. No-one really helped anybody no more and no-one had enough. The quiet had been drowned by the rattle of the old wagons, Harmony had been lost and the rhythm was now too fast to keep up.

Passengers had to stand up, children were held tightly in fear of them getting lost. Yes, it was fear, the price that had to be paid for change. However, this change was not like last time. It was now time that had caught us off guard and not many cared anymore.

Most tried to keep up but like always, the ones who get behind are left behind.

Now it was hard to focus, like bright stars fade when you look at them directly, you could not see a person, but masses, millions of fast stories with no clear end.

Our station is not safe anymore, Nervous looks have flooded it. We try not to look and pretend that others are responsible. It is tempting to think that the lady collecting cans from trash containers has probably done something to deserve her fate. We can also think

stupid to aid the rushing salesman to get to work but a thing that we can never see as silly is help.

The tremendous growth that has taken over everywhere should not control us. The walls in this station controlled the place. They were enough to keep transit but now it is too small, the usage of this station has been stretched and once a limit is found walls will crack and even changing won't be enough.

Through my narrow view of change in the world here at station 38b a hypothesis to explain the changes in the world is easy to deduce. When you look at the world, think for a minute where is it going? No-one really thinks there is an answers to that question. It is inevitable, we believe it is out of our control. To answer that complex question it only takes another question to be asked. Really ask yourself where do you want the world to go to.

Its only our will and nothing else that has changed and will change the world so what do you want?

Examiner Comment

Candidate B

- 4 This is an unusual and challenging piece of work which conveys a sense of the passivity of the camera and the changes it has witnessed. It manages to endow the voice with a sense of loss and some philosophical musing. There are some nice touches such as the description of the rhythm of the braking of the trains and how that rhythm has changed. Expression is lively, perhaps occasionally a little strained. The ending of the piece does not quite seem so successful but still tries to provoke thought in the reader.

18 marks

Individual Candidate Response

Candidate B

5 SECTION B

Can it ever be right for one nation to interfere in the affairs of another?

When considering actions between nations we obviously need to think that any relationship between them concerns every person in each country. Every action has a consequence and in this case consequences affect more than two individuals.

Like in most issues there are two sides of the argument.

A strange answer to the question being framed is obviously it depends. To interfere in the affairs of another country should not be necessary since every leader should seek the best for its country. But when personal interests come into place these responsibilities to a nation are forgotten by its leader.

Nations could benefit from council and aid or a complete and total change in its legislation or leadership. If the fact that another country has the necessity to interfere if should be founded on real reasons and circumstances that might affect the rest of the world or at times other countries.

This happy story is not always true. Most times the true reasons why nations interfere in others affairs is due to interests, mostly economic of either the leaders or the nation as a whole. It is a sad reality to think that no-one really gives anyone something for nothing and there is no real reason to believe this might be different in a worldwide matter.

For example, the aid given to african countries by the united states is simply a token to bargain for the purchase of cheap food from these african countries.

In this case although the united states interfering with africa to apparently help poor people in africa it is made with profitable intentions and an economic interest. By interfering with a nation to run itself in the way that it suits it best is violating a right that every country has. In an ideal situation is where no-one would require a different influence other than theirs.

This is exactly why the internal decisions should not be questioned. This would show that all countries are equal and that there is no real authority from any over the poorer or weaker, if not even an organization has the right to change this it should not be considered by anyone.

A larger margin should be drawnout between the interests and benefits to a country of a decision to interfere with another and the interests of the leaders. If more care would be taken at these aspects it would mean a more harmonic relationship within nations. If the right intervention with reasonable justification was to be made no nation would complain about it. But certainly is very difficult not to act in own benefit and think globally.

By not thinking towards the global situation is that we end up knowing about cases like the invasion of Irak with no real justification by the united states and allies, although the benefits to the people in irak are tremendous the real reasons behind this invasion were economic interests in petrolleum and a personal debt that Mr. Bush had with Saddam Husein.

It is certain that in some cases this sort of help is necessary, that in some circumstances countries really need a push in the right direction but the trouble is deciding who is safe enough to give that corrective push without trying to take something for themselves. Another view would be simply to take care of yourself and don't mind the others. Although risky since every nation is interdependent from each other it is extremely comfortable and just in the matter of 'mind your own business'.

It could be correct to conclude that by letting others work for themselves and not just for you conflicts would be limited and steady relationships between nations ensured.

Peace would be preserved more easily and the world itself will be a more diverse place. This diversity benefits the world and makes if easier to grow individually, although with the right cooperation growth and improvement is ensured, once again it is all up to people and their focus.

Examiner Comment

Candidate B

- 5 This is a measured and focused response which tries to offer solid reasons for its ideas. Like the candidate above it is controlled and organised but gets there by a rather different tone of voice, concentrating less on a moral and ethical approach and drawing more on social and economic reasons. Examples are specified and woven into the argument quite convincingly. There is a clear sense of method and a clear line of argument behind the candidate's perspective.

20 marks

This is a grade B script.

Marks awarded 38 out of 50

Individual Candidate Response

Candidate C

- 4 Every day, I was standing behind the window, over the tripod, was always stand-by to catch - up the unforgettable beauty in front of me. I knew well of all about her, she was fickle. Her brook, her vegetations, soil and so forth, were in definitely changing. I like her, especially when she has just waken up and preparing for dinner. There are beauty of hopeful face and mature manner.

Every morning, she was called up by the first slice of sunshine. Not so clear - minded, every action was so slow and tedious. Indeed, she was nice, and positive, she would never wallow herself in laziness. She then made-up as a fair lady. The brook gave every greeting to every boulders, with its sincere splash. Owing to the comparatively low temperature of the morning, it had worn a thin and light coat. The coat was made from tinted silver, dismutive silk, it was made in the sun. Along the winding brook were clusters of shrubs and lines of trees, all were in rich green. Sometimes, there were a bit of white star flowers. I called them "star flowers" because they were tiny and glittering. They were the invaluable perfume of her, contributed their blossom without hesitation. When shining particles of the sun sprinkled over the leaves, there were no inch of place for the dews to hide any more. They reflected her non-oppressive spirit and belief. They were glistening on the cheek of hope. They slid quietly to the lip of leaves, dripping continuously, drop by drop. They soon drowned into the soil and gave new hopes of brilliant life to the tree.

After a day of hustle-and-bustle, she was all in. Her experience had added spice to her beauty, it was the beauty of maturity. The enticing particulars were stemmed from her elegance temperation. Her blushing cheek had burnt the boundless sky, clouds were burnt too. There were fire-bombs floating and sinking in the lurid sea of sky, without any regularity. Her affection was so plain and obvious, the sky was bashful to receive it, though she was weary. Her admiration was clouded with shadow. The brook became quiet. It passed by without nettling anyone, pensively retrospecting what had just happened. The fine green leaves, stirred by lurid affection and dark fatigue, or perhaps a little bit of disappointment. Closed their ages and lied down. Stems and branches were their only dependence now. Everything of the day was over. She was quietly waiting for the next day which would be filled-up with hope and affection.

I gazed at her everyday with every moment. Some of her artless smiles were captured in my mind. I stored them carefully, in the form of film, as my eternal memory.

Examiner Comment

Candidate C

- 4 This is an ambitious response but slightly hit and miss in its choice of vocabulary and expression. There are some poetic aspects ['Along the winding brook were clusters of shrubs and lines of trees, all were in rich green'] and yet some occasions where the style seems a little strained: 'After a day of hustle-and-bustle she was all in.' This inconsistency creates a sense of uneven competence to the piece where two styles do not quite gel – for example, 'It passed without nettling anyone, pensively retrospecting what had just happened.' This approach blends some effective ideas with a rather forced style.

14 marks

Individual Candidate Response

Candidate C

6 What My Country and Culture Can Offer Others

It is a brilliant world. Every country had its own tradition and lifestyle. As an ancient, historical and typically traditional country, my country – China, just as a pensive and profound philosopher, contributes to the world her intelligence, in a mild and kind way.

Nowadays, people over the world suffered from psychological distress a lot. Depress has become a norm. If we focus straightly to the care of the problem, it is not difficult to find that it is alienation which shaded their hearts. When they are praising the speedy progress of technology, when they are occupied by their on line chats, ICQ and MSN, the sense of belonging is diminishing quietly. Some day they may discover suddenly that there seems neither haven nor shelter for their hearts. Their hearts become vulnerable and fragile, it is the golden opportunity for anxiety, phobia and depress to invade into. The culture of my country is constructed on the foundation of home and community. Home is the orbit of all other relationships. The sign of home remains in every particular of tradition and life, say Mid-Autumn Festival, it is the festival of home unity. The moon, mooncake and lantern, all reflect the meaning of love, home and miss with the shape of circle and shining lines of them. It gives out a message – everyone is bounded by the others, there is always a seat in someone's heart forever preparing for you. It is the most efficient cure in the world for everyone's heart.

The world is fraught with bomb and fire, injury and death, dreadful face and heart wrenching howling. It is the most disgusting picture. Notwithstanding, China's pictures have no sign of radical notion. No matter Wang wei's scenery pictures or Qi Baishi's shrine pictures, harmony is the main theme. Besides, traditional Chinese music uttered as if it is the echo of nature. There is no outburst of emotions. There are only felicity, joy and sorrow oozed through calmness. It is the representation of peace and civilian which can splash away anger and ambition. If such culture is spreaded abroad. Fines and battles will be drowned by the profound ocean of mild love.

Confucian can be said the mainspring of Chinese culture. It advocates self – discipline, interaction of love and care, contribution to the nation and the universe. "Make-up yourself, unite your home, ruled your own country and finally administered the whole

world" is its slogan. It seems a bit ambitious, but the nuclei, the method and the hope are all originated from love. Juveniles like to use all kinds of pretext to indulge themselves and their behaviours, to wallow into entertainment. It is a must to know their own responsibility to themselves, to their home and society. The idea of Confucian can be acted as a guide.

Not mince my word, every culture has its own beauty. To be an allrounded person, every one need to learn about others' favorable elements. My country's own culture and lifestyle, shining silver line to the world, in the hope of making the world a better Living space, is waiting for people from every corner of the world.

Examiner Comment

Candidate C

- 6 The candidate establishes background reasons about the state, as he perceives it, of the world and people today. His culture, he argues, can, with its focus on home and community, offer a panacea for our troubles. The values of the country are seen as effective and beneficial. The candidate writes quite persuasively about this aspect but perhaps there tends to be a little too much focus on this aspect at the expense of other possibilities. There is a clear feeling of competence and structure: expression tends to be a little uneven in places.

15 marks

This is a grade C script.

Marks awarded 29 out of 50

Individual Candidate Response

Candidate D

2 Passage 1

The atmosphere was engrossing and the people were ecstatic. The crowd was bristling with excitement as the final minutes before the festival were coming to an end. Everyone had been waiting patiently for this day to come for months, and when it finally came, we couldn't help but feel it prerupt. They had been advertising the events for quite some time and the tickets had been sold out well-nigh three months ago. We couldn't help but feel lucky. It was surmised to be the biggest event of the year.

All around the entrances were clogged with cars. The limosines seemed to be ceaseless as one by one they dropped off another celebrity. People from all around the world had come to attend this wild and rare event.

It was bewildering to see what they had done to the stadium's exterior. It was embellished with hundreds of colourful banners, all vivid and glowing with energy. Even the moon and the stars appeared to feel the powerful, elusive face that was coming from the crowd. They were luminous and laconic, as if replicating the mood of the people. The wind was blowing the banners vigourously, as if giving them life. Everyone was wearing black, which contrasted with the stadium's beautious guise and gave it a modern artistic look. The stars illuminated the dark sky and I felt as if everything worked in harmony tonight, even though everything contrasted with the other. The people were entering the stadium, you could feel their curieusity propelling them to the entrance as if driven by a hunger. The

people were indeed wild and they began to attack the entrances as if to cease their hunger and curiosity. It was sure to be a night of passion.

Passage 2

As we made our way to the exits I could feel the pinching pain in my feet. My throat was sore and stinging from all of the shouting and singing. And my whole body was screaming, sending shrieks of pain all around as if to punish me. But it wasn't I alone who appeared to be too tired to go home, the whole crowd was quiet and moving ever so slowly that if someone looked down at us from above we would appear to be a group of snails. The crowd seemed happy but too tired to show it. It had turned out to be an enchanting night, and I believe that everyone tacitly agrees with me. We were all drowsy and drained. It seems that we have not only fed our hunger but ate too much than we could bear.

Outside the atmosphere was soporific. The banners were still, there was no wind at all. It appeared to have vanished with the rest of our energy. The stars had gone out, the fog had blocked the view of the moon and it was unintelligably gloomy and dim. Everything moved tardily and tarrily that if felt like someone had switched the time to slow motion. There were flyers and flags scattered around in the streets and as I made my way to the car I felt a shiver run down my spine. There was a cool breeze in the air, unlike the heat that emanated from the people before the festival. The people's mood was inexplicable, they were both pleased and drowsy but the drowsiness prevailed. The festival had sucked all the life and energy out of us and left us drained.

Examiner Comment

Candidate D

- 2 The first scene is quite evocative with some effective touches of description. There is a slight sense of unevenness to the writing, containing as it does some nice touches ['Even the moon and the stars appeared to feel the powerful, elusive force that was coming from the crowd'] with some rather odd usage of expression: for example, the use of the words 'luminous' and 'laconic'. The first paragraph of the second scene is controlled but perhaps tending towards a narrative approach rather than sustained description. The following paragraph moves back to a descriptive approach with the same mix of style seen earlier. Again some vocabulary seems a little forced ['tardily and tarrily'] but there is a clear sense of contrasting mood created. On the whole, an ambitious if slightly uneven piece emerges.

13 marks

Individual Candidate Response

Candidate D

8 My Role Model

The famous Karl Marx once said, "The philosophers have already perceived the world in various ways, the point is to change it." And indeed so, inspite of the few pastoral people in the world that have come and gone, the world still has burgeoning problems. That is why I have pledged solemnly to make difference one day, God willing, it will be helpful to many.

However, my persistence was not embedded in me from nothing, but it was my inspiration that made me so. And my inspiration was from my late grandfather. He was, God rest his soul, one of the kindest and most peaceful people I had ever known. But it was not that alone that seized my admiration, it was his strong will. He had this elusive, queer passion to make a difference and help people that seemed to dazzle everyone around him. His benign character surprised the people who didn't know him and inspired the people who did. He made everyone want to be better and ceaselessly brought alleviation to his surroundings. He was persistent to make a difference and indeed he did. He made himself by himself, he started out from scratch and found himself wealthy man in the end. Not only wealthy from money, but from the people's love to him and respect. I have not countered by one person who knew my grandfather and didn't cherish a happy memory with him. And with his wealth, he helped his people, more than he could even imagine.

He always used to say, "All people are good people, they just need some love and some trust." And so he gave them that, dubiously enough he was most of the times right. The way he treated people was remarkable and the way he was treated back was magical. He responded to all entreaties and never had the heart to say no. He radiated hope and energy and life that warmed people's hearts and embellished their days.

He believed that people should be kinder to one another, more caring, more sanguine, and so on. And so he was. He never failed to surprise me. He was our angel. He inspired me and many others and always reiterated Mahatma Gandhi's quote "You have to be the change, you want in the world."

Examiner Comment

Candidate D

- 8 There is some evidence here that the response is under the required length of 600-900 words. It is argued with some passion but the expression again seems stilted in places ['my persistence was not embedded in me from nothing..... Lapses in expression sometimes impede a clear understanding of ideas: for example, 'I have not countered by one person'. This is a rather limited and undeveloped answer, adding to the overall unevenness of the script as a whole.

8 marks

This is a grade D script.

Marks awarded 21 out of 50

Individual Candidate Response

Candidate E

- 3 SECTION A
Diary Entries
19 May 2005. 18:00

Dear Diary, this is my first entry since my arrival here in Athens on the 12th. Sorry about the delay but there is just so much to do and learn here that I haven't had much time for writing. Did you for instance know that the olympic games where held here in 2004. Or was it 2005? I never did listen to tourguides much. Its still interesting though, makes you wish you knew what olympic games where. Oh, and the flight, on the way here, was the best we

could all watch movies in the chair in front of us. Everyone got their own headphones and every thing!

I was sitting next to this really friendly old lady who let me have her window seat. In her sleep, she mumbled something about her poor son (a George Pottier something) and her having to attend a funeral. It's a pity she really is an amazing person.

21 May 2005. 15:00

I have nothing new to report. The last two days have gone really quietly. I think Athens is running out of sights for me to see. I need to find a good laundromat though. I've gone through all my clothes.

22 May 2005 15:00

Dear Diary, I still don't have anything new to write about, but at least I've found a good place to get my clothes cleaned. The store owner's name is Geoffrey Lockly. Although he looks very respectable and has an extremely colourful personality, I still don't trust him very much. Maybe it's just my imagination, but he gets a strange sour sort of look when he thinks I'm not watching.

25 May 2005 17:00

I took my clothes to get cleaned again, and overheard Geoffrey talking to a man in a dark suit. He seemed extremely worried about something. And least saying he would pay? And that he's got a plan. A plan, which I gathered involves robbing a rich old lady in a funeral scam.

26 May? 2005 ??:??

Diary. I've just realised. Geoffrey Lockly, he's the dead son whose funeral that Mrs. Watzisname from the airplane will be attending!

26 May 2005 8:30

I've just called the police to ask about Lockly. According to their records he died three years ago! The woman who was sitting next to me on the airplane (a Mrs Goodsbury according to the airport) was born in 1875 and died in 1923! But the police said they'll look new into it. What more can I do?

So! Up next, Paris! I just hope I can find my ticket in time.

Examiner Comment

Candidate E

- 3 This response is disappointing in the way it seems actually to avoid developing content in depth. The material seems rather thin and a little negative. The feelings of the narrator are not really developed and the sights and sounds of the country are not fully addressed. Perhaps a little more attempt at planning ideas and situations could have salvaged this piece.

4 marks

Individual Candidate Response

Candidate E

7 Section A Desert Island

A 'typical' desert lacks three things. Food, water and shelter. It is because of this that survival is highly improbable. If we could however bring three items, a fishing rod, desalination kit and tent would be our first choices. With these survival becomes much more probable. Survival is always an easy choice, so are the three fundamental elements for survival food, water and shelter. What if, however, we are told that on this island survival rations will be provided? What do we then bring to our island of solitude? Some would bring a laptop and play computer games, till the month is at an end. Or the battery. Others will bring a selfone to an island where there is no signal. These choices reveal a good deal about our selves as individuals. So let me tell you of my three items.

The first must be a tent. Despite its reputation desserts can get devillishly cold at night. And cold is not something I cope with too well. It would also provide shade during the day, a bit of shelter against the intense sun. The nylon night also catch whatever dew there is to be had before the sand absorbs it, or the hotter sun vapourises it.

The second must be a good book. Without intellectual stimulation I would not see the end of a single week with my sanity left intact. It would also partly compensate for the lack of social interaction. Within a single book lies a universe of scenarios that would add much dimension to a very one dimensional existence.

The third item was chosen out of a number of very novel ideas. But with a beach so close of hand I would chose a snorkelling kit, as diving and marine life have always been among my major intrests. The snorkeling would not only be a lovely way to cool down from the boiling desert, but would also provide a physical break, should I want to escape the complexity of the book. I am, however, not sure if an entire kit can count as a single item. Especially as they are brought seperately. If this is the case then my third item must be a simple diving mask. The shorkel, wetsuit and flippers are not entirely necessary. Especially if I intend, primarily, to be swimming recreationally.

Now, all I need is some nylon rope. One can never have enough rope...

Examiner Comment

Candidate E

- 7 The candidate spends a little too much time at the start pondering the question without really addressing the key issues. The writer justifies his choices in a reasonable manner but does not, for example when describing the need for a book to give intellectual stimulation, really develop his ideas and justification in much depth. There are also a number of technical errors in evidence. The answer seems rather brief, again not meeting the rubric requirements.

8 marks

This is a grade E script.

Marks awarded 12 out of 50

APPENDIX 1

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level

ENGLISH LANGUAGE

8693/01

Paper 1 Passages for Comment

May/June 2005

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write your Centre number, candidate number and name on all the work you hand in.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **two** questions.

At the end of the examination, fasten all your work securely together.

The number of marks is given in brackets [] at the end of each question or part question.

You are reminded of the need for good English and clear presentation in your answers.

This document consists of **6** printed pages and **2** blank pages.

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UNIVERSITY of CAMBRIDGE
International Examinations

[Turn over]

Answer two questions

- 1 In the passage below the writer travels from England to visit her mother in West Africa. She becomes increasingly aware of cultural differences between her mother and herself.

(a) Comment on the style and language of the passage. [15]

(b) The mother later writes a letter to another relative discussing the relationship with her daughter and expressing concerns about her. Basing your answer closely on the extract, write the opening of the letter (between 120–150 words). [10]

I have spent the last ten years trying to slim. I have tried the Slimfast juices that promised me all but delivered nothing. No sooner would I have gulped one down than I'd be hovering by the fridge. On days when the diet is on full steam, I starve myself all day and then binge on all manner of food at dawn, a bit like breaking one's fast to make up for lost time.

5

At times of utter desperation, I would rush out to the nearest supermarket and stock up on rye bread, cottage cheese and salads. Yes, especially the salads with the accompanying 'oil-free' dressings. I can hear you say, What about cream dressing? What about it? The only oil that sneaks into my system during this oil-free fast is palm oil. You know, it is meant to have real medicinal qualities, is rich in Vitamin A, improves skin texture and aids digestion. No, seriously, palm oil is not part of the diet, but occasionally one gets these urges to eat some proper food. That is not to say that one abandons the diet altogether – far from it! I mean, don't they have half-time during football matches? Tennis players get a few minutes to catch their breath after every two games. And boxers get the odd few minutes to sit down on their tiny stool and work out how to knock their opponent out of the ring. It is in this manner, of giving myself the odd breather, that the rot sets in and I reach out for the *egusi* stew and ... well, I am sure you would approve of the rest.

10

15

When I travelled home to Accra at the height of one of these (stop-start, stop-start) slimming periods, I felt quite good about myself. As I descended the steps of the Boeing 747 into the familiar smells of hot and humid Accra, I could feel the sweat trickling down the back of my figure-hugging Monsoon outfit and felt all was well with the world.

20

Mama was so pleased to see me, but she was horrified at how 'thin' I looked. For a few days I couldn't quite work out the reason, I kept catching her eye looking me over. Then, one morning as I took breakfast of *koko* and *koose* to her room and sat on the edge of her bed to have our usual tête-à-tête (something we have always done to sort out real problems and share in our joys), she asked if everything was all right between me and my husband. Taken aback by the deep concern Mama had shown, I asked why.

25

30

It all came tumbling out – how she had always known me to be big-boned and well-rounded, with child-bearing hips; a real woman and not one of these sticks hiding under *ntama* and *kaba*, parading around as though representing the image of new woman, but really looking quite ill. I tried to tell Mama that in my adopted culture, where I now live and work, it is considered quite beautiful to be thin. Upon which, I was quickly reprimanded and reminded that I might live in that culture, but home is home, and I mustn't forget the good things I was taught about womanhood.

35

In the early morning sunshine, I noticed Mama's furrowed brow, and the realization came to me that not only are we a generation apart but we live in two different worlds.

40

Then the lecture started: 'You know, in our culture, at the onset of puberty, a girl is put in a room for a week and fattened for *dipo*. She eats, drinks and does nothing all day, and on the seventh day she is bathed and bedecked in precious beads and expensive gold jewellery and takes her place among her peer group, she's paraded through the town square amid a lot of pomp and ceremony in celebration of her transition from girlhood into womanhood. And that my dear, is our culture.'

45

Her voice trailed off when she said, 'And I hear the Effiks of Calabar have a similar culture of the fattening-rooms initiation ceremonies for girls before betrothal.' My immediate reaction was to say to her, 'Mama but I don't live in Calabar, Dodowa or Somanya, I live in Oxford.' One never argues with Mama, not if one has any sense. 50

The final blow came when I excused myself to go jogging. I have found jogging along a sandy beach (something I used to enjoy as a child) a real calorie-burner and I was eager to take advantage of the cool morning sea-breeze. Mama gave me that look, which I know so well and recognized instinctively from my childhood, with its coded message: 'I don't approve.' 55

2 The passage below describes the writer's memories of learning to drive.

- (a) Comment on the style and language of the passage. [15]
- (b) As part of their jobs, the instructor and the examiner had to provide brief notes summarising the writer's driving performance. Basing your answer closely on the material in the extract, write **both** sets of notes (between 60 and 75 words for each report). [10]

I dreaded my driving test. I have not forgotten the gloom and horror of my endless lessons, though they took place over 30 years ago. I was instructed by a man who, in some previous existence, must have been a Regimental Sergeant-Major. Following him from his office to his car, I lost confidence even as a pedestrian. His kerb-drill, shoes gleaming one inch from the pavement's edge, eyes swivelling right then left, was a fearsome spectacle. When he turned sharply into other streets he made strange gestures like hand-signals. Struggling behind him, I began colliding with people. As pedestrians, my instructor and I did not fraternise with each other and only when, slightly bruised, I caught up with him at the car itself did he address me. 5

"This," he said, "is the car." 10

The first lesson, I remember, was a very preliminary affair. Like dogs, we circled the waiting vehicle, while my instructor pointed out features of interest to me: windows, doors, lights, bumpers and so on. Then we came to the soul of the lesson: entering, and exiting from, the car. I got in, I got out, and in again and out again. I did this on the near side and on the off side. I also locked and unlocked these doors from inside and out. It was laborious work. As a mere passenger, I had never realised before what a complex business this getting in and out of a car should be. After an hour of it I was exhausted. 15

"DSM next," my instructor said as we marched back to his office. It sounded dangerous work to me, an acquired taste, and I looked forward to my next lesson with some apprehension. 20

DSM the following week turned out to be door, seat and mirror. I repeated all I had performed with the doors, I manipulated endlessly, up and down, the windows and, like a dentist, I adjusted the seats to their extremities, sitting to attention next to my instructor one minute, then lying adjacent to him the next, and strapping myself in vigorously at his command. Between these exercises we allowed ourselves short rest periods during which we would discuss distilled water, tyres and other interesting matters. 25

After four lessons, though I had mastered the milometer, speedometer, windscreen wipers, horn, oil-gauge and (rather unnecessarily I thought) the brakes; we still had not moved. The dust was gathering on us. We were road furniture, never traffic. I seemed to have no destination. 30

We did eventually move the car backwards at first (it was hardly progress) and then forwards at last. Milk-floats overtook us, bicycles, old ladies and gentlemen from a previous century, but I was on my way. 35

I had booked my test even before my first lesson and when the day eventually arrived I knew what to do. All I had suffered over those long weeks, all that agony, humiliation and academic pointlessness threaded over 20 lessons, I concentrated into 20 minutes and gave back. 40

My examiner was a mild, moustached man. He did not know what he had done wrong. But I came to his help. As I was able to show, he did everything wrong. He got into the car wrong, he sat wrong, he was an altogether unskilful passenger. At every move I put him scrupulously right, bundling him in and out and up and down. Before we could start, I took it upon myself to prove that his car was worthy of the road. I checked everything from the boot to the bumpers. When asked to drive forwards, I did so – but only after violently adjusting the mirror, operating the window and giving a display of hand-signals any conjuror would have envied. There was so 45

much to do, I doubt whether we had time to move more than 30 yards along the crowded London streets over the next 30 minutes. But it was an aging experience. I had been well-drilled and it was my examiner who cracked. His hand was trembling as he signed my certificate. I was now equipped, I felt, to advance my career.

50

- 3 The speech below comes from George Orwell's novel *Animal Farm* and is delivered by Major, a pig, who shares his thoughts with other creatures. In the speech, Major explains how, from the animals' point of view, humans are their enemies.

(a) Basing your answer closely on the style of the passage, write the opening (between 120–150 words) of a speech in which a human being identifies a particular enemy or threat and urges action. [10]

(b) Compare the style and language of your piece with those of the original extract. [15]

'Comrades, you have heard already about the strange dream that I had last night. But I will come to the dream later. I have something else to say first. I do not think, comrades, that I shall be with you for many months longer, and before I die I feel it my duty to pass on to you such wisdom as I have acquired. I have had a long life, I have had much time for thought as I lay alone in my stall, and I think I may say that I understand the nature of life on this earth as well as any animal now living. It is about this that I wish to speak to you. 5

'Now, comrades, what is the nature of this life of ours? Let us face it: our lives are miserable, laborious, and short. We are born, we are given just so much food as will keep the breath in our bodies, and those of us who are capable of it are forced to work to the last atom of our strength; and the very instant that our usefulness has come to an end we are slaughtered with hideous cruelty. No animal in England knows the meaning of happiness or leisure after he is a year old. No animal in England is free. The life of an animal is misery and slavery: that is the plain truth. 10

'But is this simply part of the order of nature? Is it because this land of ours is so poor that it cannot afford a decent life to those who dwell upon it? No, comrades, a thousand times no! The soil of England is fertile, its climate is good, it is capable of affording food in abundance to an enormously greater number of animals than now inhabit it. This single farm of ours would support a dozen horses, twenty cows, hundreds of sheep—and all of them living in a comfort and a dignity that are now almost beyond our imagining. Why then do we continue in this miserable condition? Because nearly the whole of the produce of our labour is stolen from us by human beings. There, comrades, is the answer to all our problems. It is summed up in a single word—Man. Man is the only real enemy we have. Remove Man from the scene, and the root cause of hunger and overwork is abolished for ever. 15 20 25

'Is it not crystal clear, then, comrades, that all the evils of this life of ours spring from the tyranny of human beings? Only get rid of Man, and the produce of our labour would be our own. Almost overnight we could become rich and free. What then must we do? Why, work night and day, body and soul, for the overthrow of the human race! That is my message to you, comrades: Rebellion! I do not know when that Rebellion will come, it might be in a week or in a hundred years, but I know, as surely as I see this straw beneath my feet, that sooner or later justice will be done. Fix your eyes on that, comrades, throughout the short remainder of your lives! And above all, pass on this message of mine to those who come after you, so that future generations shall carry on the struggle until it is victorious. 30 35

'And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades.' 40

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UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level and Advanced Level
Advanced International Certificate of Education

ENGLISH LANGUAGE

8693/02

LANGUAGE & LITERATURE IN ENGLISH

8695/02

ENGLISH LANGUAGE (HALF CREDIT)

0396/01

Paper 2 Composition

Paper 1 Composition

May/June 2005

2 hours

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

If you have been given an Answer Booklet, follow the instructions on the front cover of the Booklet.
Write in dark blue or black pen on both sides of the paper.
Do not use staples, paper clips, highlighters, glue or correction fluid.

Answer **one** question from Section A and **one** question from Section B

At the end of the examination, fasten all your work securely together.

All questions carry equal marks.

You are reminded of the need for good English and clear presentation in your answers.

This document consists of 2 printed pages.

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UNIVERSITY of CAMBRIDGE
International Examinations

[Turn over

Answer one question from Section A and one question from Section B

Write between 600 and 900 words for each composition

Section A: Narrative/Descriptive/Imaginative Writing

- 1** Write a complete short story called 'The Conversion'. In writing the piece you should describe the ways in which a particular character's thoughts and attitudes are dramatically altered by his or her experiences.
- 2** Write two contrasting descriptive pieces [around 300–450 words each] which portray the scene **before** a party **or** a festival and the scene **after** it. In your writing you should bring out differences in mood and atmosphere.
- 3** In the form of a series of diary entries **or** a letter home, describe the experiences and emotions of a character who travels abroad for the first time. In your writing you should bring out his or her feelings about the new country compared with the one he or she has lived in before.
- 4** Write a monologue in which the narrator is a camera **or** mirror which records changes in a particular place **or** a particular character over a period of time. In your writing you should bring out differences in mood and atmosphere.

Section B: Discursive/Argumentative Writing

- 5** Can it ever be right for one nation to interfere in the affairs of another?
- 6** The United Nations is running an international competition called 'What My Country and Culture Can Offer Others'. To enter, write an essay explaining what people around the world could learn from your country's traditions and ways of life.
- 7** You are to be left alone on a desert island, from which you cannot escape, for a month. You have basic survival rations, but you are also allowed three luxury items. Explain which luxury items you would take with you and why.
- 8** You have been asked to write a magazine feature called 'My Role Model'. In it, you should explain why a particular person (alive or dead) inspires you, and try to persuade readers that they should share your enthusiasm.

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