

Question	Answer	Marks																		
1	<b>Notes on task:</b>																			
	<table border="1"> <thead> <tr> <th data-bbox="164 300 418 365">Annotation</th> <th data-bbox="418 300 1433 365">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="164 365 418 429">✓ 1</td> <td data-bbox="418 365 1433 429">Indicates ideas selected from Text A (Section A)</td> </tr> <tr> <td data-bbox="164 429 418 493">✓ 2</td> <td data-bbox="418 429 1433 493">Indicates ideas selected from Text B (Section A)</td> </tr> <tr> <td data-bbox="164 493 418 557">EVAL</td> <td data-bbox="418 493 1433 557">Indicates evaluation of an idea (Section A)</td> </tr> <tr> <td data-bbox="164 557 418 622">DEV</td> <td data-bbox="418 557 1433 622">Indicates development of an idea (Section A)</td> </tr> <tr> <td data-bbox="164 622 418 686">V</td> <td data-bbox="418 622 1433 686">Indicates merits of vocabulary (including spelling)</td> </tr> <tr> <td data-bbox="164 686 418 750">P</td> <td data-bbox="418 686 1433 750">Indicates merits of punctuation</td> </tr> <tr> <td data-bbox="164 750 418 815">F</td> <td data-bbox="418 750 1433 815">Indicates effective use of descriptive/narrative and structural features</td> </tr> <tr> <td data-bbox="164 815 418 994">L5 L4 L3 L2 L1</td> <td data-bbox="418 815 1433 994">Indicates level of achievement (use of sentence structures and grammar)</td> </tr> </tbody> </table>	Annotation	Meaning	✓ 1	Indicates ideas selected from Text A (Section A)	✓ 2	Indicates ideas selected from Text B (Section A)	EVAL	Indicates evaluation of an idea (Section A)	DEV	Indicates development of an idea (Section A)	V	Indicates merits of vocabulary (including spelling)	P	Indicates merits of punctuation	F	Indicates effective use of descriptive/narrative and structural features	L5 L4 L3 L2 L1	Indicates level of achievement (use of sentence structures and grammar)	
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<p><b>Credit <u>any</u> wording in candidate response which captures the <u>idea</u>; it does not need to be expressed in the wording of the texts or of the MS.</b></p> <p><b>Evaluation</b> is offering judgement of an idea. Anything which suggests prioritisation of one idea over another, or dismissal of an idea, is valid as evaluation.</p> <p>Also look out for:</p> <ul style="list-style-type: none"> <li>the use of rhetorical questions which may be <b>evaluative</b></li> <li>tone which implies <b>evaluation</b></li> <li>emotive vocabulary which implies <b>evaluation</b></li> </ul> <p><b>Development</b> is adding an example or information additional to an idea already in the text, e.g. a viable alternative, personal experience, etc. whereas evaluation is about offering a judgement of the quality or validity of that idea. It is also possible that we will see development of evaluation.</p> <p>Candidates may also decide to evaluate the actual texts – as well as, or instead of, the ideas and opinions within them – by considering the following aspects:</p> <ul style="list-style-type: none"> <li>how <b>sensible / convincing</b> the argument is</li> <li>evidence of <b>bias</b> in the texts</li> <li>how well supported the argument is (with <b>evidence</b>)</li> <li>consideration of <b>others’ viewpoints</b></li> <li>use of <b>language</b></li> </ul>																				

# Developments:

## ① Develop by personal experience

some candidates developed ideas in a more thoughtful, thorough and personal manner: 'You can learn more about mountains and the different traditional festivals that take place around the world as I did when I visited the Kalash valley at the time of the Uchal festival.' '[The long summer break is] a time to relax. You can distance yourself from your busy life. Therefore by visiting places like mountains you can recharge your brain which allows you to be focused in university.' Some responses developed ideas with the inclusion of an

## ② Develop by example

people from different cultural backgrounds. Linguistically, 'For instance' and 'For example' were often good signal phrases preceding development.

## ③ Develop by result

which allows you to be focused in university.' Some responses developed ideas with the inclusion of an anecdote from the candidate's own travels: 'When I went abroad without my parents, it helped me to become mature and venture out of my comfort zone.... I became more independent and build my confidence.' 'Whenever I recall my school life I only remember one thing – joyful memories with my mates. We travelled in the country visiting places we only learn about in geography lesson.' Candidates also developed points

## ④ Develop by statistics

The response could have included exemplification of the reduction in animals' lifespans with an additional sentence such as, 'Studies have shown that animals living in the wild live, on average, five years longer than those in captivity'. If slightly fewer ideas had been selected but these had each been developed and evaluated, this would have improved the response.

## ⑤ Develop by alternative

personality by talking about the candidate's own frustrations on this subject. Another way in which candidates could demonstrate development was by offering solutions to some of the issues raised in the two texts, e.g., by agreeing that school uniform should be worn and then suggesting that there could be regular non-uniform days as a compromise.

# Evaluations :

## o- Tone

**Evaluation** is offering judgement of an idea. Anything which suggests prioritisation of one idea over another, or dismissal of an idea, is valid as evaluation.

Also look out for:

- the use of rhetorical questions which may be **evaluative**
- tone which implies **evaluation**
- emotive vocabulary which implies **evaluation**

## o- Rhetorical questions

It was common to see rhetorical questions used to create an evaluative tone: 'Wouldn't it make better sense to travel while you are young enough to make memories with your friends?' 'Once you start your career, will you have the time or energy to travel?'. Both direct address and emotive appeals were also frequently seen: 'I've seen you with your head buried in books all year.' 'You've been cooped up for so long – think about your mental health and wellbeing.' Devices such as onomatopoeia, hyperbole, and emphatic language, e.g. 'It cannot be ignored', 'You're only young once', were effectively used to persuade in some responses.

## o- Points (Result):

Many responses included at least some evaluation, often signalled by phrases such as 'In my opinion...', 'However...', 'You cannot ignore...', or rhetorical questions, e.g. 'Travel might be fun, but at what cost?'. Stronger responses integrated evaluation throughout, weighing the merits of each argument rather than reserving judgement for a concluding paragraph: 'It is true that travel teaches life skills, but important skills can also be gained through work experience.' 'Some people argue that travelling is expensive, but it is worth every penny if it gives you experiences you'll never forget.' Other successful attempts at evaluation included weighing financial constraints, considering long-term benefits, challenging assumptions, e.g. 'Who in their right mind would want to work in their summer break?' or providing evaluation in the form of prioritising a single idea already mentioned in support of the final judgement: 'Of all the benefits of travelling, the most important is definitely making memories with the friends that you won't see as often once you start university.'

## o- Text-wise Evaluation

as Jianyu points out.' Another valid approach to evaluation took the form of signalling potential bias in the ideas of the two writers, e.g. pointing out that Hazeema was younger and so might be less mature than Jianyu and so less likely to see the importance of homework.

# PDE Format :-

- Evaluation of the ideas selected was required to achieve a mark at Level 4 or above. Candidates needed to ensure that they included this alongside development. For example, candidates could have added an example or information additional to an idea already in the text, and then offered a judgement on the quality or validity of that idea. Using the PDE (Point Development Evaluation) structure would have helped candidates to provide all the required elements. For example, the idea of the zoo being a fun family outing for all ages could be developed and evaluated as follows: 'A visit to the zoo appeals to both children and adults, as they can explore exhibits, attend interactive shows, and enjoy outdoor activities together. However, the ethical concerns regarding animal welfare in

Candidates should be encouraged to avoid repeating points from given texts but rather to interpret and expand on these points with personal insights and original thought. Approaching the question using a clear structure (for example: Point, Development, Evaluation) will support candidates in achieving this. Development of points (extracted from the texts) could be enhanced by including examples from wider reading on, or personal experience of, societal issues.

- Where possible, candidates are encouraged to link points from the two texts and use one to help evaluate the other. An example of this, using the ideas of gaining scientific knowledge (from Text A) and behavioural changes in animals (from Text B), would be as follows: 'Zoos allow researchers to observe animal behaviour without the unpredictable variables present in their natural habitat, such as predation and weather. This setting allows for detailed, long-term research on social interactions, reproduction, and development. However, behaviours in captivity may differ from those in natural habitats due to stress and confinement, raising concerns about the validity of findings'.

Many responses featured creditworthy evaluation, for example, 'Using a mobile phone provides crucial safety for students by allowing instant communication in emergencies, so rather than banning mobile phones, perhaps it would be better to only allow their use at certain times of the day, for example on the journey to and from school when students are more likely to be at risk.' or 'The high cost of mobile phones undoubtedly causes jealousy among students when they don't have the latest model and making sure their children always have the most up to date phone can place financial strain on families.' In the first example, we have evaluation of the idea that mobile phones provide safety, with the use of 'crucial' being a signal that this is evaluative. The development provided here is a solution which supports the evaluation by mentioning that permitting the use of mobile phones on the way to and from school would offer security in emergency situations. The second example picks up on the Text B idea of envy, judging that there is validity in this idea with the use of 'undoubtedly'. The development here comes with the effect of the expense on families.

Examiner wants you to  
talk about both texts  
side by side // simultaneously!

# DEVELOPMENT & EVALUATION

## Paper 2 Practice Worksheet

### Question 1

W25 - QP22

*"University is expensive; tuition, coursebooks, and living expenses add up."*

Develop:

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Evaluate:

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### Question 2

S25 - QP21

*"Wearing school uniform makes students feel like they belong — like they are all part of the same team."*

Develop:

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Evaluate:

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### Question 3

W24 - QP22

*"Mobile phones help students stay in contact with their parents during the commute to and from school."*

Develop:

---

Evaluate:

---

### Question 4

S24 - QP22

*"Zoos help protect endangered species and allow scientists to study animal behaviour."*

Develop:

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Evaluate:

---

## Question 5

Specimen 2024

*"Travelling is educational."*

**Develop:**

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**Evaluate:**

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## Question 5

Specimen 2024

*"Travelling is educational."*

**Develop (Solution/Alternative):**

Instead of expensive international flights, schools could just use virtual reality so students can explore places like the Colosseum from the classroom.

**Evaluate (Example of the opposite):**

This is pretty weak when you think of tourists like my uncle Mark, who flies to exotic countries just to hide in a resort and completely ignore the local culture.

# ANSWER KEY

## Suggested Model Developments & Evaluations

### Question 1

W25 - QP22

*"University is expensive; tuition, coursebooks, and living expenses add up."*

#### Develop (Result):

Because of this, a lot of graduates start their careers drowning in decades of student loan debt.

#### Evaluate (Counter-argument):

True, but university grads usually earn way more over their lifetimes, making the upfront cost worth it.

However,

### Question 2

S25 - QP21

*"Wearing school uniform makes students feel like they belong — like they are all part of the same team."*

#### Develop (Example of a Place):

For example, students at Eton College often say their historic uniform helps build a really tight-knit community.

#### Evaluate (Statistics):

This isn't very strong, considering surveys show around 65% of teens feel uniforms just crush their individuality.

### Question 3

W24 - QP22

*"Mobile phones help students stay in contact with their parents during the commute to and from school."*

#### Develop (Statistics):

In fact, reports show 82% of parents feel a lot less anxious when they can track their kids via GPS on the bus.

#### Evaluate (Personal Experience):

It sounds good in theory, but honestly, having a phone on the bus usually just meant I was scrolling social media instead of texting my mom.

### Question 4

*"Zoos help protect endangered species and allow scientists to study animal behaviour."*

#### Develop (Personal Experience):

The last time we went to the zoo, talking to the biologists there taught me way more about conservation than a textbook ever could.

#### Evaluate (Solution/Alternative):

It would actually be way better for the animals if we spent that zoo money on protecting natural habitats and building wildlife reserves instead.