

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

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ENGLISH LANGUAGE

Paper 9093/11 Reading
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Key messages

What candidates did well

- Most candidates demonstrated an understanding of the requirements of **Question 1(a)** by adopting the conventions of a travel review. Comprehensive responses maintained an appropriate register, addressed the intended audience directly and balanced description with evaluation. Many included engaging headings, recommendations and personal reflections, creating reviews that moved beyond describing Japan to evaluating the overall travel experience.
- Comprehensive responses selected and adapted relevant material from the source text rather than reproducing it. References to Japanese cuisine, seasonal festivals, cultural traditions such as *omotenashi* and *shokunin spirit*, and well-known locations were integrated naturally into the review while maintaining an individual voice and purpose.
- In **Question 1(b)**, comprehensive responses sustained comparison throughout the response, analysing how differences in form, structure and language reflected the differing purposes and audiences of the travel article and the review. These responses compared the texts thematically, supporting observations with relevant textual evidence and explaining how the writers' choices shaped meaning and audience response.
- In **Question 2**, comprehensive responses explored how form, structure and language combined to create meaning. These responses analysed the significance of the first-person narration from the perspective of the fig tree, considered the movement between present events and memories of Cyprus, and explained how imagery, symbolism and sensory description contributed to the themes of memory, displacement and identity.

What candidates needed to improve

- In **Questions 1(b)** and **2**, many responses identified language and structural features without explaining how they contributed to meaning. Comments such as 'it helps the reader imagine' or 'it captures the reader's attention' were frequently used without further explanation of how the writer's choices shaped purpose, tone or audience response.
- Many responses identified literary or linguistic terminology accurately. Further development was needed to explain the contribution of these features to the text as a whole rather than defining terminology or listing techniques.
- In **Question 1(a)**, some responses relied heavily on the wording of the source material. Frequently reproduced expressions included 'a rich cultural heritage that eloquently integrates tradition and innovation', 'the diverse landscape unveils its ever-changing tapestry of colours' and 'Chefs dedicate their lives to mastering techniques with their shokunin spirit.' Greater adaptation of source material would have allowed these responses to establish a more individual voice.
- In **Question 1(b)**, some responses analysed the two texts separately or listed similarities and differences without sustaining comparison throughout the response. Greater emphasis on comparing how language, form and structure reflected differences in audience, purpose and effect would have strengthened the analysis.
- In **Question 2**, many responses summarised the events of the extract rather than analysing how the writer created meaning. Some responses focused primarily on identifying language devices or included lengthy quotations with limited commentary. Responses would benefit from selecting concise evidence and analysing how language, structure and form work together to shape the reader's understanding.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Comprehensive responses demonstrated a secure understanding of the conventions of the travel review genre, producing engaging writing that balanced description with evaluation while maintaining an appropriate register for an international travel website. Reviews frequently employed effective headings, recommendations and reflective conclusions, creating coherent and purposeful responses.
- Responses adapted relevant material from the source article rather than reproducing it directly. References to Japanese cuisine, seasonal festivals, cultural traditions such as *omotenashi* and *shokunin spirit*, and well-known locations including *Shibuya Crossing* and Mount Fuji were integrated naturally into personal experiences, enabling candidates to establish an authentic reviewer voice while maintaining originality.
- Many responses established credibility through personal anecdotes, reflective commentary and practical advice. Rather than presenting exclusively positive descriptions, these responses evaluated experiences thoughtfully, helping readers make informed decisions. Suggestions such as 'If you get overwhelmed easily, the Scramble Crossing at Shibuya could ruin your trip' demonstrated an awareness that reviews should guide as well as inform.
- Responses frequently maintained an engaging relationship with readers through direct address, rhetorical questions and conversational commentary. Many encouraged readers to imagine themselves experiencing Japan while also acknowledging different interests and travel preferences, creating reviews that were both persuasive and balanced.
- Some responses employed original and vivid language that enhanced rather than dominated the review. Descriptions such as 'a tsunami of people' to describe Shibuya Crossing and 'ear-deafening booms against the inky abyss of the night sky' to depict summer fireworks demonstrated imaginative adaptation of the source material while remaining appropriate to the genre.
- Comprehensive responses consistently distinguished the review from the source article by maintaining a focus on personal evaluation. Positive observations were frequently balanced with practical recommendations, enabling candidates to move beyond description towards thoughtful judgement. Some responses commented on the pace of city life, seasonal weather or cultural differences while explaining how these aspects influenced the overall travel experience.
- Many responses demonstrated an understanding of audience by selecting experiences that prospective visitors would find useful. Advice relating to transport, local customs, seasonal festivals, food and popular attractions was presented through personal reflection rather than factual description, allowing candidates to establish an individual voice while remaining focused on the purpose of the task.

Limited responses

- Some responses relied heavily on direct lifting or close paraphrasing of the source material. Frequently reproduced phrases included 'a rich cultural heritage that eloquently integrates tradition and innovation', 'the diverse landscape unveils its ever-changing tapestry of colours' and 'Chefs dedicate their lives to mastering techniques with their shokunin spirit.' Greater adaptation of these ideas would have enabled responses to establish a more individual voice.
- Some responses substituted individual words or altered sentence structure without adapting the ideas sufficiently, resulting in writing that remained very close to the original article.
- Some responses focused on the journey to Japan, the travel company, flights, accommodation or hotel facilities rather than evaluating the experience of visiting Japan itself. As a result, the purpose of the review was not consistently maintained.
- In some responses, prior knowledge of Japan was introduced through references to anime, Pokémon or the bullet train without linking these ideas to the source material or the travel experience presented in the review.
- Some responses described attractions and experiences without evaluating them or offering recommendations. These responses resembled descriptive articles or narratives rather than travel reviews.

- Control of register was sometimes inconsistent, with shifts between formal and informal language reducing the effectiveness of the review. In some cases, informal expressions or abbreviations were used where a more appropriate register was expected.
- Some responses demonstrated inconsistent control of tense or relied on repetitive vocabulary and general evaluation, using comments such as 'the food was good' or 'the place was nice' without developing these ideas through specific detail or explanation.
- Some responses omitted characteristic features of the review genre, such as balanced evaluation, practical recommendations or an appropriate conclusion, resulting in writing that did not consistently fulfil the purpose of the task.

(b) Comprehensive responses

- Comprehensive responses sustained comparison throughout by analysing both texts within the same discussion rather than considering each text separately. Comparisons were organised thematically, allowing responses to explore form, structure and language in an integrated way.
- Responses demonstrated an understanding that differences in purpose and audience influenced the writers' choices. The source article was recognised as an informative and promotional travel article, while the review evaluated a personal travel experience and encouraged readers to consider the destination from an individual's perspective.
- Responses analysed how structural features supported the purpose of each text. Many explored how the article used headings, subheadings and clearly organised sections to guide readers through different aspects of Japan, whereas the review adopted a more linear structure that reflected personal experience and evaluation.
- Many responses compared narrative perspective effectively, recognising that the article established authority through factual information, specialist terminology and references to Japanese culture, whilst the review established credibility through personal experience, anecdotal evidence and direct engagement with readers.
- Specialist cultural terminology, including *omotenashi* and *shokunin spirit*, was frequently analysed as a means of establishing authenticity and cultural authority within the source article. Responses often compared this with the review's use of personal reflection and recommendation to establish trust with readers.
- Responses selected concise textual evidence from both texts and explained how language choices contributed to audience, purpose and overall effect. Rather than identifying features in isolation, these responses explored how language, form and structure worked together to shape meaning.
- Some responses recognised that the review deliberately adapted features of the source article while changing their purpose. This enabled candidates to comment on similarities in language choices alongside differences in audience, perspective and communicative purpose.

Limited responses

- Some responses discussed each text separately before making brief comparisons at the end, limiting opportunities for sustained comparative analysis throughout the response.
- Responses frequently identified language or structural features without explaining how they contributed to meaning or reflected differences in audience and purpose. Comments such as 'the article uses figurative language' or 'the review uses first-person narration' were often not developed beyond simple identification.
- The content of each text was explained rather than comparing how meaning was constructed. These responses frequently summarised the travel article or the review instead of analysing the writers' choices. Moreover, some responses explained how the review had been written or adapted rather than comparing the completed texts, shifting the focus away from analysis.
- General comments about audience or purpose, such as both texts being written 'to inform and entertain', were often repeated without considering how each writer achieved these purposes through different structural or linguistic choices.
- At times, references to textual evidence were either omitted or consisted of lengthy quotations with limited explanation. Greater use of concise quotations linked directly to analytical discussion would have strengthened these responses.
- Some responses identified similarities and differences without integrating them into a sustained comparison. Others referred generally to 'the text' without making it clear which text was being discussed, reducing the precision of the analysis.
- Feature spotting and listing techniques such as personification, imagery or rhetorical questions without explaining their contribution to meaning or the overall effectiveness of the texts impacted their overall analysis.

Section B

Question 2

Comprehensive responses

- Comprehensive responses recognised the significance of the first-person narrative perspective, exploring how the unusual voice of the fig tree shaped the reader's understanding of memory, identity, displacement and belonging. Rather than treating the narrator simply as an unusual literary device, these responses considered how this perspective encouraged readers to empathise with experiences of migration, loss and renewal.
- Responses integrated discussion of form, structure and language throughout the analysis, demonstrating how these elements worked together to create meaning. Rather than discussing features in isolation, they explained how structural shifts, narrative voice and language choices combined to shape tone, characterisation and reader response.
- Many responses explored the relationship between present experience and memories of Cyprus, recognising that the movement between the two reflected the narrator's psychological state. Structural shifts between recollection and the present moment were often interpreted as mirroring the persistence of memory and the emotional difficulty of leaving one's home.
- Responses analysed the significance of the opening *in medias res* and recognised how the chronological movement between past and present gradually developed the central themes of identity, displacement and acceptance. Many also commented on the transition from melancholy and uncertainty to reassurance and hope in the closing paragraphs.
- The dialogue between Kostas and the fig tree was frequently analysed as an important method of characterisation. Responses explored how Kostas' reassuring language, including '*You'll be fine. Trust me, darling Ficus,*' gradually transformed the narrator's fear into acceptance, while his careful actions reinforced themes of compassion, trust and renewal.
- Responses frequently analysed the sensory imagery describing Cyprus, including '*the chorus of cicadas*', '*bees buzzing over lavender fields*' and '*standing under a familiar sun*', explaining how these descriptions recreated vivid memories of home and reinforced the narrator's emotional attachment to the landscape.
- Many responses recognised that '*everlasting memory*' functioned as an extended metaphor for emotional burden, exploring how memory was presented as both a gift and a curse. Some interpreted the curse, '*May you never be able to forget,*' as suggesting that emotional suffering often arises from an inability to let go of the past.
- Symbolism was frequently explored in relation to both the fig tree and the planting process. Responses interpreted the cutting of the branches and roots as symbolic of sacrifice, adaptation and new beginnings, while the act of replanting represented the possibility of growth despite displacement.
- Some responses offered thoughtful interpretations of the relationship between the fig tree and Kostas, recognising that the physical process of transplanting the tree reflected the emotional challenges faced by both characters. References to Kostas' '*tenderness*' and the '*soft glimmer in his eyes*' were often explored alongside the fig tree's gradual acceptance, highlighting the development of mutual trust.
- Responses frequently examined imagery, symbolism, personification and lexical choices together rather than as isolated techniques. Many analysed descriptions such as '*coastlines etched in the sandy terrain*', '*golden coins in a children's fable*' and '*floating away like wisps of mist*' to explain how imagery contributed to themes of nostalgia, memory and emotional transformation.
- Some responses explored broader interpretations of the extract, suggesting that the fig tree represented experiences shared by immigrants, displaced communities or individuals adapting to significant life changes. Others commented that the extract presented the universal idea that change can be unsettling while trust and human connection make acceptance possible.
- Responses selected concise textual evidence and consistently explained how the writer's choices shaped meaning, tone and reader response. Critical terminology such as narrative perspective, symbolism, lexical fields, imagery, contrast and structural shifts was integrated naturally into analytical discussion rather than being used as isolated labels.

Limited responses

- Limited responses frequently summarised the events of the extract rather than analysing how the writer created meaning. Responses often retold the fig tree's relocation from Cyprus, Kostas' actions during the planting process, or the sequence of events without exploring how language, form and structure shaped the reader's understanding.

- Some responses identified language or structural features such as personification, first-person narration, imagery or symbolism without explaining how these choices contributed to meaning. Comments often remained at the level of feature identification rather than exploring the writer's purpose or the effect created.
- Generic explanations of effect were common. Responses frequently stated that language 'helps the reader imagine', 'creates imagery', 'emotionally connects the reader' or 'paints a picture' without explaining how particular lexical choices, structural shifts or narrative techniques developed the central themes of memory, displacement or identity.
- Some responses focused almost exclusively on language devices, giving limited attention to the contribution of form and structure. Structural features such as the movement between present events and memories of Cyprus, the opening, the shifts in tone, or the progression towards a more hopeful conclusion were often overlooked.
- Some responses interpreted figurative language literally or made unsupported inferences. For example, '*arborescent skin*' was occasionally interpreted as referring only to the tree's physical appearance, '*the chorus of cicadas*' was taken to suggest that the narrator disliked insects, and the text was sometimes interpreted simply as a story about moving a tree rather than an exploration of memory, belonging and displacement.
- Some responses defined literary or linguistic terminology instead of analysing its contribution to meaning. Definitions of personification, metaphor or symbolism frequently replaced discussion of how these techniques developed characterisation, tone or theme within the extract.
- Some responses included lengthy quotations with limited analytical discussion. In other responses, evidence was not integrated into the analysis, resulting in assertions that were not sufficiently supported by close reference to the text.
- Some responses presented personal interpretations that were not supported by textual evidence. These interpretations often overlooked the relationship between the writer's choices and the meaning created within the extract.
- References to audience and purpose were often general or repetitive, with comments focusing on what the text was about rather than explaining how the writer's choices shaped the reader's response.
- Limited responses would be strengthened by selecting fewer examples, integrating concise textual evidence and analysing how language, structure and form work together to create meaning, rather than discussing individual techniques in isolation.

ENGLISH LANGUAGE

Paper 9093/12 Reading
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Key messages

What candidates did well

- Most candidates demonstrated an understanding of the requirements of **Question 1(a)** by adopting the conventions of an advertisement. Comprehensive responses maintained a persuasive tone, selected appropriate promotional features such as engaging headlines, direct address and clear calls to action, and remained focused on advertising the craft fair while promoting sustainable jewellery.
- Comprehensive responses adapted ideas from the source article effectively, reshaping information about sustainable materials, recycled electronics, leather remnants and environmentally responsible jewellery into original promotional writing rather than reproducing the source material.
- In **Question 1(b)**, comprehensive responses maintained a comparative approach throughout, analysing how differences in form, structure and language reflected the differing purposes and audiences of the advertisement and the online newspaper article. These responses selected concise textual evidence and explained how the writers' choices contributed to meaning and effect.
- In **Question 2**, comprehensive responses recognised the hybrid nature of the food website article, analysing how historical background, instructional guidance and practical cooking advice were combined to meet the needs of the intended audience. Responses explored how headings, sequencing, procedural language, technical vocabulary and precise measurements contributed to the text's clarity, authority and accessibility.
- Comprehensive responses integrated discussion of form, structure and language throughout their analysis, explaining how these features worked together to achieve the writer's purpose rather than discussing them as separate elements.

What candidates needed to improve

- In **Questions 1(b)** and **2**, many responses identified language, structural and formal features without explaining how they contributed to meaning. Generic comments such as 'it engages the reader', 'creates a sense of urgency' or 'helps the reader understand' were frequently offered without exploring how the writer's choices achieved these effects.
- In **Question 1(a)**, some responses relied heavily on the wording and organisation of the source article or focused on summarising information about sustainable jewellery rather than promoting the upcoming craft fair. Greater adaptation of source material would have allowed these responses to establish a clearer promotional voice.
- In **Question 1(b)**, some responses discussed the two texts separately or listed similarities and differences without sustaining comparison throughout the response. Greater emphasis on comparing how form, structure and language reflected differences in audience, purpose and effect would have strengthened the analysis.
- In **Question 2**, many responses summarised the content of the recipe or described the cooking process rather than analysing how the writer used form, structure and language to construct an effective instructional text. Structural features, shifts in register and the interaction between informative and procedural elements were often identified without further explanation.
- Across the paper, some responses relied on lengthy quotations or broad assertions rather than selecting concise textual evidence to support detailed analysis. Responses would be strengthened by integrating shorter quotations and explaining more precisely how individual choices contribute to the writer's purpose and the reader's understanding.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Comprehensive responses demonstrated an understanding of the conventions of an advertisement by producing persuasive and engaging texts that remained focused on promoting the upcoming craft fair featuring sustainable jewellery.
- Responses adapted relevant ideas from the source article rather than reproducing them directly. Information about recycled electronics, reclaimed leather, sustainable materials and environmentally responsible jewellery was reshaped into original promotional content that reflected the purpose of the advertisement.
- Many responses established an appropriate relationship with the intended audience through direct address, persuasive language, rhetorical questions and imperatives, encouraging readers to attend the event and explore sustainable alternatives.
- Characteristic features of an advertisement were incorporated effectively, including engaging headlines or slogans, clear information about the event, promotional language and a clear call to action. These features worked together to create a cohesive and purposeful advertisement suitable for publication in a local magazine.
- Many responses maintained a consistent focus on the craft fair, presenting sustainable jewellery as an attractive and accessible product while encouraging environmentally responsible consumer choices. References to jewellery created from recycled electronics, recovered precious metals, leather remnants and sustainably sourced materials were integrated naturally into the promotion. Moreover, it was important for candidates to recognise that this was a 'local' event and therefore comprehensive responses were able to appeal to their local community.
- Some responses enhanced the advertisement through vivid and engaging language. Promotional statements such as 'Sustainable jewellery is the new luxury', 'Green Jewellery, Green Earth' and 'Just imagine wearing a long, elegant neckpiece that everyone believes is an ancient treasure' demonstrated how source material could be adapted creatively while maintaining the persuasive purpose of the text.
- Comprehensive responses maintained an appropriate register throughout, balancing enthusiasm with clear, concise information about the event and its attractions without becoming overly descriptive or informative.

Limited responses

- Some responses relied heavily on direct lifting or close paraphrasing of the source article, reproducing ideas and wording rather than adapting them into an original advertisement.
- Some responses focused primarily on summarising information about sustainable jewellery, environmental statistics or individual jewellery designers instead of promoting the upcoming craft fair. These responses resembled informative articles rather than persuasive advertisements.
- Some responses promoted the international jewellery brands featured in the source material rather than the local craft fair, shifting the focus away from the requirements of the task.
- Some responses omitted characteristic features of the advertisement genre, such as engaging headlines, persuasive language, direct address, event details or a clear call to action. As a result, the purpose of encouraging attendance at the craft fair was not consistently maintained.
- Some responses demonstrated limited awareness of audience by relying on general statements about sustainability without explaining why readers should attend the event or how the craft fair would benefit them.
- In some responses, the sustainability theme received little attention, resulting in advertisements that could have promoted any craft market rather than one specialising in sustainable jewellery.
- Some responses relied on repetitive persuasive expressions or generic appeals without developing them further. Statements encouraging readers to 'save the planet' or 'protect the environment' were not always linked clearly to the specific purpose of attending the craft fair. Additionally, some responses included invalid stylistic choices, excessive detail or lengthy explanations that reduced the impact of the advertisement. Greater focus on concise promotional writing would have strengthened these responses.

(b) Comprehensive responses

- Comprehensive responses maintained a sustained comparative approach throughout the response, analysing the advertisement and the source article together rather than discussing each text separately. Comparisons were organised thematically, allowing responses to explore similarities and differences in form, structure and language within the same discussion.
- There was an understanding that the differing purposes and audiences influenced the writers' choices. The article was recognised as an informative online newspaper feature that explored developments in sustainable jewellery through factual reporting, statistics and interviews with designers, whereas the advertisement adopted a persuasive approach intended to encourage readers to attend a local craft fair.
- Responses compared the structural organisation of both texts effectively. Many analysed how the article developed credibility through carefully sequenced paragraphs introducing different designers and businesses, supported by quotations such as *'It is the piece of recycled electronics that inspires the jewel'* and *'When I first discovered the existence of so much abandoned leather ...'*. These were effectively contrasted with the advertisement's concise promotional structure, in which headlines, event information and calls to action directed readers' attention towards the craft fair.
- Many responses explored how the article established authority through statistics and specialist evidence, including references such as *'20–30 per cent of fine jewellery purchases'* and *'43 per cent of the Gen Z cohort'*. Responses contrasted this with the advertisement's reliance on persuasive language, emotional appeal and direct engagement with readers.
- Specialist terminology was analysed, including *'circular jewellery economy'*, *'e-mining'*, *'lab-grown diamonds'*, *'slow-moving stock'* and *'Single Mine Origin kitemark'*, which reinforced the article's informative purpose and established the writers' expertise, reinforcing credibility. These were effectively contrasted with promotional vocabulary and persuasive slogans used in the advertisement.
- Responses analysed how language choices reflected the differing communicative purposes of each text. Many compared the article's formal register, factual reporting and third-person narration with the advertisement's use of imperatives, rhetorical questions, direct address and emotive vocabulary. Effective comparisons frequently referred to persuasive expressions created in candidates' advertisements, including *'Green Jewellery, Green Earth'*, *'Sustainable jewellery is the new luxury'* and *'Discover beauty without costing the Earth.'*
- Rather than identifying features in isolation, comprehensive responses explained the specific intention behind the writers' choices. For example, they analysed how the contrast in the title *'Waste to wearable'* immediately establishes the transformation of discarded materials into desirable products while signalling the article's environmental focus. Similarly, responses explored how promotional headlines and slogans such as *'Green Jewellery, Green Earth'*, *'Sustainable jewellery is the new luxury'* and *'Turn Waste into Wonder'* were designed not only to attract attention but also to reinforce the environmental values underpinning the craft fair and encourage readers to view sustainable jewellery as both fashionable and responsible.
- Some responses compared the titles of the two texts effectively. They explored how *'Waste to wearable: the designers driving a circular jewellery economy'* immediately established the informative focus of the article, while advertisement titles frequently employed emotive or imperative language designed to capture attention and encourage attendance, such as *'Wear the Future Today!'* or *'Turn Waste into Wonder!'*
- Many responses compared the use of quotations across the two texts, recognising that interviews with designers provided authenticity and multiple perspectives within the article, while the advertisement relied on promotional statements and direct appeals to establish enthusiasm and motivate readers.
- Responses selected concise textual evidence and consistently explained how language, form and structure worked together to achieve each writer's purpose. Rather than identifying techniques in isolation, they explained how choices such as statistics, quotations, imperatives, slogans and layout influenced audience response.

Limited responses

- Some responses analysed the two texts separately before making brief or isolated comparisons, limiting opportunities for sustained comparative analysis throughout the response. Additionally, they relied on broad comparisons such as *'the article informs while the advertisement persuades'* or *'the article has paragraphs whereas the advertisement has a title'* without exploring how these structural differences supported the writers' intentions.

- Feature spotting examples such as imperatives, rhetorical questions, quotations or statistics without explaining how they contributed to audience, purpose or effect impacted the overall comparative analysis. Comments often remained at the level of feature identification.
- Generic explanations of effect were common. Responses frequently stated that features 'engage the reader', 'create a sense of urgency', 'help readers understand' or 'encourage the audience' without explaining precisely how specific lexical or structural choices achieved these effects within the context of the text.
- Some responses focused almost entirely on the article and gave limited attention to analysing the advertisement produced in **Question 1(a)**. Others described how they had written the advertisement instead of analysing the completed text.
- References to evidence were sometimes absent or consisted of lengthy quotations copied from the article, such as '*our electronic devices felt like an extension of our bodies*' or '*Chefs dedicate their lives ...*' (misquoted from another paper by some candidates), followed by limited analytical discussion. More effective responses selected shorter quotations and embedded them within their analysis.
- Some responses recognised the presence of titles, headings, quotations or statistics without considering their contribution to the organisation of ideas, credibility or audience engagement.
- Technical terminology was occasionally used inaccurately or presented as isolated labels rather than being integrated into analytical discussion. In some responses, language features were identified correctly but not linked to the writer's purpose or the overall effectiveness of the text.

Section B

Question 2

Comprehensive responses

- Comprehensive responses recognised the text as a hybrid article published on a food website, combining historical background, practical cooking advice and detailed procedural instructions. Responses explored how these different elements worked together to inform, guide and support readers with varying levels of culinary experience.
- There was an understanding of how the writer organised information through a clear and logical sequence, moving from the history of *pastel de nata* to practical preparation, shaping, custard preparation and baking. Many explained how headings such as '*Cooking tips*', '*Portuguese tart moulds*', '*Shaping the tarts*', '*Custard*' and '*Baking*' divided a complex process into manageable stages, making the article accessible and easy to follow.
- Responses frequently analysed the writer's control of register and tone, recognising the shift from the detached, informative opening describing the origins of the pastry to the increasingly instructional and advisory tone of the recipe sections. Many compared the factual historical overview with the practical guidance that followed.
- There was an exploration of how the writer balanced authoritative instruction with flexibility by combining imperatives such as '*Place*', '*Press*', '*Bake*' and '*Sprinkle*' with modal verbs including '*should*', '*can*', '*may*' and conditional constructions such as '*If making from scratch ...*'. Responses explained how these choices allowed the writer to guide readers while acknowledging that different equipment, techniques and levels of experience may influence the cooking process.
- Responses analysed the contribution of technical culinary vocabulary, including '*laminating*', '*custard*', '*pastry shells*', '*sugar syrup*', '*curdle*' and '*blowtorch*', explaining how specialist terminology established authority while remaining accessible through clear explanations and logical sequencing.
- There was an understanding of the exploration of how precise measurements, temperatures and timings contributed to the instructional purpose of the article. References to '*750–800 °F (400–430 °C)*', '*500–575 °F (260–300 °C)*', and '*20–25 minutes*' were analysed as reinforcing precision, credibility and reliability while also acknowledging the practical limitations of domestic ovens.
- Responses frequently analysed how the writer accommodated readers with different levels of experience. Suggestions such as '*Alternatively, muffin tins can be used*', advice for ovens that cannot reach commercial temperatures, and explanations of specialist equipment demonstrated an awareness of a broad audience ranging from experienced bakers to beginners.
- Many responses explored the use of sensory description alongside technical instruction. Descriptions such as '*blistering burn*', '*smooth as possible*', '*blackened spots*' and '*feather-light and soft*' were analysed as helping readers visualise successful outcomes while making the instructions more engaging and allowing the audience to feel as if they can see the outcome.

- Comprehensive responses frequently explored the balance between objective information and practical advice. Historical facts, cultural context and culinary explanations were effectively contrasted with direct procedural guidance, demonstrating how the writer establishes credibility before guiding the reader through the preparation process.
- Overall, the selection of concise textual evidence and integrated quotations naturally into analytical discussion aided the comprehensive responses. Analysis consistently explained how language, structure and form worked together to achieve the writer's instructional purpose rather than discussing features in isolation.

Limited responses

- Limited responses frequently summarised the stages of the recipe rather than analysing how the writer used form, structure and language to construct an effective instructional article. Responses often described the preparation of the pastry, custard or baking process without considering the writer's stylistic choices.
- Some responses recognised headings and subheadings without explaining how this organised information, supported navigation or enabled readers to follow a lengthy and detailed cooking process.
- Responses frequently identified imperatives, technical vocabulary or measurements without explaining how these contributed to clarity, authority or the practical purpose of the article.
- Generic explanations of effect were common. Comments such as 'it helps the reader understand', 'it keeps the reader engaged' or 'it tells the reader what to do' were often repeated without explaining how individual linguistic or structural choices achieved these effects.
- Limited attention was given to form and structure, while the focus sometimes was exclusively on language. Others identified structural features without considering how they supported the writer's purpose or accommodated the intended audience.
- Some responses overlooked changes in tone and register, treating the entire article as uniformly instructional without recognising the transition from historical background to practical guidance and advisory commentary.
- There were a few responses that copied lengthy sections of the article before offering brief descriptive comments. Greater use of concise quotations linked directly to analysis would have strengthened these responses as well as a sustained approach to analysis.
- Some responses used technical terminology imprecisely or identified features inaccurately. For example, linguistic features were sometimes labelled incorrectly, while comments remained focused on naming devices rather than analysing their contribution to meaning.
- Partial or limited coverage of the text was analysed. Responses that considered the extract as a whole were better able to comment on the progression of ideas, structural organisation and shifts in register.
- Limited responses frequently relied on observations that could apply to almost any instructional text, rather than analysing the specific choices made by the writer of this article. More effective responses explained how individual choices reflected the article's purpose, audience and context.

ENGLISH LANGUAGE

Paper 9093/13 Reading
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Key messages

What candidates did well

- Most candidates demonstrated an understanding of the requirements of **Question 1(a)** by adopting the conventions of a mental wellbeing leaflet for a student audience. Comprehensive responses maintained an encouraging and supportive tone while presenting practical advice about the benefits of being less competitive as a means of promoting positive mental wellbeing.
- Comprehensive responses adapted ideas from the source article effectively, reshaping information about social pressure, unrealistic expectations, perfectionism, anxiety and personal fulfilment into accessible guidance that encouraged students to adopt healthier attitudes towards achievement, competition and success. These responses maintained a clear focus on how reducing unnecessary competition could improve confidence, wellbeing and overall happiness.
- In **Question 1(b)**, comprehensive responses maintained a comparative approach throughout, analysing how differences in form, structure and language reflected the differing purposes and audiences of the leaflet and the source article. These responses selected concise textual evidence and explained how the writers' choices contributed to meaning, audience response and purpose.
- In **Question 2**, comprehensive responses recognised the text as a transcript of an informative podcast and analysed how the conversational style, expert commentary and historical discussion combined to engage listeners while exploring maps as both practical tools and artistic creations.
- Comprehensive responses integrated discussion of form, structure and language throughout their analysis, explaining how these features worked together to achieve the writer's purpose rather than identifying features in isolation.

What candidates needed to improve

- In **Question 1(a)**, some responses focused primarily on perfectionism or the pressures of achievement without maintaining the central focus on the benefits of being less competitive within the wider context of mental wellbeing. Responses that consistently linked reduced competitiveness to improved wellbeing, healthier relationships and greater personal satisfaction addressed the task more effectively.
- Some responses relied heavily on the wording or organisation of the source article rather than adapting ideas into a supportive leaflet for school students. Greater adaptation of the source material would have enabled these responses to establish a clearer advisory and motivational voice appropriate to the intended audience.
- In **Questions 1(b)** and **2**, many responses identified language, structural and formal features without explaining how they contributed to meaning. Comments such as 'it engages the audience', 'it makes the reader think' or 'it captures attention' were frequently offered without explaining how specific choices supported purpose, audience or effect.
- In **Question 1(b)**, some responses analysed the two texts separately or listed similarities and differences without sustaining comparison throughout the response. Greater emphasis on comparing how form, structure and language reflected differences in audience, purpose and context would have strengthened the analysis.
- In **Question 2**, many responses summarised the historical development of maps rather than analysing how the writer used the podcast form, structural organisation and language choices to develop the central idea that maps are both practical tools and artistic creations.
- Across the paper, some responses relied on lengthy quotations, broad assertions or imprecise technical terminology rather than selecting concise textual evidence and explaining precisely how individual language, structural and formal choices contributed to the writer's purpose and the audience's understanding.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Comprehensive responses demonstrated an understanding of the conventions of a mental wellbeing leaflet by producing supportive, informative and motivational writing appropriate for a student audience. Responses maintained a clear focus on the benefits of being less competitive while promoting positive mental wellbeing.
- Relevant ideas were adapted from the source article rather than reproducing them directly. Concepts such as unrealistic expectations, socially prescribed perfectionism, anxiety, burnout and the pressure to succeed were reshaped into practical advice that encouraged students to adopt healthier attitudes towards achievement and competition.
- Many responses maintained a clear focus on the task by explaining how reducing unnecessary competition could improve confidence, wellbeing, relationships and overall happiness. Rather than concentrating solely on the disadvantages of perfectionism, these responses consistently linked reduced competitiveness to positive mental health outcomes, encouraging readers to redefine success in terms of personal growth rather than comparison with others.
- Responses frequently established an encouraging tone through engaging titles that immediately reflected the purpose of the leaflet. Examples such as 'It is Okay to be Just Okay', 'How Competition Can Set You Up for Failure', 'Escaping the Perfection Trap Starts in the Classroom' and 'Why Getting Comfortable with Being Ordinary Could Be a Source of True Happiness' effectively established both the supportive nature of the leaflet and its focus on mental wellbeing.
- Many responses demonstrated an awareness of audience by addressing students directly through inclusive language, rhetorical questions and reassuring advice. Openings such as 'Do you ever feel like coming second isn't good enough?' and statements including 'Your best is enough' or 'Success isn't about being better than everyone else – it's about becoming a better version of yourself' established an immediate connection with readers and maintained a consistently supportive register throughout the leaflet.
- There was often a balanced acknowledgement of the pressures experienced by students with practical guidance that challenged these expectations. For example, some conceded that success can be rewarding before reassuring readers that constant comparison can become harmful, commenting that 'Success can bring happiness. However, the constant need to be 'the best' can actually end up making someone feel like the worst.' Such responses effectively adapted the central ideas of the source article while maintaining a clear focus on the intended audience and purpose.
- Credibility was established by adapting expert ideas from the source article into language suitable for school students rather than reproducing technical explanations. References to anxiety, depression, burnout and unrealistic expectations were simplified and incorporated naturally into practical advice, often encouraging readers to celebrate personal progress, participate for enjoyment rather than comparison and recognise that achievement does not depend on constant competition.
- Responses made effective use of the conventions of the leaflet, through concise paragraphs, subheadings, bullet points and clear organisational features that made advice accessible and easy to follow. Many concluded with memorable calls to action or motivational messages that reinforced the leaflet's central purpose, encouraging students to value wellbeing alongside achievement.

Limited responses

- The reliance on direct lifting or close paraphrasing of the source article is not encouraged and own words should be used as far as possible; reproducing references to Cornell University, Andrew Greene, the a cappella group, Mediocre Melodies or expert commentary without adapting these ideas for a school mental wellbeing leaflet may have impacted the overall purpose. As a result, these responses often resembled summaries of the article rather than advice intended for students.
- Some responses focused primarily on perfectionism rather than the benefits of being less competitive. Others discussed competition only in general terms without explaining how adopting a less competitive mindset could contribute to improved mental wellbeing.

- Some responses became detailed explanations of perfectionism, anxiety or burnout rather than providing practical strategies for students. These responses often maintained the expository style of the original article instead of adopting the supportive, advisory voice expected in a wellbeing leaflet.
- In some responses, the intended audience was not maintained consistently. Technical terminology such as ‘socially prescribed perfectionism’ or detailed references to dopamine, psychological research and university studies were reproduced with little adaptation, reducing accessibility for the intended audience.
- Broad or repetitive advice such as ‘Don’t compare yourself to others’ or ‘Believe in yourself’ could be further developed by adapting it to practical guidance, demonstrating the benefits of being less competitive in everyday school life.
- Some responses omitted characteristic features of the leaflet form, such as a clear title, subheadings or bullet points, or adopted an inconsistent register that moved between highly formal, academic language and overly informal expressions.
- Some responses fell outside the recommended word limit, limiting either the development of ideas or the overall focus of the response.

(b) Comprehensive responses

- Comprehensive responses maintained a sustained comparative approach throughout the response, analysing the leaflet and the source article together rather than discussing each text separately. Comparisons were organised thematically, enabling responses to explore similarities and differences in form, structure and language within the same discussion.
- Responses demonstrated an understanding that, although both texts addressed mental wellbeing, their purposes differed. The source article explored why people should embrace being average by combining personal experience, expert opinion and research, whereas the leaflet adopted a supportive and advisory approach, encouraging students to recognise the mental wellbeing benefits of being less competitive.
- Responses compared the structural organisation of both texts effectively. Many analysed how the article developed its ideas through personal anecdotes, expert commentary and research before drawing broader conclusions, while the leaflet presented information through concise sections, subheadings, bullet points and practical advice that enabled readers to identify key messages quickly.
- Many responses explored how the article established credibility through personal experience, references to Cornell University, expert researchers such as Dr Thomas Curran, and discussion of concepts including *socially prescribed perfectionism*. These were effectively contrasted with the leaflet’s use of an encouraging voice, practical guidance and direct engagement with readers to establish trust and reassurance.
- Responses frequently analysed how language choices reflected the differing communicative purposes of the two texts. Comparisons often considered the article’s reflective and expository register alongside the leaflet’s use of direct address, rhetorical questions, imperatives and positive emotive language to motivate readers. Effective responses explained how statements such as ‘Do you ever feel like coming second isn’t good enough?’ or ‘Your best is enough’ created a supportive relationship with the intended audience, contrasting these with the article’s more reflective discussion of competition and achievement.
- Rather than identifying features in isolation, comprehensive responses explained the specific intention behind the writers’ choices. For example, they analysed how the title *Why We Should Embrace Being Average* immediately introduces the article’s central argument while encouraging readers to reconsider conventional ideas of success. These responses compared this with leaflet titles such as ‘It is Okay to be Just ‘Okay’ or ‘How Competition Can Set You Up for Failure’, explaining how these immediately establish an advisory tone and reassure students that reducing unnecessary competition can improve mental wellbeing.
- Responses frequently compared the ways in which credibility was established in each text. Many recognised that the article relied on interviews, expert opinion, research findings and personal anecdotes, whereas the leaflet transformed these ideas into concise, accessible advice suitable for a student audience without reproducing the original evidence directly.
- Some responses analysed how both writers acknowledged the pressures associated with competition before offering reassurance or solutions. Comparisons frequently referred to the article’s discussion of perfectionism and unrealistic expectations alongside leaflet advice such as ‘Success can bring happiness. However, the constant need to be ‘the best’ can actually end up making someone feel like the worst’, explaining how both texts guided readers towards healthier attitudes despite employing different forms and purposes.

- The selection of concise textual evidence from both texts and the consistent approach of how language, form and structure worked together to achieve each writer's purpose created comprehensive responses. Technical terminology was integrated naturally into analytical discussion rather than presented as isolated labels.

Limited responses

- Some responses analysed the two texts separately before making brief comparisons, limiting opportunities for sustained comparative analysis throughout the response.
- An emphasis on the content of each text rather than on comparative analysis was evident in some responses. These responses frequently summarised Andrew Greene's experiences, discussions of perfectionism or expert research instead of analysing how the writers used form, structure and language to construct meaning.
- Responses often identified similarities and differences without explaining how they reflected the differing purposes, audiences or contexts of the texts. General observations such as 'both texts inform' or 'both texts are about mental health' were frequently presented without further development.
- Identification of language features often outweighed analysis in some responses. Rhetorical questions, direct address, expert opinion and emotive language were recognised accurately, although explanations of how these choices shaped meaning, purpose or audience response were often underdeveloped. Generic comments such as 'it engages the reader' or 'it makes the audience think' were common.
- Discussion occasionally centred on the process of writing the leaflet rather than analysis of the completed text. In other responses, features from the source article had been reproduced so closely in **Question 1(a)** that opportunities for sustained and meaningful comparison in **Question 1(b)** were reduced.
- References to textual evidence were sometimes absent or consisted of lengthy quotations copied from one or both texts. More effective responses selected concise quotations and embedded them within analytical discussion to support specific points.
- Some responses recognised structural features such as titles, subheadings, bullet points or paragraphs without considering their contribution to organisation, audience engagement or communicative purpose.
- Technical terminology was occasionally used imprecisely or inaccurately. In some responses, language features were identified correctly but were not linked to the writer's purpose, meaning or overall effectiveness.
- Some responses relied on broad assertions that could apply to almost any advisory or informative text, rather than analysing the specific stylistic choices made by the writers of the article and the leaflet.

Section B

Question 2

Comprehensive responses

- Comprehensive responses recognised the text as a transcript of a podcast from the Art Matters series, analysing how the spoken, conversational form shaped the organisation, register and language choices throughout the extract. Responses recognised that, although presented as a written transcript, the text was originally intended for listeners and considered how this influenced the writer's stylistic decisions.
- Responses analysed how the dialogue between the presenter and the expert map librarian created an engaging conversational style. Many explored how turn-taking, carefully sequenced questions and expert responses established an accessible discussion while maintaining authority and encouraging audience engagement.
- Many responses recognised the effectiveness of the opening rhetorical question, 'When is a map not a map?', explaining how it functioned as a hook that immediately challenged readers' expectations, introduced the central idea that maps can be viewed as artistic objects, and established the exploratory nature of the discussion.
- The thematic organisation of the discussion was frequently explored, with many responses recognising that historical references moved between different centuries, cartographers and examples to develop ideas rather than present a straightforward chronological account. Some responses also analysed how references to significant cartographers and different mapping traditions signalled transitions between topics while maintaining coherence throughout the discussion.

- Credibility was frequently analysed through the writer's use of expert knowledge, with references to historical cartographers, artistic traditions and specialised map terminology considered alongside the interview format. These responses explained how authority was established through both subject expertise and the conversational interaction between presenter and guest.
- Many responses analysed the relationship between technical terminology and accessibility. Specialist vocabulary relating to cartography was frequently identified and explained as establishing expertise, while the conversational register, explanations and examples ensured that the discussion remained accessible to a broad audience.
- The balance between factual information and appreciation of maps as artistic creations was frequently explored. Responses analysed descriptions of maps as 'works of art' alongside discussions of imagination, creativity and visual beauty, explaining how these choices encouraged audiences to appreciate cartography as both a practical discipline and an artistic form of expression.
- Many responses analysed the shifts in register and tone throughout the extract. They recognised transitions from curiosity and exploration in the opening discussion to more reflective and evaluative commentary as the podcast considered the historical, artistic and cultural significance of maps.
- Responses selected concise textual evidence and integrated quotations naturally into analytical discussion. References such as 'When is a map not a map?', discussions of maps as 'works of art' and descriptions of historical cartographers were embedded effectively to support explanations of audience, purpose and effect rather than replacing analysis.
- Comprehensive responses integrated discussion of form, structure and language throughout their analysis. Rather than identifying isolated techniques, they consistently explained how the podcast format, conversational interaction, structural organisation and language choices worked together to engage the audience while encouraging them to reconsider the cultural and artistic value of maps.

Limited responses

- Limited responses frequently summarised the content of the podcast, describing the historical development of maps or recounting information about cartographers instead of analysing how the writer used form, structure and language to construct meaning.
- Some responses recognised that the text was a podcast transcript but gave limited consideration to how the spoken form influenced organisation, audience engagement or the conversational style of the discussion. Others referred to the text simply as an article or interview without analysing the significance of its form.
- Responses frequently identified rhetorical questions, technical vocabulary, dialogue or expert opinion without explaining how these choices contributed to audience engagement, credibility or the overall purpose of the text. Generic comments such as 'it makes the reader think' or 'it engages the audience' were common and were not always developed further.
- Structural analysis was less consistently developed in some responses. While organisational features such as thematic progression, transitions between historical examples, shifts in register and conversational turn-taking were at times recognised, their contribution to the progression of ideas, coherence and audience engagement was not always explored.
- Technical terminology relating to cartography and language analysis was occasionally used imprecisely. Although features were often identified correctly, explanations did not consistently link these choices to the writer's purpose, audience or the development of meaning.
- Some responses analysed only isolated sections of the extract, resulting in partial coverage of the text. Responses that considered the extract as a whole were better able to explain how ideas developed across the discussion and how shifts in focus contributed to the overall purpose.
- References to textual evidence were sometimes absent or consisted of lengthy quotations with limited analytical discussion. More effective responses selected concise quotations and embedded them within explanations of how the writer's choices shaped audience response.
- Some responses relied on observations that could apply to almost any podcast or informational text, rather than analysing the specific choices made in this discussion about maps, art and cartography.

ENGLISH LANGUAGE

Paper 9093/21 Writing
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Key messages

What candidates did well

- Candidates managed their time carefully, allocating an equal amount of time for each section of the paper.
- Candidates read instructions in the questions and followed them carefully, to ensure that they wrote relevant content in the correct form.
- Candidates understood the importance of focusing on key words in the question.
- Candidates knew the conventions of different genres such as articles, speeches and reviews.
- Candidates were aware of the need for clear paragraphing in their responses, including paragraphing for direct speech.
- Candidates planned their ideas and organised extended responses logically.
- Candidates checked their responses and edited them for clarity, accuracy and completeness.
- Candidates showed an overall secure grasp of technical accuracy, particularly in spelling, punctuation and tense use.

What candidates needed to improve

- Some candidates needed to provide more accuracy in sentence construction, spelling, grammar and punctuation.
- Some candidates needed to plan more carefully to maintain focus on the task and address the intended audience and purpose.
- Some candidates were less adept at matching their register to the task.
- Some candidates restated ideas rather than developing them. This was particularly evident in the article, review and debate tasks.
- Some candidates needed to strengthen consistency in tone, tense and register to enhance clarity and form across tasks.
- Some candidates needed to write more legibly and clearly to ensure communication was not impeded.
- Some candidates needed to proofread carefully, particularly for accurate sentence demarcation and for tense confusion/inconsistency. Such oversights impeded, sometimes seriously, the overall sense of fluency and cohesion.
- Some candidates needed to strengthen their language analysis by focusing on the effects of specific words rather than merely naming devices.
- Some candidates needed to be able to be consistent in their use of tenses, some switching from past to present (or vice versa) in the same paragraph and even, sometimes, in the same sentence.
- Some candidates needed to be more assured in the conventions of punctuating dialogue.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Candidates wrote clearly, with accuracy and control of grammar and structure.
- Candidates used a range of vocabulary and sentence types including some complex lexis and structures.
- Candidates used appropriate genre features such as headline, sub-headings and publisher.
- Candidates produced effective titles such as: 'Every Step You Take', 'Holiday Travelling', and 'At Your Own Pace', demonstrating awareness of article conventions.

- Candidates established engaging openings by directly addressing the reader or posing reflective questions. Openings such as 'Have you ever thought ...', 'I recently heard about a family ...' and 'Recently I've been hearing about these fantastic vacations ...' immediately positioned the article as a personal recommendation.
- Candidates explored a range of benefits, including factors such as mental and physical health, appreciation of nature, time with family, cost savings and the reduced impact on the environment.
- Candidates successfully incorporated an imaginary family's experience as their starting point, including interviews with different family members.
- Candidates adopted an engaging article style, sustaining an enthusiastic tone while promoting the benefits of slow travel through deliberately selected language and a clear awareness of audience and purpose, for example: 'In a world of fast paced, frenetic sensationalism, travel has been overtaken by short thrills and fleeting encounters.'
- Candidates displayed good scientific knowledge and lexis, with additional awareness of well-being and mindfulness advice, for example, references to 'cortisol' and 'anxiety'.
- Candidates incorporated clear endings, with the most common ending being a call to action: 'Want more? Travel Slow. Away you go!'
- Candidates used coherent paragraphing, effective topic sentences and a consistent register.
- Candidates demonstrated an understanding of the required format, showing awareness of audience and tone.
- Candidates consistently used a range of language to create a compelling voice, which gave their responses a personal and engaging tone.

Limited responses

- Some candidates needed to focus more on basic grammar and punctuation, including sentence demarcation.
- Some candidates needed to develop their responses fully, as paragraphs were extremely short.
- Some candidates' responses focused heavily on one benefit, for example, the environment or exercise, as opposed to a variety of benefits.
- Some candidates listed points without developing content or detail.
- Some candidates merely produced travelogues, narrating the family's holiday chronologically with extensive personal reflections and descriptions of scenery.
- Some candidates needed to develop their article sufficiently within the 400-word limit, paragraphing their work and rounding off their articles appropriately, rather than ending abruptly.
- Some candidates needed to provide responses with greater accuracy in spelling, grammar and punctuation: 'For people it important to keep the body moving. Having the blood circulate inside your body. Maintaining good healthy.'
- Some candidates needed to find ways to engage the audience using a range of rhetorical devices.

(b) Comprehensive responses

- Candidates identified a range of features such as register, structure, pronouns, degree of formality, similes, rhetorical questions, semantic fields, connectives.
- Candidates were able to exemplify such features and provide some convincing analyses of their purpose and effects.
- Candidates demonstrated knowledge and understanding of key linguistic terminology.
- Some candidates used a Point, Evidence, Analysis format to analyse the form, structure and language of their responses to **Question 1(a)**.
- Candidates expanded on selected features of language, ensuring that comments and analysis were linked to audience and purpose.
- Candidates used relevant terminology consistently and confidently, using language precisely and appropriately, as in this example, where the analysis is detailed and focused: 'I used the phrase "family bonding" at the beginning, in the middle and at the end of the article. The repetition and placing of this phrase created a cyclical structure which gave an impression of clear and thoughtful organisation.'

- Candidates were able to exemplify features and provide some convincing analyses of their purpose and effects, for example: 'In terms of form, my article first uses the key convention of using expert evidence to support my response. This is seen in the second paragraph when I mention that "A study done by researchers in Harvard" supports the idea that travel in foot can help improve the mental state of those who switch their type of transportation to walking.'
- Candidates were able to clearly identify and justify their linguistic choices. They were able to cite specific illustrations from their article and also explain their effects.

Limited responses

- Some candidates summarised or paraphrased what they had written in **Question 1(a)**, rather than analysing their choices.
- Some candidates provided brief, underdeveloped responses, which were limited in range.
- Some candidates wrote very short or very general answers, listing lots of features but with no adequate analysis of their effects, such as in these two examples: 'I used a lot of different punctuation in my text, like commas and question marks and!'; 'These punctuations make the text look more clearer.'
- Some candidates successfully named linguistic devices but only made a limited attempt to explain how a technique's use furthered the writer's purpose, as in this example: 'The use of triple "effort, practice and hardworking" allows the audience to see it can be a bit difficult but the triples allows the audience to persuade and make them reflect about it.'
- Candidates stated the obvious, such as: 'My writing has 5 paragraphs and I have used sentences to describe the benefits.'
- Some candidates confined themselves to very basic ideas, such as the fact that the text had subtitles and a title and paragraphs.
- Some candidates summarised or paraphrased what they had written rather than analysing their choices, for example: 'I used health as a way to convince my reader that walking is important. I believe that health was a good topic to talk on because people are sometimes scared that something will go wrong with their health when the vacation.'
- Some candidates needed to analyse how language choices achieved particular effects rather than relying on description or vague generalisations: 'to put a picture in the reader's mind', 'I used persuasive language' or 'I made it interesting'.
- Some candidates spent too much time in their responses articulating what they could have done better instead of analysing the choices they did make.
- Some candidates merely listed linguistic features they said they had used without any supporting evidence, for example: 'My speech contained figures of speech such as similes.'
- Some candidates used incorrect terminology, for example, showing confusion of the difference between 'metaphor' and 'simile.'
- Some candidates needed to be more precise in their discussion of sentence types and lengths of paragraph, avoiding being too general: 'The structure of my speech is paragraphs of varying length.'

Section B

Question 2

Comprehensive responses

- Candidates showed accuracy in spelling, grammar and punctuation as well as in the use of complex lexis and structures.
- Candidates interwove description with dialogue, moving the story forward with a sense of place and character.
- Candidates displayed a strong sense of purpose from the outset, with a strong sense of voice in the central character.
- Candidates demonstrated considerable creativity in developing the narrative from the given opening with the box as a treasured heirloom, an important family keepsake, the key to a wider mystery, a magic portal, an enchanted object or a supernatural discovery hidden within the box.
- Candidates established an immediate atmosphere of suspense before gradually revealing the significance of the missing box.
- Candidates frequently employed flashbacks successfully to explain the importance of the box without interrupting the flow of the narrative.

- Some candidates provided satisfying resolutions, often revealing sentimental, family or symbolic meanings attached to the box, rather than relying on implausible twists.
- Many candidates used varied sentence structures, carefully selected vocabulary and sensory description very effectively: 'The counterpart creature, cupping its eyes and kneeling in agony, was bewildered. Mostly, it was terrified. Lara dropped the rosary and embraced the creature in front of her. The knife had long since been dropped and sat, useless, beside the retired rosary'.
- Candidates created convincing atmosphere through description of libraries, studies, old mansions, playgrounds and schools, allowing tension to build naturally as each location failed to produce the missing object.

Limited responses

- Some candidates needed to provide a complete story and to avoid unconvincingly inconclusive endings.
- Some candidates needed to develop a clearer voice in their stories.
- Some candidates needed to avoid too much plot at the expense of providing a convincing setting, some character development and credible dialogue.
- Some candidates relied heavily on action or plot, sometimes resolving the mystery too quickly and limiting opportunities to build suspense.
- Some candidates were too ambitious with their storyline, which resulted in a confusing story that was difficult to read or decipher.
- Some candidates needed to be more accurate with their grammatical constructions: 'The windows was huge and has vintage frame.'
- Some candidates needed to punctuate dialogue appropriately, for example, avoiding misplaced commas and quotation marks.
- Some candidates struggled with tense control in a flashback description, sometimes changing tense not only within a paragraph but within sentences, for example: 'Lara ran though the house desperately wondering where the box had been hidden. Luke looks up from his video game wondering what all the excitement is for. "What are you looking for Lara?" asked Luke.'
- Some candidates' narratives were a monotonous list of all the rooms and places in a house where the box could be hidden. 'She searched in the kitchen, under the sink, in the cupboards ...'
- Some candidates needed to provide greater cohesion by using appropriate connectives to link paragraphs, rather than moving abruptly from one paragraph to another.

Question 3

Comprehensive responses

- Candidates showed familiarity with a variety of games, which helped to create relevant and realistic reviews.
- Candidates displayed a clear, effective sense of voice, connecting with the reader using second-person pronouns.
- Candidates produced balanced reviews that combined description, evaluation and recommendation, while maintaining an engaging style appropriate to an entertainment website.
- Candidates often wrote a review of a simple game which made it easier to read for the reader.
- Candidates understood the conventions of a review, providing evaluative comments in the body of the response and summative comments at the end: 'Overall, this game was quite the experience. I had lofty expectations and it surpassed even those. With its expert use of story-telling elements, animation, graphics, gameplay and more, I will admit that I had a great time playing this.'
- Candidates included appropriate genre conventions of a review, such as title, sub-headings and rating.
- Candidates really focused on the 'family game night' section of the question and used this to introduce their review focus, without letting it predominate.
- Candidates adopted a credible reviewer's voice, for example: 'Per usual, I tested this for about a month to try out every feature it has to offer!'
- Candidates used gaming lexis with authority, such as: 'Overall, this game blew me away, with the details, graphics, game play etc. This game is worth every penny you spend.'

Limited responses

- Some candidates needed to provide a more balanced response, rather than focusing exclusively on positive features without considering any limitations, or vice versa.
- Some candidates used very informal language or an overly chatty style, showing limited awareness of audience and purpose. Others used repetitive evaluative language, relying heavily on words such as 'good' or 'fun' without further elaboration.

- Some candidates focused on video games and were sidetracked by the gaming they love rather than the interaction between families.
- Some candidates ended their reviews abruptly without providing a clear overall judgement or recommendation.
- Some candidates created simple descriptions of the game or personal accounts of playing it, with limited evaluation or awareness of conventions of reviews. Some wrote at length about the rules of the game and/or a specific game occasion that their family played, including names of the winners and losers, without addressing the evaluation sufficiently.
- Some candidates wrote with excessive informality and used non-standard, inaccurate writing that was limited in its expressiveness, for example: 'But even if you did not wanna or can play with others, the game is a great start to staring workouts there's hundreds of songs that give you real challenges and just being able to sing and dance to your favourite songs feels great!'

Question 4

Comprehensive responses

- Candidates demonstrated accuracy in their use of grammar, spelling and punctuation.
- Candidates presented balanced arguments, maintained an engaging speech style and demonstrated clear awareness of audience, while encouraging further debate.
- Candidates included detailed examples for both sides of the debate and frequent audience direct address, to maintain the interest of the audience.
- Candidates supported their arguments with relevant examples drawn from schools, charities, community service, disaster relief and volunteering programmes before concluding with a clear and persuasive recommendation.
- Candidates showed a good knowledge of the subject and acquitted themselves well in terms of organisation, grammar and lexis, for example: 'Good afternoon, esteemed delegates and fellow schoolmates. We are gathered here today to address the matter whether it is more beneficial to either donate money to charity or to give your time by doing voluntary work.'
- Candidates included effective examples and anecdotes to support their discussion, such as: 'being able to look the people I am helping in the eyes makes the world of difference.'

Limited responses

- Some candidates needed to plan the response carefully to develop a cohesive argument and to avoid presenting a fragmented series of points.
- Some candidates' responses developed into discursive essays rather than speeches, with limited audience awareness and insufficient consideration of both sides of the argument.
- Some candidates' responses lacked examples to liven up the arguments presented.
- Some candidates wrote as if they were a main speaker and only addressed one side of the motion.
- Some candidates did not understand the grammatical framework of debate and made no reference to it: 'So is there a right answer? No there is no one correct answer there is need for both to helping others. There is no one over the over their is just who is affected more and for how long for it help them.'
- Some candidates' responses relied heavily on a limited number of points, which were repeated throughout the speech with little further development or evaluation.
- Some candidates used lengthy sentences linked by repeated conjunctions such as 'and', 'because' or 'so', which often reduced clarity and weakened the impact of the argument.

ENGLISH LANGUAGE

Paper 9093/22 Writing
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Key messages

What candidates did well

- Candidates managed their time carefully, allocating an equal amount of time for each section of the paper.
- Candidates read instructions in the questions and followed them carefully, to ensure that they wrote relevant content in the correct form.
- Candidates understood the importance of focusing on key words in the question.
- Candidates knew the conventions of different genres such as articles and reviews.
- Candidates were aware of the need for clear paragraphing in their responses, including paragraphing for direct speech.
- Candidates planned their ideas and organised extended responses logically.
- Candidates checked their responses and edited them for clarity, accuracy and completeness.
- Candidates showed an overall secure grasp of technical accuracy, particularly in spelling, punctuation and tense use.

What candidates needed to improve

- Some candidates needed to provide more accuracy in sentence construction, spelling, grammar and punctuation.
- Some candidates needed to plan more carefully to maintain focus on the task and address the intended audience and purpose.
- Some candidates were less adept at matching their register to the task.
- Some candidates restated ideas rather than developing them; this was particularly evident in the article and review tasks.
- Some candidates needed to strengthen consistency in tone, tense and register to enhance clarity and form across tasks.
- Some candidates needed to write more legibly and clearly to ensure communication was not impeded.
- Some candidates needed to proofread carefully, particularly for accurate sentence demarcation and for tense confusion/inconsistency. Such oversights impeded, sometimes seriously, the overall sense of fluency and cohesion.
- Some candidates needed to strengthen their language analysis by focusing on the effects of specific words rather than merely naming devices.
- Some candidates needed to be able to be consistent in their use of tenses, some switching from past to present (or vice versa) in the same paragraph and even, sometimes, in the same sentence.
- Some candidates needed to be more assured in the conventions of punctuating dialogue.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Candidates created a sense of drama and suspense, establishing tension through deliberately controlled pacing and description.
- Candidates wrote clearly, with accuracy and control of grammar and structure.
- Candidates used a range of vocabulary and sentence types including some complex lexis and structures.

- Candidates displayed a strong sense of purpose from the outset, with a strong sense of voice in the central character.
- Candidates used language choices and sentence structures deliberately to create and maintain suspense, for example: 'There were no humans, just him. Only him. Bare walls, yellow walls, pipes climbing the wall ... and no ceiling.'
- Candidates interwove description with dialogue, moving the story forward with a sense of place and character.
- Candidates effectively used imagery and emotional descriptors to ensure their audience was captivated, for example: 'The hoarse, eerie shriek came again. He took a weak step towards the door.'
- Candidates sometimes opened with tense dialogue, creating a strong terrifying atmosphere.
- Some candidates utilised short, choppy sentences to show agitation and fear associated with what was just behind the door.
- Candidates wrote story openings with limited events and characters and a manageably tight timescale.

Limited responses

- Candidates needed to focus more on basic grammar and punctuation, including sentence demarcation.
- Some candidates introduced unnecessary background information, reducing the dramatic impact of the story opening.
- Some candidates relied on action alone rather than building atmosphere and suspense.
- Some candidates lost focus on the instruction to write the opening of a story and developed the narrative up to its resolution.
- Some candidates needed to provide responses with greater accuracy in spelling, grammar and punctuation: 'John held his breath as he finally realised this is not going to end very well, and tonight might cause him some life threatening trauma as he kept his eyes onto that thing, he slowly but steadily made his way.'
- Some candidates were too ambitious with their storyline and included a very unrealistic chain of events, with minimal description or characterisation.
- Some candidates' story openings were completely unparagraphed.

(b)

Comprehensive responses

- Candidates identified a range of features such as sentence variety, imagery, lexical selection and punctuation, and showed how these features created suspense and engaged readers.
- Candidates were able to exemplify such features and provide some convincing analyses of their purpose and effects.
- Candidates demonstrated knowledge and understanding of key linguistic terminology.
- Some candidates used a Point, Evidence, Analysis format to analyse the form, structure and language of their responses to **Question 1(a)**.
- Candidates expanded on selected features of language, ensuring that comments and analysis were linked to audience and purpose.
- Candidates used relevant terminology consistently and confidently, using language precisely and appropriately, as in this example, where the analysis is detailed and focused: 'An emphasis on time 'the footsteps, lasting centuries ...' was made through the use of lexis related to time such as 'inevitable' and 'centuries'. The dramatic setting was set through descriptive sentences of the 'sudden noises' as John started to 'lose himself'.'
- Candidates were able to exemplify features and provide some convincing analyses of their purpose and effects, for example: 'The metaphor of 'going blank' represents the 'flight or fight' state that the character is in. The effect of drama is further expressed by the crowd 'exploding' with a 'roar' conveying the sense of a wild crowd that represents people who act primitive, thus creating a distance between John and them'.
- Candidates were able to clearly identify and justify their linguistic choices. They were able to cite specific illustrations from their article and also explain their effects.

Limited responses

- Some candidates summarised or paraphrased what they had written in **Question 1(a)**, rather than analysing their choices.
- Some candidates provided brief, underdeveloped responses, which were limited in range.

- Some candidates wrote very short or very general answers, listing features but with no adequate analysis of their effects, such as in these two examples: 'I used descriptive language to make the readers more engaged'; 'I wanted to create suspense.'
- Some candidates successfully named linguistic devices but only made a limited attempt to explain how a technique's use furthered the writer's purpose, as in this example: 'The use of triple "effort, practice and hardworking" allows the audience to see it can be a bit difficult but the triples allows the audience to persuade and make them reflect about it.'
- Some candidates made broad or vague comments: 'I used very detailed and simple words making it very clear and understandable for all types of the reader or the audience. Text shows every detail a story needs for example a drama and suspense, it is create to make the story more interesting and engaging for audience.'
- Some candidates wrote in general, vague terms about the craft of writing: 'The text as written through a modality of descriptive and spatial development.'
- Some candidates neglected to use specific quotations from their writing to demonstrate the points they were making.
- Candidates stated the obvious, such as: 'My writing has 5 paragraphs and I have used sentences to describe the benefits.'
- Some candidates confined themselves to very basic ideas, such as the fact that the story had a title and paragraphs.
- Some candidates summarised or paraphrased what they had written rather than analysing their choices.
- Some candidates needed to analyse how language choices achieved particular effects rather than relying on description or vague generalisations: 'to put a picture in the reader's mind', 'I used figurative language' or 'I made it suspenseful by adding suspense.'
- Some candidates spent too much time in their responses articulating what they could have done better instead of analysing the choices they did make.
- Some candidates merely listed linguistic features they said they had used without any supporting evidence, for example: 'My speech contained figures of speech such as personification.'
- Some candidates used incorrect terminology, for example, showing confusion of the difference between 'metaphor' and 'simile'.
- Some candidates needed to be more precise in their discussion of sentence types and lengths of paragraph, avoiding being too general: 'My story is structured in paragraphs of varying length.'
- Some candidates did not attempt the question and some responses were brief or incomplete, with little analysis or development.

Section B

Question 2

Comprehensive responses

- Candidates displayed a good level of knowledge about the topic, which helped to create relevant and realistic reviews.
- Candidates displayed a clear, effective sense of voice, connecting with the reader using second-person pronouns.
- Candidates sometimes established the form through use of a headline, such as: 'Plastic Pollution – a shocking revelation.'
- Candidates produced balanced reviews that combined description, evaluation and recommendation, while maintaining a style appropriate to an environmental website.
- Candidates included appropriate genre conventions of a review, such as title, sub-headings and rating.
- Candidates used real-world examples to support their review, for example: 'an island of plastic that is the size of Texas'; 'the record breaking documentary by Alex Gonzales.'
- Candidates understood the conventions of a review, providing evaluative comments in the body of the response and summative comments at the end: 'This documentary didn't sugarcoat the truth that today, with every second, Earth is indeed 'Becoming a Wasteland' and if we lack the compassion to change for ourselves we at least owe it to the millions of other species on earth who do not deserve this fate'.
- Candidates adopted a credible reviewer's voice, for example: 'Despite the high quality environmental videos, the documentary included specific and 2026 statistics to it, unlike other documentaries that use old statistics. The facts and data are shown by clear diagrams and charts, and the reporter sums it up in a clear conclusion, making it accessible and understandable to people.'

Limited responses

- Some candidates needed to provide a more balanced response, rather than focusing exclusively on positive features without considering any limitations, or vice versa.
- Some candidates used very informal language or an overly chatty style, showing limited awareness of audience and purpose.
- Some candidates needed to maintain an appropriate register for an online review and avoid drifting towards speech writing or a discursive essay.
- Some candidates approached the task as a cause-effect essay based on environmental issues related to the disposal of plastics rather than a review.
- Some candidates wrote at length about the problems caused by using plastic, without addressing the evaluation of the programme sufficiently: 'Here what should we do, we need to use more paper like items which is easily destroy even when throw away comparing to plastic which is long lasting. Different types of dustbins like plastic, glass and recyclable items.'
- Some candidates simply summarised what happened in a chronological, step-by-step manner, tracking the documentary from introduction to end: 'After the introduction the documentary begins to explain the danger of plastic ... After explaining the problems caused by plastics, the documenter invites further explain the what would happen in the future.'
- Some candidates needed greater accuracy in grammar, punctuation and spelling, for example: 'Most of the time this trash ends up in the landfills and waterbodies.'; 'By doing this we harm the marine life.'; 'Although this is a good documentary with many countries.'

Question 3

Comprehensive responses

- Candidates often combined description effectively with some narration but did not veer away from the requirements of the question.
- Candidates explored sound, movement, colour, smell, touch and taste, describing features such as carousels, escalators, tannoy announcements, luggage, airport protocols and the behaviour of travellers and children.
- Candidates sometimes took an imaginative approach to description such as describing the pictures on the walls.
- Candidates used effective vocabulary and used literary devices well.
- Candidates created an atmosphere in a vivid, engaging way, for example: 'The occasional pops and clinks of champagne glasses and bottles did not fill the air but rather added to the atmosphere of opulence, one of elite (sic) and exclusivity.'
- Candidates described sensory details such as 'fragrant, fresh cup of coffee', 'heat and sweat radiating from crowds' and 'the most delicious, mouth-watering dish.'
- Candidates created a strong sense of atmosphere through varied sensory imagery and precise vocabulary, interweaving the different senses rather than dealing with them separately.
- Candidates focused on specific things, for example, on the 'annoying' sounds of the children, babies as well as machinery and equipment used at the airport.
- Candidates used themes such as excitement, sadness or fear throughout their text to bind disparate descriptions, often from a particular persona's perspective.
- Candidates sometimes successfully conveyed the contrasting emotions associated with departures, including excitement, anxiety and sadness: 'The sounds of anger and exasperation, groans and shouts, directed at phones or at the staff become common as time passes on. The staff's calm, flat and tired voices are ever present in the background as they converse with passengers.'
- Candidates sometimes focused on the various emotions involved in waiting, conveying them vividly: 'The only time the constant hustle and bustle stops is when every ten minutes the announcements ring through your ears with a visible hope uplifting everyone's eyes hoping their departure time has arrived. Once the announcement stops, the walking, stomping, crying, laughing – it all continues.'

Limited responses

- Some candidates focused on narrative rather than description, limiting the effectiveness of their responses and failing to sustain a descriptive atmosphere.
- Some responses relied on only one or two senses, rather than exploring the wider atmosphere of the departure lounge, including aspects such as air quality, seating and stress levels.
- Some candidates produced brief responses with limited development of ideas.
- Some candidates wrote purely narrative pieces, sometimes elaborating on the events preceding their arrival at the departure hall.

- Some candidates needed to vary their word choices: many descriptions were basic and bland, such as: 'the blue sky' or 'the big white plane in the window'.
- Some candidates listed items, rather than describing a departure hall, thus producing rather fragmented responses, for example: 'The high ceiling echoed with sounds. The crowd moved slowly in a long snaking line. It was a lovely day.'
- Some candidates needed greater accuracy in sentence construction, grammar, punctuation and spelling, for example: 'I had got down the taxi, loading suitcases on the airport trolley. Car horns everywhere indicating each other to leave some space for themselves. I pushed the grey trolley into the airport as The staffs check my passport.'
- Some candidates wrote whole paragraphs of participial phrases, rather than complete sentences: 'The noises of luggage being dragged across the floor, scraping it, the instructions of the flight attendee's, the chatter of people all around you. Non stop loud noises and babies crying.'
- Some candidates focused mainly on visual description and neglected sound or movement.
- Some candidates needed to use more complex lexis and structures.

Question 4

Comprehensive responses

- Candidates demonstrated accuracy in their use of grammar, spelling and punctuation.
- Candidates produced some well-written and passionately argued essays, almost without exception in favour of money education.
- Candidates used effective conventions such as headlines, by-lines, sub-headings and engaging opening hooks, for example: 'Children's Education on Money: Just How Important is it?'
- Candidates considered issues such as budgeting, financial planning, taxes, accommodation, future careers and responsible spending, often referring to financial experts or economists to add credibility.
- Candidates developed a range of well-supported arguments and engaged readers through rhetorical questions and relevant examples, for example: 'So why not learn about it sooner, at a younger age, here at our very own school?'
- Candidates displayed a wide knowledge of financial and educational matters, for example: 'A monthly budgeting plan helps solve financial problems', 'A modernisation of the trade is the introduction of money' and 'candidates should be made aware of cutting unnecessary costs.'
- Candidates demonstrated not only interest and ability to discuss the topic in depth, but also critical thinking, and they presented convincing evaluations, for example: 'A society that is financially literate is likely to have more savings, less debt, more people starting businesses and accumulating wealth. When a group of people is financially invested in the future, the economy can grow.'
- Candidates maintained an appropriate register for a school magazine and engaged readers through persuasive language, rhetorical questions and relevant examples, addressing principally the concerns of their peers but also considering the parent segment of the total audience.
- Candidates successfully included facts, statistics and anecdotes to lend credibility to their article.
- Candidates' articles had well thought out sub-headings to separate pieces of information in their article.
- Candidates showed evidence of thoughtful planning.

Limited responses

- Some candidates wrote an article about money without any focus on whether children should be taught about it or wrote generally about learning about money from other sources, such as parents.
- Some candidates approached the task from a very personal perspective, describing their own experience with money, instead of writing an article on a wider discussion of the necessity or otherwise of educating children about money at school.
- Some candidates' work was disjointed with minimal attempt to organise responses into paragraphs.
- Some candidates stated opinions without developing or supporting them with convincing reasoning.
- Some candidates misinterpreted the prompt and elaborated on the negative effects of school or just wrote an advice piece on how important it is to manage finances.
- Some candidates needed to provide a clear structure to avoid repetition of comments or presenting one-sided arguments without acknowledging alternative viewpoints.
- Some candidates could not differentiate between the task of writing an article and an essay and therefore wrote a response with no attempt to engage an audience of peers.
- Some candidates focused only on one side of the argument, limiting the balance of their discussion.

ENGLISH LANGUAGE

Paper 9093/23 Writing
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Key messages

What candidates did well

- Candidates managed their time carefully, allocating an equal amount of time for each section of the paper.
- Candidates read instructions in the questions and followed them carefully, to ensure that they wrote relevant content in the correct form.
- Candidates understood the importance of focusing on key words in the question.
- Candidates knew the conventions of different genres such as emails, essays and reviews.
- Candidates were aware of the need for clear paragraphing in their responses, including paragraphing for direct speech.
- Candidates planned their ideas and organised extended responses logically.
- Candidates checked their responses and edited them for clarity, accuracy and completeness.
- Candidates showed an overall secure grasp of technical accuracy, particularly in spelling, punctuation and tense use.

What candidates needed to improve

- Some candidates needed to provide more accuracy in sentence construction, spelling, grammar and punctuation.
- Some candidates needed to plan more carefully to maintain focus on the task and address the intended audience and purpose.
- Some candidates were less adept at matching their register to the task.
- Some candidates restated ideas rather than developing them. This was particularly evident in the essay and review tasks.
- Some candidates needed to strengthen consistency in tone, tense and register to enhance clarity and form across tasks.
- Some candidates needed to write more legibly and clearly to ensure communication was not impeded.
- Some candidates needed to proofread carefully, particularly for accurate sentence demarcation and for tense confusion/inconsistency. Such oversights impeded, sometimes seriously, the overall sense of fluency and cohesion.
- Some candidates needed to strengthen their language analysis by focusing on the effects of specific words rather than merely naming devices.
- Some candidates needed to be able to be consistent in their use of tenses, some switching from past to present (or vice versa) in the same paragraph and even, sometimes, in the same sentence.
- Some candidates needed to be more assured in the conventions of punctuating dialogue.

Comments on specific questions

Section A

Question 1

(a) Comprehensive responses

- Candidates wrote clearly, with accuracy and control of grammar and structure.
- Candidates used a range of vocabulary and sentence types including some complex lexis and structures.
- Candidates displayed knowledge of sleep science and well-being advice to teenagers, with references such as 'circadian rhythm'.

- Candidates demonstrated an understanding of the required format and addressed the editor and the imagined article they were responding to appropriately, for example: 'Your analysis on the "busyness" of schoolwork was truly insightful'.
- Candidates used conventions of the genre such as case study, anecdotes, experts and facts/statistics to support their ideas.
- Candidates used coherent paragraphing, effective topic sentences and a consistent register.
- Candidates made creative and critical reference to the original article: 'I recently read a piece on your website called 'Are Kids Up Too Late', but I must say that you have missed many factors and undermined key elements of a young person's life.'
- Candidates engaged directly with the claims made in the original article and developed thoughtful counter-arguments, for example: 'However, it is not fair to claim that these experiences all stem from 'improper time management', as you wrote in your article. The truth is – especially in academically rigorous or competitive schools – sleeping eight hours a night is virtually impossible for many candidates.'
- Candidates showed an awareness of the need to present a balanced view of the subject matter: 'However, I can't help but agree that, despite the studying, "staying up only really hurts you in the end."'
- Candidates made recommendations: 'Even better, include interviews and anecdotes from young adults themselves' and 'The concentration of teenaged individuals' usage and nighttime electronic usage would be a lovely piece of data.'
- Candidates sometimes adopted the voice of parents or teachers effectively.
- Candidates consistently used a range of language to create a compelling voice, which gave their responses a personal and engaging tone.

Limited responses

- Some candidates needed to focus more on basic grammar and punctuation, including sentence demarcation.
- Some candidates needed to appreciate that a newspaper editor is unlikely to be the author of the original article.
- Some candidates wrote an overview of young people's lives but were not focused on the task; some focused more on technology generally and how it impacts young people.
- Some candidates had no notion of formality or relative status, writing too informally: 'Your newspaper article did a good job.'
- Some candidates needed to develop their responses fully, such as in short paragraphs like this: 'Sleeping is a preventer of eyebags, puffy face for some etc.'
- Some candidates adopted an overly confrontational or informal register, reducing the effectiveness of the email and limiting their engagement with the intended audience. For example, 'I would like to talk about the inconsistencies and utter misinformation getting spewed out in your news article.'
- Some candidates expressed valid counter-arguments but lacked precision and control of language, resulting in awkward expression, grammatical inaccuracies and less convincing communication, for example: 'While Yes some Young People do Stay up to late every night, I do not think that it was ok for you to go and blame everyone on young people.'
- Some candidates identified relevant issues but did not develop their ideas sufficiently or support them with convincing evidence, for example: 'Also, when you say "sources say" it makes readers wonder who "sources" is, leading us to not trust the information given. Give an example of the source like name the website or the expert specifically.'

(b) Comprehensive responses

- Candidates clearly explained how their linguistic choices were appropriate for the purpose, audience and form of the task, linking their comments directly to the email they had written.
- Candidates identified a range of features such as register, structure, degree of formality, semantic fields and connectives.
- Candidates were able to exemplify such features and provide some convincing analyses of their purpose and effects.
- Candidates demonstrated knowledge and understanding of key linguistic terminology.
- Some candidates used a Point, Evidence, Analysis format to analyse the form, structure and language of their responses to **Question 1(a)**.
- Candidates expanded on selected features of language, ensuring that comments and analysis were linked to audience and purpose.

- Candidates insightfully explored figurative language, such as metaphors, and explained how these enhanced engagement and clarity.
- Candidates used language precisely and appropriately, as in this example, where the analysis is detailed and focused: 'In text A, the author utilizes formal language such as "regarding" and "concerns" in order to appear to the editor of the article as being professional and knowledgeable. These higher-level diction choices allow the editor or the audience to take the person writing the email seriously, especially because they're advocating for young people who are oftentimes not taken seriously.'
- Candidates used relevant terminology consistently and confidently, such as in this example of a candidate analysing a courteous tone used to address the probable wider readership of the newspaper: 'Despite this article presenting younger people as negative, the author maintains a neutral and even intellectual tone, suggesting that there are "potential inaccuracies in a well-presented article" to avoid potentially offending the original author.'

Limited responses

- Some candidates summarised or paraphrased what they had written in **Question 1(a)**, rather than analysing their choices.
- Some candidates provided brief, underdeveloped responses, limited in range.
- Some candidates wrote very short or very general answers, listing features, sometimes wrongly, but with no adequate analysis of their effects, such as in this example: 'I created a respectful relationship by using second person pronouns such as 'I' and we'.
- Some candidates' responses relied on general assertions about language choices without supporting them with specific examples or clear analysis. For example, 'I make use of a conversationalism in discussing to set the editor's perspective.'
- Some candidates described the features of their writing rather than analysing how their linguistic choices fulfilled the task. For example, 'This email contains the main characteristics it should in relation to email structure and content. This email is concise, to the point, and is organised logically.'
- Some candidates commented on purpose or register in broad terms but did not develop how particular linguistic choices achieved this, for example: 'You must, as I did, keep it semi-formal while also meeting your goals. The goal of my writing was to persuade the reader to change their perspective on the topic of young people not sleeping enough.'
- Some candidates merely listed linguistic features they said they had used without any supporting evidence, for example: 'My email contained hyperboles and statistics to make it clearer.'
- Some candidates used incorrect terminology, for example, showing confusion of the difference between 'first person' and 'second person'.
- Some candidates needed to be more precise in their discussion of sentence types and lengths of paragraph, avoiding being too general: 'The structure of my email is different length paragraphs.'

Section B

Question 2

Comprehensive responses

- Candidates used their personal experience to help to create relevant content.
- Candidates explored the wider social and psychological implications of family size through logical reasoning and conceptual thinking, for example, arguing that: 'Studies have shown repeatedly that this is incredibly detrimental to their mental health, with many older siblings reporting anxiety disorders in their teenage years.'
- Candidates provided a balanced argument, exploring the pros and cons of each position and then coming to a decision at the end of their essay, presenting a clear and convincing judgement.
- Candidates often concluded by synthesising their arguments rather than simply repeating earlier points, for example: 'To summarize what has previously been stated, family is arguably the most important aspect in one's life ...'
- Candidates tried to present all that an essay should have: hook, introduction providing a little context of their own family situation and beliefs, body paragraphs with individualised topic sentences, conclusion.
- Candidates made complex lexical choices such as 'noxious', 'abhorrent', 'shambolic'.

- Candidates strengthened their arguments by integrating relevant examples, statistics and research, for example: 'According to a study conducted by Dr. Christine Palmer, over eighty percent of people who only have one sibling consider their sibling to be their best friend.'
- Candidates employed an appropriate academic tone and suitably complex lexis and structures in their essay.
- Candidates structured their responses logically, ensuring key points could be clearly identified by the reader. Reliance on 'data' or 'studies' did not dominate; rather, candidates consistently expressed their own point of view.

Limited responses

- Some candidates needed to evidence greater control of language, with errors affecting clarity and precision, for example: 'The problem with small families comes from that smaller number. It feels better to connect with someone outside of your parents and friends that are still family.'
- Some candidates ran out of material and then repeated points while others offered a very safe approach listing pros and cons of each but with very limited and repetitive sentences, for example: 'One advantage of a large family is ... A second advantage of a large family is ... A third, etc.'
- Some candidates began very abruptly: 'There are many arguments on which is better. Growing up with a large family is better cause you have more people to rely on.'
- Some candidates relied totally on personal opinion or anecdotal observations rather than constructing a balanced, reasoned discussion.
- Some candidates needed to plan the response carefully to develop a cohesive argument and to avoid presenting a fragmented series of points.
- Some candidates wrote in a register which was too informal for an essay: 'Some want large and some want small including me so it all comes down to what you prefer and would rather want to be in. So what would you want to be in and have?'
- Some candidates relied heavily on invented studies, thereby losing sight of their own point of view and voice.
- Some candidates needed to use more complex lexis and structures.

Question 3

Comprehensive responses

- Candidates adopted a confident, engaging review style, establishing context before moving into a balanced evaluation, for example: 'To start, Badges is a project unlike anything Schwartz has taken on before.'
- Candidates displayed a clear, effective sense of voice, connecting with the reader using second-person pronouns.
- Candidates supported their opinions with well-developed, specific examples, producing balanced and convincing reviews rather than simple summaries.
- Candidates combined an account of the drama series content, evaluation and recommendation, while maintaining a style appropriate to an entertainment website.
- Candidates sometimes engaged the audience through use of a headline, such as: 'And the killer was the gardener.'
- Candidates used occasional short sentences to good effect: 'It's wacky, zany and every other synonym there is.'
- Candidates successfully combined an informal style appropriate to an entertainment website with the ability to include the evaluative elements needed for a review, for example: 'The "incompetent high-ranking official" trope might seem a bit overused to some, but Detective Dickinson always manages to surprise me.'
- Candidates produced reviews that evaluated both strengths and weaknesses rather than simply recounting the plot. One candidate concluded: 'While the plot itself is great and has that signature Schwartz twist, the lack of character development and obvious clichés did not support this format.'
- Candidates understood the conventions of a review, providing evaluative comments in the body of the response and summative comments at the end: 'Detective Smith is one of the best shows Netflix has released in a long while and you should most certainly check it out. Now you'll excuse me as I click the rewind button to watch this masterpiece again ...'

Limited responses

- Some candidates needed to provide a more balanced response, rather than focusing exclusively on positive features without considering any limitations, or vice versa.
- Some candidates needed to include more descriptive and evaluative vocabulary, as some responses remained basic and lacked precise expression.
- Some candidates needed to maintain an appropriate register for an online review and avoid drifting towards speech writing or a discursive essay.
- Some candidates focused on a narrative about the police with no real review or opinion; they listed reasons why someone would watch a show but there was no real focus or development.
- Some candidates could not find much to say and so, rather than reviewing film style and technique or comparing the detective series with others, they only produced short reviews.
- Some candidates showed a lack of clear organisation in their reviews; for example, they did not use subheadings to give a shape to their reviews.
- Some candidates simply summarised what happened in the programme without providing elements of a review and their own opinions.
- Some candidates needed greater accuracy in grammar, punctuation and spelling, for example: 'My first thoughts on this show I had high hopes it first came out on Netflix the first couple seasons then began airing a couple seasons.'

Question 4

Comprehensive responses

- Candidates demonstrated accuracy in their use of grammar, spelling and punctuation.
- Candidates displayed a strong sense of purpose from the outset, with a strong sense of voice in the central character.
- Candidates created an engaging opening that immediately established tension and uncertainty, effectively developing on the prompt given: 'Although it wasn't much of a choice to make, I could either run and potentially die or stay frozen and absolutely die'.
- Candidates used a wide variety of situations for their choice-making, often being in an impossible situation such as a kidnap and being petrified and unable to choose: "'Have you made your choice yet?" he snarls. I can't move, my dry, cracked lips don't dare utter a word.'
- Candidates also devised other situations, including choosing between saving yourself or your tribes in a dystopia; deciding which parent to live with in a divorce case, and whether to make the romantic choice of marriage or pursue fashion and design training.
- Candidates explored the internal conflict of emotions as well as the external conflict with the environment, for example, writing about finding an injured girl on a mountain: 'In this moment I hated the girl. Extending my stiff legs, I grabbed the snow board and placed it parallel next to the girl. Gingerly, I looped my arms under her back and lifted her leaden body onto my temporary stretcher.'
- Candidates used literary devices to intensify their writing, for example: 'the count of lives that hovered in the decision, like countless books in the path of fire.'
- Candidates created convincing atmosphere through vivid sensory description and carefully selected imagery, for example: 'My hair began to stand up, my gut was screaming at me to get out of the area, and I had the unshakeable feeling that I was being stalked.'
- Candidates sustained tension through precise description and effective character reactions rather than relying solely on action.
- Candidates used vivid and descriptive language effectively to create atmosphere and tension: 'The stiff white paper stared at me, boldly, as if daring me to take it'.
- Candidates controlled pacing effectively by alternating moments of action with reflective description, building anticipation throughout, for example, 'We froze, solid as stone, the world seemed quiet after that strange roar. I became aware of an echo in my ears, 'bum bum bum bum' that kept repeating.'

Limited responses

- Some candidates needed to provide a complete story and to avoid unconvincingly inconclusive endings.
- Some candidates needed to develop a clearer voice in their stories.
- Some candidates needed to avoid too much plot at the expense of providing a convincing setting, some character development and credible dialogue.
- Some candidates needed to observe clear sentence demarcation in order to allow some fluency of expression: 'Rocks kept falling many hit me on my back some left nothing but scratches will others more heavier bruised me.'
- Some candidates left the story on a cliffhanger or ellipsis, thereby not fulfilling the requirement for a complete story.

- Some candidates' stories had no sense of drama or suspense with too much explanation of the narrator's situation.
- Some candidates included action but did not control language sufficiently to create a convincing narrative voice, for example: 'Kill or be killed? I choose kill. I aim a fire and hit. Then I leup out of the bus and run.'
- Some candidates needed to punctuate dialogue appropriately, for example, avoiding misplaced commas and quotation marks.
- Some candidates needed to plan and organise their stories more effectively to enable the reader to clearly follow the sequence of events.

ENGLISH LANGUAGE

Paper 9093/31 Language Analysis
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Key messages

What candidates did well

- Comprehensive responses supplied analyses which were sustained to an appropriate length.
- Comprehensive responses observed the requirement in **Question 1** to analyse all three texts and to support ideas with reference to examples from a wider study of the language topic.
- Comprehensive responses demonstrated ease in interpreting the transcription conventions of Conversation Analysis which allowed appropriate engagement with the stimulus material in **Question 2**.

What candidates needed to improve

- Limited responses could have been improved by ensuring that ideas and examples from wider study of the language topics were tied firmly and relevantly to the analysis in hand.
- Limited responses could have been improved by a more accurate use of linguistic terminology.
- Some limited responses did not observe the requirement to analyse all three texts as indicated in **Question 1**.

Comments on specific questions

Section A

Question 1

Comprehensive responses

- Comprehensive responses synthesised evidence across all three sources to develop a coherent comparative analysis.
- Comprehensive responses observed the punctuation and spacing conventions of Text A, discussing how these contributed to the text's style and historical context. Comprehensive responses also commented on the use of the em dash, identifying it as a feature commonly associated with contemporary AI-generated writing. Some attempted to draw parallels between the 1886 text and AI-generated texts from 2026.
- Most comprehensive responses successfully identified and analysed the abbreviation '&c.', recognising it as a historical variant of 'etc.' explaining its significance within the context of the text.
- Comprehensive responses identified archaic lexis and offered plausible explanations for its usage. For example, the lexical item 'lest' prompted discussion of its modern equivalent and possible reasons for its decline in frequency. A few expressed such explanations through appropriate modality, recognising that alternative interpretations were possible.
- Comprehensive responses identified the relationship between the writer and reader of Text A through the implied direct address created by the imperative voice. Some related this to Fairclough's concept of personalisation, suggesting that modern texts would typically incorporate more explicit second-person pronouns.
- Some comprehensive responses recognised the archaic construction *If this be done*, although relatively few identified it as an example of the archaic subjunctive.
- Most comprehensive responses commented on concept of compounding and offered plausible explanations for its prevalence during the period in which Text A was written.
- The process of standardisation was addressed in most comprehensive responses, with some discussing Webster's dictionary and its influence on lexical development. Others drew upon the concept of cultural transmission to explain the technical nature of the text within the context of nineteenth-century industrialisation.

- A few comprehensive responses analysed Early Modern English collocations such as *properly used* and *right strength* and suggested that such collocations reflected the increasingly industrialised nature of society, integrating J. R. Firth's observation that 'you shall know a word by the company it keeps'.
- A few comprehensive responses linked the technical nature of the lexis and the high level of modality to Halliday's Systemic Functional Linguistics. At times this was developed with further commentary which distinguished between deontic and epistemic modality, explaining why the modal verb *should* was functioning deontically rather than epistemically.
- Most comprehensive responses identified differences in the types of words associated with *injured* across the two historical periods presented in Text B and used these observations to comment on changes in meaning and usage over time. Some also recognised the sense in which *injured* was used in Text A and incorporated this semantic distinction into their analysis. Some comprehensive responses also explained narrowing identified in Text B in relation to advances in science and the medical profession and referred to Halliday.
- Comprehensive responses drew upon Chen's S-curve model to analyse the lexical item of *but* in Text C as well as introducing Goodman's ideas on informalisation. Some integrated these theories to explain why *but* had increased in frequency over time. Further conceptualisation references were made in comprehensive responses to Crystal's Tide and Aitchison's Damp Spoon metaphors in discussion of Text C.

Limited responses

- Limited responses tended to analyse each of the sources in turn which led to a lack of synthesis.
- Most limited responses did not distinguish between genuinely obsolete lexical items and those that have simply become restricted to specialised or formal registers. For example, some limited responses incorrectly identified *procure* and *muslins* seen in Text A as obsolete lexical items, although some recognised that *procure* continues to be used in certain formal and discipline-specific contexts.
- Some limited responses, in discussion of the process of standardisation, extended commentary to include Americanisation which was not always securely linked to the evidence presented in the texts.
- The concept of random fluctuation was frequently applied in limited responses to explain patterns of language change, often resulting in speculative interpretations that were not supported by the data. The concept of lexical gaps was also misapplied in some limited responses.
- Most limited responses commented on the grammatical and syntactical features of Text A at a surface level without demonstrating a secure understanding of how these features contributed to meaning or language change.
- Most limited responses misinterpreted the semantic shift in Text B, although the collocates table provided an accessible springboard for analysis. A few limited responses explored the changing collocational environments in which *injured* occurred during the 1980s–2000s, representing a missed opportunity to extend the comparative analysis.
- Shakespeare was also frequently introduced in limited responses as a reference point for historical English, often without any meaningful linguistic analysis or relevance to the text.
- In most limited responses Texts B and C were described in general terms rather than analysed; the data shown were noted but were not connected to conceptualisation.

Section B

Question 2

Comprehensive responses

- Comprehensive responses incorporated their interpretations of the conventions of Conversation Analysis including interruptions, prosodic features and interactional patterns into their analysis. This provided a strong analytical framework.
- Comprehensive responses made analyses of the multiple child interlocutors, recognising that while the children may occupy broadly similar stages of language acquisition, they nevertheless displayed distinct linguistic features. This enabled candidates to produce nuanced and organic analyses, differentiating between Shama's and Bisma's language while also identifying the particular strengths and weaknesses in Azad's utterances.
- Most comprehensive responses approached the transcript holistically rather than analysing each speaker in isolation. This allowed exploration of the interactive nature of the discourse and produced some perceptive observations, particularly in relation to Halliday's functions of child language. Comprehensive responses identified numerous examples of such functions throughout the transcript and demonstrated how these operated within the children's interactions.

- Most comprehensive responses explored the mother's role in guiding both the children's speech and their actions, recognising that her previous modelling of child directed speech was reflected in one child's ability to use similar linguistic strategies with Azad.
- Comprehensive responses established well-developed links between the language data and relevant theoretical approaches taking time to evaluate the strengths and limitations of these in relation to the evidence presented. Some comprehensive responses incorporated a broad range of conceptual references, particularly Bellugi, Catherine Snow and Roger Brown.
- A few comprehensive responses identified the mother's role as Vygotsky's More Knowledgeable Other, linking this to specific examples in the transcript, such as her clarification of the distinction and similarities between *mud* and *clay*.
- Most comprehensive responses accurately analysed Azad's virtuous error, *maked*, as evidence supporting Chomsky's Language Acquisition Device and Universal Grammar, as well as citing the Fis Phenomenon according to Berko and Brown.
- Most comprehensive responses recognised that Bisma and Shama were demonstrating characteristics associated with Piaget's concrete operational stage and supplied evidence from the transcription to show that Azad should be positioned in the preoperational stage.
- A few comprehensive responses identified Azad's production of /jesdez/ as an example of syllable deletion with some accurately labelled phonological analysis.

Limited responses

- Some limited responses tended to make an authoritative judgement about the children's stage of language acquisition at the beginning of the response. Such judgements were often based solely on the ages provided in the introduction to the transcription rather than on the data it contained, and this frequently resulted in less organic analysis as responses developed.
- Some limited responses allocated all three children to the same stage of language acquisition, for example identifying them all as post-telegraphic, or classifying the two older children as post-telegraphic while assigning the younger child incorrectly to the telegraphic or holophrastic stage, without sufficiently linking these classifications to the language features presented in the data which showed clear differences.
- Most limited responses referenced models and approaches taken by Skinner, Halliday, Vygotsky, Chomsky, and Bruner at only a surface level. Comments which attempted to cite Chomsky such as 'Azad made a virtuous error, suggesting that he is lacking grammatical knowledge' remained descriptive and were not developed through the appropriate theoretical framework.
- Limited responses cited a basic range of theoretical examples, with some attributing concepts incorrectly, and often attempting to incorporate them inappropriately. For example, Skinner was frequently used to explain Azad's overgeneralisation, while Chomsky was used to account for repetition. Although the theories selected were broadly relevant to the topic, they were often applied inaccurately to the linguistic evidence.
- Similarly, in some limited responses Halliday's functions of child language were treated as a blanket framework rather than identifying the specific communicative functions operating within individual utterances. As a result, substantial sections of limited responses became exercises in labelling rather than analysis.
- Some limited responses did not interpret the phonetic transcription accurately and consequently misidentified /jesdez/ as either an indistinct mumble or 'babbling', or the phrase *yes I did*. A few limited responses also incorrectly classified the feature as the substitution of alveolar sounds for fricatives or attributed it to other phonological processes. In addition, most limited responses incorrectly identified the repeated utterances *mud, mud, mud* and *yuck, yuck, yuck* as examples of reduplication rather than simple repetition.
- A few limited responses focused heavily on Bisma and Shama's utterances but largely ignored Azad and the mother, missing opportunities to compare language use across the different interlocutors and their stages of language acquisition.

ENGLISH LANGUAGE

Paper 9093/32 Language Analysis
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Key messages

What candidates did well

- Comprehensive responses supplied analyses which were sustained to an appropriate length.
- Comprehensive responses observed the requirement in **Question 1** to analyse all three texts and to support ideas with reference to examples from a wider study of the language topic.
- Comprehensive responses demonstrated ease in interpreting the transcription conventions of Conversation Analysis which allowed appropriate engagement with the stimulus material in **Question 2**.

What candidates needed to improve

- Limited responses could have been improved by ensuring that ideas and examples from wider study of the language topics were tied firmly and relevantly to the analysis in hand.
- Limited responses could have been improved by a more accurate use of linguistic terminology.
- Some limited responses did not observe the requirement to analyse all three texts as indicated in **Question 1**.

Comments on specific questions

Section A

Question 1

Comprehensive responses

- Some comprehensive responses identified examples of compounding in Text A. The discussion of hyphenation in *foot-ball* demonstrated a secure understanding of this process over time.
- Some comprehensive responses recognised the significance of apostrophic elision in *pas'time*, showing careful attention to orthographic detail. A few comprehensive responses commented on the occurrence of both *pastime* and the abbreviated form *pas'time* in Text A. These responses explored plausible stylistic, orthographic and historical explanations for the variation, including eighteenth- and nineteenth-century printing conventions, dialect representation and contemporary writing practices.
- Using standardisation as a starting point, some comprehensive responses analysed the prescriptive elements evident in Text A, with most drawing upon Jean Aitchison's metaphors of language change.
- Most comprehensive responses analysed the semantic shift of *obtain* in Text B, often relating this to broader societal developments. A few comprehensive responses provided sophisticated collocational analysis by comparing the semantic environments surrounding *obtain* across different historical periods.
- A few comprehensive responses extended analysis of Text B by linking earlier religious collocates to the influence of the Reformation and the publication of biblical texts before contrasting these with contemporary collocational patterns shaped by the digitalisation.
- Some comprehensive responses focused on unusual lexical choices, such as *antagonists* and *performers* in the context of team sport, considering why these forms had been selected and the linguistic processes underpinning their contemporary equivalents.
- Most comprehensive responses analysed the terms *parties* and *antagonists*, together with the phrases *a goal at foot-ball* and *a game at foot-ball*, exploring how these lexical choices reflected contemporary conceptualisations of competition, participation and the developing nature of the sport.
- Some comprehensive responses demonstrated theoretical engagement by applying Hockett's Random Fluctuation Theory to orthographic variation and attempting to contextualise language change within wider technological developments.
- Comprehensive responses analysed Latinate affixes in lexical items such as *disrepute* to discuss borrowing through cultural transmission, appropriately linking this to Trudgill's concept of prestige in explaining how and why linguistic variants are adopted.

Limited responses

- Limited responses demonstrated an insecure understanding of morphology, particularly compounding, which resulted in inaccurate identification of linguistic features and consequently weakened analysis.
- Limited responses made incorrect inferences about the lexical item *obtain*, leading to imprecise interpretations of semantic change. Although most limited responses focused on the lexical items *trending* and *in vogue* as seen in Text C, references to their significance within Text A were often brief and therefore lacked development.
- Most limited responses devoted a substantial proportion of their analysis to lexical items that were stated to have become obsolete. This often resulted in broad explanations centred on technology rather than on the sporting context of the texts.
- Limited responses tended to attribute language change primarily to technological developments. Some limited responses demonstrated attempts to force this interpretation onto the data by discussing, for example, changes in the construction of footballs rather than the language itself.
- Some limited responses referred to Chen's S-curve theory in relation to Text C although only a few were able to explain convincingly why *trending* had increased in frequency over time.
- Most limited responses commented on examples of archaic grammar and syntax, although these observations were usually described in general terms and unsupported by specific textual evidence.
- Most limited responses recognised features from the texts which illustrated the process of standardisation but rarely developed this analysis beyond straightforward identification and descriptions in generalised terms.
- Some limited responses focused on the Roman numerals in the title of Text A, treating them as evidence of archaic language and extending the discussion to loan words or a perceived lack of standardisation. These links were not always securely grounded in the linguistic data.
- A few limited responses presented a broad history of language change that was not sufficiently connected to the language data provided. These were used as a long introduction to the main body of the analysis and represented material which was not relevant.

Section B

Question 2

Comprehensive responses

- Comprehensive responses moved beyond simply identifying Bartek as being in the post-telegraphic stage and substantiated this classification through detailed linguistic evidence including inflectional morphology (*running, building*), tense marking (*I sung, I was*), article distinction (*a* and *the*), plural marking, first-person pronouns, negation, conjunction use, syntactic complexity and polysyllabic lexis.
- Comprehensive responses labelled their analytical findings with precise and accurate linguistic terminology.
- Some comprehensive responses integrated evidence across grammatical, phonological, pragmatic and discourse frameworks by analysing Bartek's conversational repair, his interruption of the grandfather to justify his reasoning, and his virtuous error *understanded* as evidence of productive rule formation.
- Comprehensive responses applied relevant theoretical approaches such as Chomsky's Universal Grammar and Language Acquisition Device, and Cruttenden's U-shaped learning to explain Bartek's developing grammatical competence.
- Most comprehensive responses recognised the grandfather as Vygotsky's More Knowledgeable Other, supporting this with detailed references to his questioning, clarification and prompting throughout the interaction.
- Comprehensive responses also provided detail about the ways in which the Grandfather created a Zone of Proximal Development for Bartek with his introduction of polysyllabic nouns such as 'demonstration', with his phonological exaggeration of 'EXCITING' and his challenging questions that encouraged turn taking and adjacency pairs.
- Comprehensive responses appreciated how the grandfather skilfully drew an initially reluctant Bartek into the conversation, recognising his use of language to regulate behaviour, for example through directives such as *I don't need a demonstration*, contrasting these with moments of reinforcement and guidance. Skinner and the concept of behaviourism were cited as relevant support.
- Comprehensive responses explored specific aspects of Child Directed Speech, commenting on the grandfather's stress patterns when modelling pronunciation of new lexical items such as *solo* and reinforcing forms such as *three zero one million times*. Bruner's notion of the Language Acquisition Support System was relevantly introduced.
- Comprehensive responses analysed Bartek's repeated utterances (*fast, fast, fast* and *cry, cry, cry*) in terms of their communicative function rather than simply labelling them as repetition.

- A few comprehensive responses recognised the hyperbolic expression *three zero one million times* as evidence of developing pragmatic awareness, conceptual understanding and abstraction, integrating Halliday's communicative functions with broader cognitive theories to explain Bartek's increasing communicative competence.

Limited responses

- Most limited responses formed judgements about Bartek's language proficiency from his earliest, reluctant utterances, resulting in a reductive interpretation of his overall language development. Rather than considering the transcript as a whole, some limited responses based their assessment on his initial unwillingness to engage, reducing opportunities to recognise evidence of more advanced linguistic competence later in the interaction.
- Most limited responses focused on the grandfather's response to Bartek's virtuous errors and frequently misinterpreted his role as providing an ineffective Language Acquisition Support System.
- Most limited responses provided discussion of the grandfather's language which were often restricted to identifying his use of questions without exploring their communicative purpose or the ways in which they scaffolded Bartek's linguistic and cognitive development.
- Some limited responses misinterpreted Bartek's use of the hyperbolic expression *three zero one million times*, concluding that he was unable to count or use numbers accurately and was therefore operating at an earlier stage of language acquisition. This overlooked the pragmatic function of the utterance as an example of exaggeration rather than a literal demonstration of numerical ability.
- Some limited responses referred to the interlocutor's utterances as though they were written sentences, leading to less accurate linguistic analysis.
- Some limited responses commented on contractions without fully considering their significance as natural features of spoken discourse. Some limited responses also identified the use of pronouns, auxiliaries and conjunctions in Bartek's speech although these features were listed and described in general terms rather than being developed through relevant linguistic concepts or concepts of language acquisition.
- A few limited responses interpreted Bartek's pauses as evidence of poor language processing. However, the grandfather frequently produced longer pauses than Bartek, suggesting that many responses did not distinguish between everyday non-fluency features of spontaneous speech and those that may be more characteristic of child language.
- A few limited responses cited Grice's maxims of conversation although these references were not always made useful to the analysis.

ENGLISH LANGUAGE

Paper 9093/33 Language Analysis
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Key messages

What candidates did well

- Comprehensive responses supplied analyses which were sustained to an appropriate length.
- Comprehensive responses observed the requirement in **Question 1** to analyse all three texts and to support ideas with reference to examples from a wider study of the language topic.
- Comprehensive responses demonstrated ease in interpreting the transcription conventions of Conversation Analysis which allowed appropriate engagement with the stimulus material in **Question 2**.

What candidates needed to improve

- Limited responses could have been improved by ensuring that ideas and examples from wider study of the language topics were tied firmly and relevantly to the analysis in hand.
- Limited responses could have been improved by including analysis of all three texts in **Question 1**.
- Some limited responses were brief and therefore lacked development of analytical ideas.

Comments on specific questions

Section A

Question 1

Comprehensive responses

- Some comprehensive responses combined evidence from Text C with language change theory by analysing the decline of *through dry* and cautiously applying Hockett's Random Fluctuation Theory before linking subsequent standardisation to Robert Lowth's eighteenth-century codification. This demonstrated an effective synthesis of corpus data, historical context and linguistic concepts and approaches.
- Most comprehensive responses explored the semantic narrowing and pejoration of Text B's *rent*, comparing historical collocates with contemporary patterns such as *afford* and *rise*.
- Most comprehensive responses broadened their analysis beyond the lexical framework by commenting on graphological features, including paragraphing and subheadings, and explaining how these enhanced readability and reflected changing conventions of text organisation.
- Further development in comprehensive responses was provided with commentary on contemporary textual organisation. Some comprehensive responses also integrated observations with discussion of Halliday's Functional Linguistics to explain how language evolves to meet the communicative needs of its users.
- Most comprehensive responses cited examples of lexical items which had undergone language change, including *Oyl*, *Superficies* and *fair Water*. Some analyses were supported with reference to the Great Vowel Shift or the process in which capitalisation of nouns had decreased.

Limited responses

- Most limited responses discussed the influence of the printing press and linked this to the use of the long s. Some limited responses did not develop beyond identification to explain why this orthographic convention emerged or how developments in printing technology influenced its continued use and eventual decline.
- Most limited responses correctly identified the semantic shift of *rent* but offered only generalised explanations of the social, cultural or linguistic factors that may have driven these changes in meaning over time.
- In discussion of Text C, some limited responses referred to Chen's S-curve model as a general explanation for language change but provided little supporting discussion. In particular, only a few

limited responses demonstrated an understanding of the changing adverbial usage of *thoroughly* or explained how its grammatical function had evolved across the period represented by the data.

- Most limited responses offered the generalised opinion that the instructions in Text A were very long and involved and would render the process of following them rather confusing, whereas instructions to be read by a contemporary audience have become more concise.
- A few limited responses had incorrectly interpreted *picture* as *photograph* leading to ideas which were not tied to the date of publication of Text A.

Section B

Question 2

Comprehensive responses

- Comprehensive responses analysed Ines' emerging grammatical competence through specific linguistic features such as negation (*no*), prepositions (*at the party*) and developing conjunction use.
- Comprehensive responses linked analytical findings from the child's utterances to her transition from the telegraphic to the post-telegraphic stage of language acquisition.
- Comprehensive responses integrated linguistic evidence with theoretical approaches by explaining Ines' egocentric response (*no not yum*) through Piaget's cognitive development and correctly positioning her in the preoperational stage.
- Comprehensive responses selected data from the transcription to introduce Halliday's interactional and heuristic functions when analysing the contrasting communicative purposes of Ines' and her father's utterances.
- Comprehensive responses provided analysis of the father's child directed speech which was exemplified with selections of simple lexis including *nice*, *nice day*, *like cake* and *yum yum yum*.
- Most comprehensive responses indicated repetition or reinforcement to introduce Skinner's Behaviourism exemplifying such with *at the party*, *play skittles*, *bigger than you* or *they are big*.
- Comprehensive responses provided examples of the father using more advanced lexis including *is that your jewellery*, *definitely bigger* and *lets compare hands* to act as the More Knowledgeable Other according to Vygotsky.

Limited responses

- Some limited responses positioned Ines in the holophrastic stage of linguistic acquisition rather than the telegraphic stage, or used only her age instead of data from the transcription to come to their conclusion.
- Most limited responses identified relevant language features, such as repetition, recasting and reinforcement, but tended to describe them in isolation rather than analysing their contribution to the child's language development.
- Limited responses cited theoretical references, particularly to Skinner's Behaviourism, Chomsky's Language Acquisition Device, or Bruner's Language Acquisition Support System, although these were frequently asserted rather than securely applied to the transcription data.
- Limited responses often demonstrated feature spotting instead of analysis, with limited exploration of transcription conventions, interactional patterns or the relationship between the caregiver's language and the child's developing linguistic competence.
- A few limited responses relied only on the transcription key supplied in the question paper for their ideas instead of making a wider exploration of the language of Ines and her father.
- Some limited responses demonstrated inaccuracy when citing Chomsky's Language Acquisition Device by stating that children should know exactly how to pronounce words, and that Ines' pronunciation difficulties in *skittles* and *three* demonstrated 'that her LAD isn't switched on' or she was 'unable to access her LAD yet.'
- Some limited responses were unable to interpret the phonetic representation in the transcription, regarding it as 'babbling' or understanding */fri:/* as 'there'.

ENGLISH LANGUAGE

Paper 9093/41 Language Topics
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Key messages

What candidates did well

- Comprehensive responses supplied discursive essays which were sustained to an appropriate length.
- Comprehensive responses observed the requirement to discuss the most important points raised in the texts and to support ideas with reference to examples from the wider study of the language topic.
- Comprehensive responses were organised into a series of paragraphs which provided a logical sequence of ideas.

What candidates needed to improve

- Limited responses could have been improved by ensuring that ideas and examples from wider study of the language topics were tied firmly and relevantly to the discussion in hand.
- Limited responses could have been improved by selecting a wider range of points for discussion.
- Some limited responses attempted to analyse the writing of the texts provided which is not a requirement of Paper 41.

Comments on specific questions

Section A

Question 1

Comprehensive responses

- Some comprehensive responses supported discussion with a wide range of geographically diverse examples, including Kenya, India and multilingual contexts, demonstrating an ability to move beyond generalised comments about the global spread of English.
- Most comprehensive responses incorporated relevant linguistic theories and concepts including Kachru's Circles of English, Schneider's Dynamic Model and Phillipson's approach to linguistic imperialism, using them to frame discussion rather than simply naming theorists. Approaches taken by Diamond, Graddol, Pakir and Widdowson were also cited in some comprehensive responses. A few comprehensive responses also referred to Bourdieu's notions of linguistic and/or cultural capital.
- Some comprehensive responses moved beyond describing the spread of English by critically engaging with competing theoretical perspectives. For example, some discussed Phillipson's theory of linguistic imperialism alongside Van Parijs' concept of linguistic justice to debate whether English represents linguistic domination or a practical means of promoting global equality.
- A few comprehensive responses considered Mark Pagel's work on translation technology and how it might impact on the future of global English, contrasting the economic and educational advantages of English with arguments that advances in AI-driven translation may reduce linguistic inequality and lessen pressure on speakers of minority languages.
- Some comprehensive responses demonstrated an understanding that the spread of English is shaped by complex sociolinguistic processes, applying Mufwene's ecology of language evolution to explain how English adapts to local linguistic environments rather than simply replacing indigenous languages.
- Most comprehensive responses identified the relevant circle of Kachru's model and how this impacted on linguistic issues for India and the wider economic issues as well related to this.

Limited responses

- Some limited responses paraphrased the anecdote at the beginning of the text and general argument of the text without identifying or evaluating the specific issues it raised (for example linguistic hegemony, domain loss and levels of literacy), with limited development or comparison to other contexts of English expansion.

- Most limited responses touched on prescriptivism with a few linking Jennifer Jenkins's work on English as a lingua franca. Her approach was treated as a standalone idea and not well integrated into the fabric of the argument in hand.
- Most limited responses relied heavily on lengthy summaries of the source material, often repeating examples from the article with little exploration of the wider linguistic issues they illustrated.
- Some limited responses engaged in tangential discussions on the evolution of the English language, the history of English expansion and American hegemony rather than discussing ideas relevant to the stimulus material.
- Some limited responses referred to relevant concepts such as linguistic prestige, linguistic imperialism and lingua franca. These were often asserted rather than developed and were frequently descriptive or partially understood, with limited explanation of how they applied to the data.
- Some limited responses tended to present the spread of English as wholly beneficial or wholly harmful. Where candidates attempted to incorporate theories such as Phillipson's linguistic imperialism or Schneider's Dynamic Model, these were frequently introduced as isolated references or labels, with limited explanation of how they supported the data or the differing sociolinguistic trajectories of English in postcolonial contexts.
- Some limited responses identified the incorrect circle of Kachru's model and this led to inaccurate discussion.

Section B

Question 2

Comprehensive responses

- Most comprehensive responses linked the source material to wider debates surrounding individuality versus conformity, arguing that younger speakers increasingly resist adopting separate professional personas in favour of authentic self-expression.
- Most comprehensive responses engaged with a number of issues raised in the text and demonstrated a secure understanding of linguistic concepts such as prescriptivism and descriptivism. Such discussion included the prescriptivist stance of the manager described in the text and the descriptivist stance of C Myers and the writer.
- Most comprehensive responses supported discussion with a range of relevant linguistic perspectives. A few comprehensive responses moved beyond the source by applying Marche's work on identity, Nigel Nicholson's discussion of Gen Z language in *Teenage Talk* and Bernstein's distinction between restricted and elaborated codes to explain why younger speakers may resist adopting more formal workplace registers.
- Some comprehensive responses explored the relationship between language and identity through sociolinguistic approaches, using Labov to discuss the social significance of language variation and Eckert to examine how age-related stereotypes influence expectations of 'appropriate' speech. Discussion was supported by examples of Received Pronunciation as a prestige variety associated with higher social status.
- A few comprehensive responses recognised that language both reflects and constructs group membership, applying Tajfel and Turner's Social Identity Theory to explain how shared linguistic practices reinforce in-group identity whilst distinguishing speakers from other social groups.
- A few comprehensive responses cited Giles's Communication Accommodation Theory and commented on Anna's conscious choice to diverge.
- Some comprehensive responses considered the influence of technology on identity, discussing how social media and digital communication encourage individuals to maintain consistent linguistic identities across both personal and professional contexts.

Limited responses

- Most limited responses focused mainly on gender and genderlect theories which often diverted discussion away from the central issues of the text.
- Most limited responses relied heavily on recounting the source material, with discussion remaining closely tied to Anna's experience rather than exploring the broader relationship between language, identity and society.
- Most limited responses introduced a wide range of linguistic theories, particularly those relating to gender and genderlect, including Trudgill, Deborah Cameron and Lakoff. In most limited responses these were only loosely connected to the source, resulting in discussion that lacked relevance to the central focus of the question.

- Most limited responses referred to theorists associated with descriptive approaches to language, such as Aitchison. These references were sometimes insufficiently relevant to the specific demands of the question and were not always effectively integrated into the discussion.
- Most limited responses demonstrated awareness of concepts such as prescriptivism and descriptivism, references to theorists such as David Crystal were often used to support general discussion of informal language or texting rather than to develop analysis of how such language shapes and reflects personal and social identity.
- Some limited responses attempted to broaden the discussion through contemporary examples such as social media, technology and Gen Z language. However, these ideas were often asserted rather than developed, with limited exploration of how changing linguistic practices influence speakers' identities or the social judgements attached to them.
- Some limited responses interpreted the text in relation to 'Language Change' rather than 'Language and the Self' and named theorists and concepts that were not relevant to the topic such as Michael Halliday's Functional Theory or David Crystal's tide metaphor. Grice's maxims, and Brown and Levinson's politeness theory were often misunderstood and misappropriated in this question. Similarly, Bernstein's elaborated and restricted codes were misinterpreted in relation to Anna's casual language use vs the formality expected in Anna's workplace.
- Some limited responses referred to the Sapir–Whorf hypothesis. This was often interpreted as a general theory of language use or generational speech rather than a claim about the relationship between language and cognition. This frequently led to inaccurate or superficial application.
- Some limited responses attempted to apply linguistic determinism to Anna's workplace experience by suggesting that her language directly determined how she thought or behaved.

ENGLISH LANGUAGE

Paper 9093/42 Language Topics
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Key messages

What candidates did well

- Comprehensive responses supplied discursive essays which were sustained to an appropriate length.
- Comprehensive responses observed the requirement to discuss the most important points raised in the texts and to support ideas with reference to examples from the wider study of the language topic.
- Comprehensive responses were organised into a series of paragraphs which provided a logical sequence of ideas.

What candidates needed to improve

- Limited responses could have been improved by ensuring that ideas and examples from wider study of the language topics were tied firmly and relevantly to the discussion in hand.
- Limited responses could have been improved by selecting a wider range of points for discussion.
- Some limited responses attempted to analyse the writing of the texts provided which is not a requirement of Paper 42.

Comments on specific questions

Section A

Question 1

Comprehensive responses

- Most comprehensive responses demonstrated appropriate discursive essay structure with an introductory paragraph, body paragraphs and a clear conclusion.
- Most comprehensive responses recognised the difference between domain loss and language death, focusing on the functional restriction English brings in academia, as well as referring to the appropriate UNESCO measure.
- Most comprehensive responses demonstrated a secure understanding of Kachru's Circles of English model, applying it appropriately to English use in a range of countries with the focus sometimes remaining on the outer circle rather than the expanding circle.
- Some comprehensive responses cited Butler and Honey to demonstrate wider study and these exemplified broadening of the conceptual range drawn upon.
- Some comprehensive responses drew comparisons between language revitalisation efforts in places such as Wales, Scotland and New Zealand and the Dutch minister's decision to use Dutch in two thirds of university courses.
- Most comprehensive responses balanced the communicative benefits of English as a global lingua franca with the risks of linguistic imperialism, supporting discussion with relevant reference to Robert Phillipson.
- Some comprehensive responses used the Finnish university example to explore the tension between English-medium education and the maintenance of national languages, moving beyond simple description of the extract.
- Some comprehensive responses applied Trudgill's concept of covert prestige appropriately to explain why universities may promote English as a marker of international status.
- Some comprehensive responses demonstrated awareness of contrasting perspectives through relevant reference to theorists such as Widdowson, Crystal and Aitchison with developed evaluation.
- Some comprehensive responses demonstrated a clear understanding of Widdowson's concept of lexical borrowing, using examples from English to explain how language contact enriches rather than weakens the lexicon.

- Some comprehensive responses explored the relationship between English-medium education and linguistic inequality, linking the extract to issues of prestige, identity and access to higher education.

Limited responses

- Most limited responses were characterised by a tenuous grasp of critical terminology as well as weak expression.
- Some limited responses relied on and misinterpreted of UNESCO's stages of language endangerment, and labelled Dutch as a vulnerable language.
- Some limited responses referenced theorists including John Honey and Robert McCrum. These references were often asserted rather than closely applied to the source material.
- Most limited responses identified the growing use of English in Nordic universities. Limited discussions described the issue without fully analysing its implications for language prestige or language shift.
- In most limited responses, references to linguistic theory were generally relevant. In a few limited responses theorists were introduced in succession with only some application to the specific evidence provided in the source text. Such references were to Phillipson, Crystal and Diamond.
- In some limited responses English as a killer language, language death and lingua franca were labels given without any exploration. They often appeared in introductory or concluding paragraphs without developed commentary.
- Most limited responses relied on lengthy accounts of the historical spread of English, particularly British colonialism, at the expense of discussing the issues raised in the text.
- In most limited responses, Kachru's Circles of English model was explained rather than used for support, with some limited responses incorrectly positioning Nordic countries.
- Some limited responses included discussion of English-medium education which tended to focus solely on the loss of local languages, with limited consideration of the wider educational, economic or communicative arguments presented by the text.

Section B

Question 2

Comprehensive responses

- Most comprehensive responses demonstrated careful selection of ideas from the text, with some challenging the writer's standpoint which provided developed discussion.
- Most comprehensive responses demonstrated appropriate discursive essay writing technique with controlled structural organisation of fluent paragraphing and precise and accurate use of linguistic terminology.
- Some comprehensive responses interrogated the extract's assumptions by distinguishing between correlation and causation, arguing that evidence of gender differences in language use does not necessarily demonstrate a causal relationship.
- Most comprehensive responses used the example of gender-neutral occupational titles such as *firefighter* to move beyond simple description, linking lexical change to wider shifts in attitudes towards gender equality.
- A few comprehensive responses recognised that the relationship between language and thought remains contested rather than presenting linguistic determinism as fact. Most comprehensive responses engaged with Sapir-Whorf by trying to apply the theory to the extract.
- A few comprehensive responses synthesised competing theoretical positions, contrasting linguistic determinism with linguistic relativism to evaluate whether language constructs social reality or reflects wider social change.
- Some comprehensive responses explored the influence of grammatical gender, using 'other' to discuss how linguistic structures may shape perceptions of gender.
- Most comprehensive responses supported their discussion with contemporary linguistic research, with some evaluating the findings thereof rather than accepting them uncritically.

Limited responses

- Some limited responses were brief, demonstrating limited development of ideas.
- Some limited responses provided a general commentary on the issues presented in the text instead of integrating relevant linguistic concepts and approaches into their discussion.
- Some limited responses demonstrated confusion between gendered language and genderlect. In such cases there was citation of Cameron, Tannen and Lakoff, which suggested a limited understanding of the issues presented in the text.

- In some limited responses references to 'Muted Group Theory' and 'Standpoint Theory' were often brief and isolated, with limited integration into the overall line of argument.
- Most limited responses focused on the broad idea that language influences inequality with brief discussion of how the evidence in the text supported or challenged this view.
- Some limited responses confused linguistic determinism and linguistic relativism, with some using the terms interchangeably or without clearly distinguishing between the two positions.
- Some limited responses referred to concepts such as linguistic prejudice and gender-neutral language. These were often explained in general terms rather than analysed through the evidence provided in the extract.
- Some limited responses relied heavily on a selection of gendered examples such as 'fireman' and 'policeman', with discussion remaining descriptive and offering limited evaluation.

ENGLISH LANGUAGE

Paper 9093/43 Language Topics
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Key messages

What candidates did well

- Comprehensive responses supplied discursive essays which were sustained to an appropriate length.
- Comprehensive responses observed the requirement to discuss the most important points raised in the texts and to support ideas with reference to examples from the wider study of the language topic.
- Comprehensive responses were organised into a series of paragraphs which provided a logical sequence of ideas.

What candidates needed to improve

- Limited responses could have been improved by ensuring that ideas and examples from wider study of the language topics were tied firmly and relevantly to the discussion in hand.
- Limited responses could have been improved by selecting a wider range of points for discussion.
- Some limited responses attempted to analyse the writing of the texts provided which is not a requirement of Paper 43.

Comments on specific questions

Section A

Question 1

Comprehensive responses

- Most comprehensive responses demonstrated appropriate discursive essay structure with an introductory paragraph, body paragraphs and a clear conclusion.
- Most comprehensive responses recognised that according to the text, Italian speakers actively adapt English to local contexts, using examples of hybrid forms and semantic change rather than presenting English as simply replacing Italian.
- Most comprehensive responses demonstrated a secure understanding of Kachru's Circles of English model by positioning Italy in an expanding circle context.
- Some comprehensive responses explored the contemporary meaning of this in terms of the ownership and development of English.
- Some comprehensive responses were also able to successfully comment on concepts such as linguistic prestige according to Labov and language and power according to Fairclough.

Limited responses

- Most limited responses were characterised by a tenuous grasp of critical terminology as well as weak expression.
- Most limited responses tended to assert that English was causing the decline of Italian without exploring the evidence in the source or considering alternative perspectives such as language adaptation and borrowing.
- Most limited responses referred to theorists such as Crystal, Phillipson and Widdowson to demonstrate knowledge, but were only loosely connected to the discussion of 'Itanglese' and the issues raised by the article.
- Some limited responses presented a restricted range of linguistic concepts and relied on general discussions of issues and concepts such as colonisation and English as a lingua franca.

Section B

Question 2

Comprehensive responses

- Most comprehensive responses demonstrated careful selection of ideas from the text, with some challenging the writer's standpoint which provided developed discussion.
- Most comprehensive responses explored how lexical choices shape public attitudes towards climate change, applying examples such as 'climate crisis', 'investment' and 'improving quality of life' to demonstrate how framing influences interpretation.
- Most comprehensive responses supported discussion with a range of relevant conceptualisation examples, including Halliday's Systemic Functional Linguistics, linguistic relativism and Lera Boroditsky's work on framing, integrating these ideas appropriately into their discussion of the text.
- Most comprehensive responses cited the Sapir-Whorf hypothesis to comment on the issues presented in the text to develop discussion on language and thought.
- Some comprehensive responses referred to Elizabeth Loftus' experiment regarding eyewitness testimony to develop ideas of how to reframe language in order to bring about change.

Limited responses

- Some limited responses were brief, demonstrating limited development of ideas.
- Most limited responses demonstrated a sound understanding of the broad ideas presented in the source. These ideas tended to identify issues rather than develop them into sustained discursive essay writing.
- Most limited responses tended to focus on quotes from Piccard and Marshall through descriptive commentary.
- Some limited responses identified relevant theories such as the Sapir-Whorf hypothesis and Giles' Accommodation Theory. Discussion tended to remain explanatory, with only brief application to the source material.
- Some limited responses demonstrated a tenuous grasp of the topic of language and the self, with some commenting on less relevant concepts such as Brown and Levinson's politeness principles, positive and negative face, and Bernstein's restricted and elaborated codes.
- A few limited responses referred to Loftus and Palmer's car crash experiment but were unable to successfully link the findings of the study to how people can be mobilised to take action in response to climate change.