

Read **Text A** and answer **Question 1** and **Question 2** on the question paper.

Text A: Where it all began

In this extract from a story set a long time ago in Italy, the writer has just started as a kitchen worker in a grand palace. One of his duties is to transport heavy blocks of ice from the ice house in the palace gardens to the kitchen.

- 1 The first time I did this, the curiosity of playing with the frozen slabs – of seeing how they slid away from me like eels, how I could ride them down the slope, or best of all shoot them at the kitchen wall from a distance and watch them shatter into jewel-like shards – enchanted me so much that, in a state of childish enthusiasm, I neglected my other duties.
- 2 When Ahmad, my master, found me in the courtyard, surrounded by ruined ice blocks, he showed none of the displeasure which I knew my ill-discipline warranted. 'Come with me,' he said without expression. 5
- 3 He took me to the ice house and ushered me in, apparently closing the door tight shut behind me. Inside, in pleasant contrast to the stifling heat outside, it was the temperature at which water becomes ice. Initially, though dressed in a thin shirt and short breeches, I stood congratulating myself on avoiding the task of cleaning up. After a few minutes, I began to shiver. The cold felt like a flame. A few more minutes and I was shaking from the searing cold. My confidence crumbled. Feebly, I leant against the door, which surprisingly swung open to reveal Ahmad waiting patiently outside. 10
- 4 I never again played with the ice. 15
- 5 Each night, exhausted, I crawled into the kitchen to sleep next to the huge open fireplace the cooks used to roast meats. The cooks grew used to me. I watched them as they worked: observing how they pureed fruits to intensify the flavours; how they extracted the perfumes of flowers to flavour creams and liqueurs. But when I suggested to Ahmad that we could use these techniques, he waved me away. 'We are engineers, not cooks,' he would proclaim. 'Cooking is women's business. We know the secrets of ice.' 20
- 6 Indeed, these were ancient secrets known to few, passed down within two families who supplied frozen ices to the royal court. Some of this knowledge was contained in stained leather-bound notebooks, but most was kept only in Ahmad's head, in a set of rules he had no desire to question. 25
'To five measures of crushed ice, add three...' he would recite. *Arrogance*
'Why?' I would say.
'Why what?'
'Why must the ice be crushed?'
'What does it matter? Stir the mixture clockwise...'
- 7 I had been working for Ahmad almost two years before I dared to ask what the ices we made tasted like. 'What does the taste matter to you, child?' answered Ahmad. 30
'Sir, I've seen how the cooks try their dishes as they make them. I think I'll understand better how to make these ices if I know how they are meant to taste.' We were making an ice flavoured with a tempting syrup of small, sweet oranges.
'Very well,' Ahmad said casually. 'Try some.'
- 8 Before he could change his mind, I grabbed a spoon, scooping out a little and putting it to my lips. Ice crystals cracked and crunched against my teeth, dissolving on my tongue with a sparkling sensation. I gasped with delight, then pain, as the cold gripped my throat. I spluttered. Ahmad's lip curled with amusement. 40

- 9 'Now, perhaps, you understand this is not a dish for us. We are here to entertain, boy. We are like singers, or actors, for the wealthy and the great. No one but them will ever be able to waste so much expense on something that melts to nothing.' But, once I'd got over the initial strangeness, I found I could not forget that extraordinary flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, I tasted every ice confection we made. *attract* 45
- 10 I sometimes wondered why Ahmad shared his knowledge so readily with me, but soon realised that to him I was simply a workhorse, a creature incapable of reason. He taught me what he knew, not because he wanted to share his secrets, but because he wanted to share the labour. And so I learnt the subtle art of more complex water ices: 'sorbetti', in which the syrups themselves were frozen, transforming magically to mounds of glittering crystals; and 'sherbets', the most difficult and enchanting of all, expertly infused with fragrant cardamom, and resembling refrozen snow. 50
- 11 There were still secrets, special ingredients, described in the notebooks which Ahmad kept to himself, to ensure that I would always know less than he did. If I suggested we try a new flavour, Ahmad would say flatly, 'It is not one of the flavours – look in the book.' He was taunting me, of course: he knew I could not read. Nor did I need to read it to know that only four flavours were all its ancient pages permitted. Our ices had another drawback too – that shooting pain which came from biting down on them. I longed to make an ice that was smooth, soft and creamy: 'ice cream'. *wanted* 55
- 12 So began a period in which I lived a double life. By day, I followed Ahmad's instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory as I experimented wildly, without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something – some method, some key – something that could unlock the deepest, frozen secrets of ice cream. 65



Explicit	Implicit
→ What	→ How
→ Find	→ suggest
→ Identify	→ Explain
→ Give	

Jaweria Amer

Read Text A, *Where it all began*, in the insert and answer Question 1 and Question 2.

Question 1

Explicit (11/11)

(a) In paragraph 1, what did the writer enjoy the most about moving the ice blocks the first time he did this?

To shoot them at the kitchen wall and watch them break into jewel-like shards.

Excess - derived

(b) Using your own words, explain what the text means by 'I neglected my other duties.' (line 4)

Neglected: Ignored / forgot to do Duties: Jobs, chores, responsibilities.

The text means the writer ignored his other jobs.

(c) In paragraph 3, how did the writer feel at first about being in the ice house?

Give two details from the text to support your answer.

writer's feeling Relieved

details 1 in pleasant contrast to the stifling heat outside

2 "I stood congratulatory on avoiding the task of cleaning up."

(d) Explain what the writer was thinking when he leant against the door and it 'surprisingly swung open'. (lines 13-14)

He was shocked because he thought the door was locked

implicit

(e) From paragraph 5, identify two techniques used by the palace kitchen cooks that the writer thought could be useful to improve the flavour of the ices he is making with Ahmad.

- How they extracted perfumes to flavour
- How they pureed fruits.

(f) Give two reasons why the secrets of ice had remained 'known to few'. (line 22)

- They were only passed between 2 families
- Some of the knowledge was only in Ahmad's head.



(g) In paragraph 7, the writer asked Ahmad what the ices they made tasted like.

(i) What reason did the writer give Ahmad for wanting to know? *exp*

The writer would be better at making the ices if he knew what they tasted like. [1]

(ii) Suggest the real reason the writer was asking about the taste of the ices. *imp*

He was curious about the taste
He was tempted to taste the orange flavour. [1]

(h) Explain using your own words the writer's different feelings and opinions about Ahmad while he was working for him.

Give three details from anywhere in the text to support your answer.

At first, ¹ the writer was shocked which is shown by, "he showed none of the displeasure my ill-discipline warranted." ¹
² Secondly, the writer was scared of Ahmad which is shown by, "I never again played with the ice." ³
 lastly, the writer thought that Ahmad was proud which is shown by, "cooking is women's business. we know the secrets of ice." [3]

[Total: 16]

16

 16

Solved Practice Comprehension #2

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Question 2

'Question : 2'

(Use Of Language)

↳ Vocabulary

Jaweria Amer

(a) Read this sentence from the text:

'Ice crystals cracked and ~~crunched~~ against my teeth, dissolving on my tongue with a sparkling sensation.' (lines 38-39)

What effect does the writer suggest about the sensation of the crystals dissolving on his tongue by using the word 'sparkling' to describe it?

The writer means it was tingling, by using a word associated with explosions. This tells us that the experience was enjoyable and exciting. [2] 2/2

(b) Read this extract from the text:

'But, once I'd got over the initial strangeness, I found I could not forget that extraordinary flavour, nor the cold, frozen grittiness. It was as if the ice itself was enticing, daring me on. From then on, without Ahmad knowing, I tasted every ice confection we made.' (lines 43-46)

What does the writer want to suggest to the reader at this point in the story?

This is the turning point of the story as the writer is no longer scared of Ahmad. [1]

(c) Explain why the writer uses the word 'creature' rather than 'boy' in the expression 'a creature incapable of reason.' (line 48)

By using creature, it tells us that Ahmad thought that the writer was inhuman. This tells us that Ahmad thinks the writer is inferior. [1]

he was no better than an animal.

(d) What two impressions does the writer want to convey to the reader in the sentence: [2]

'And so I learnt the subtle art of more complex water ices: 'sorbetti', in which the syrups themselves were frozen, transforming magically to mounds of glittering crystals; and 'sherbets', the most difficult and enchanting of all, expertly infused with fragrant cardamom, and resembling refrozen snow.' (lines 50-53)? [3]

- ① The writer was now skilled enough to make the complicated ices. [4]
- ② The ices were changing instantly like wizardry.
- ③ Some of the ices were beautiful and mesmerizing.
- ④ The ices had an attractive / nice / lovely scents.

Pick out two parts.

Complex:
Magically, wizardry
Enchanting, Mesmerizing
Fragrant:
Fragrance
scat (smell)

* 0019655312905 *



(e) Identify one example of how the writer uses language effectively to convey his feelings once he begins his double life, in this extract from the text:

'So began a period in which I lived a double life. By day, I followed Ahmad's instructions dutifully. But by night I was a kind of alchemist, the kitchen my laboratory, as I experimented wildly without method or purpose, trying increasingly outlandish and ridiculous combinations of flavours and ingredients. I froze soft cheeses, vegetable juices, even soups, hoping to chance on something – some method, some key – something that could unlock the deepest, frozen secrets of ice cream.' (lines 61–66)

Explain the impression the writer creates in the example you have identified.

example

I lived a double life

1

and as or

explanation

↳ literal meaning: The writer has a dual

personality // the writer is behaving like two different people

Result: (Adjective): The writer is really cunning / deceitful.

Feeling: The writer was determined to achieve his goals.

2

[3]

[Total: 9]

10

autonomy

S2A/9p12

Jaweria Amer

Read Text B and answer Question 3 on the question paper.

Text B: The Authentic Travel company

PSV

been around for decades

When Australian Bob Hunter co-founded 'Authentic Travel' in 1989, offering smaller-group tours abroad, the menu offered was less varied than it is today. He was the company's only guide. Thailand was its only destination. Yet, the basic concept of travellers getting a genuine, real experience – as reflected in the name – proved a winner. Over the next decade, the company expanded into Southeast Asia, and in 1998 went global. Today, Hunter oversees 1300 local guides – working in an impressive 130 countries. Despite his hectic workload, he's never stopped travelling – for work, relaxation and to continue exploring. We interviewed him to find out more:

not convinced about security

'The first place I travelled to was the UK, after graduating from university in 1981 aged 21. I met a great friend and afterwards we backpacked around a dozen different European countries. I didn't get to travel again until I was 27, when I spent three months travelling around Southeast Asia. It was then that I started thinking about all the people back in Australia who would enjoy backpacking overseas but worried about safety so didn't have the confidence to do it all by themselves. Organising things like healthcare can also be tricky and time consuming – even for us, as professionals.'

medicinal help available

you are not alone. Accompanied by professionals

satisfactory accommodation

'So, I started exploring the idea of a more supported kind of backpacking, one which did not involve staying in the dingy, musty places travellers on foot might normally expect to be offered, but in hotels and guesthouses that are clean and comfortable. But the moment those guests walked outside their hotel, they'd still get to see what every other backpacker saw – a different culture – without being isolated from the local people and the realities of everyday life.'

easy to manage schedule,

'Of course there are some pluses to travelling solo, and so the schedule allows flexibility; customers know that they can just join in with the group when they want. Yes, solo travellers do have ultimate flexibility and can change their travel plans instantly, but there are many travel activities for which you need a group of people. I first realised this when I was travelling in Borneo and discovered the only affordable way to go on a boat into the heart of the country was with a group.'

= traditional normal/old

copy

'Attitudes to travel vary, but many people now realise there's so much more out there than sitting by a hotel pool. There's stuff going on outside the resort and people want to experience it. That's what Authentic Travel has always been about. I did go on a cruise once – to Antarctica. Yes, the wildlife was amazing, but cruising really only offers a taste of a destination.'

'I notice more and more conventional travel companies are now trying to imitate us saying 'busy city people crave real life'. I'm not convinced those guys really mean it. They're just trying to cash in on this new trend of being a 'mindful traveller'. Some of the destinations they are proposing to visit are really basic, completely 'off grid', with no reliable water or electricity supplies. It can be impossible to get online in those places and mobile phones rarely work. I doubt many people will want to stay in these 'black-hole resorts' where the main attraction seems to be that you hand over your smartphone on arrival and do nothing for a week!'

2

3

'Our future, I think, could be in developing our special interest travel experiences – the demand is there. For example, you can do a tour of railway lines in Europe. A bit extreme perhaps, but we also offer fabulous foodie trips (tasting and cooking lessons included) and, understandably, they're proving popular.'

Question 3

Example Candidate Response – high

Up to 10 marks are available for the content of your answer and up to 10 marks for the quality of your writing.

1 In 1987 'Authentic Travel' was founded by Bob Hunter
 who expanded it globally in 1998 to 130 countries with
 1200 tour guides. Bob Hunter thinks a great number of
 people would love backpacking around the world, but, are
 concerned about their safety. This is one of the reasons he
 created his company which provides an assisted form of
 backpacking where ~~not~~ customers stay in nice rooms
 with good facilities without losing the experience of taking
 in the culture of the country in the way that backpackers
 do. The travelling plan allows for freedom meaning people
 can go somewhere alone and they can come back to
 the group whenever they desire, as many activities overseas
 require a group to experience. Other travel companies copy Bob
 Hunter and take their customers to isolated areas with no
 proper facilities, which is why his company is the best way

Examiner comments

- 1 Reading: The candidate includes a good range of relevant ideas. The opening sentence covers the company's date of origin, its global destinations and also touches on the appeal of tour guides.
- 2 Writing: The opening is focused on the task with three relevant ideas concisely embedded in the first sentence.
- 3 Writing: Original structures enhance fluency and organisation. The accurate use of relative pronouns ('who expanded...'; 'which provides...'; 'which is why...') organises and shapes the candidate's content.
- 4 Reading: There is some digression when the candidate explains what prevents people backpacking. The content then becomes more relevant with reference to the company's aim to provide 'assisted' travel and 'good' accommodation, along with the opportunity to 'take in' the country's culture.
- 5 Writing: The summary is in the candidate's own words and is expressed clearly. Where text vocabulary has been used, such as 'special interest', it is embedded into original structures. Own word vocabulary choices, such as 'assisted... backpacking' or 'whenever they desire', are mostly appropriate and contribute to a formal register.
- 6 Reading: The candidate carefully selects ideas about the flexible travel plan allowing an individual to join the group when they desire, while noting that some activities 'require a group'.

Example Candidate Response – high, continued

Examiner comments

7 to experience travelling, as well as special interest travelling like going on food tours, where you can taste and cook the various food.

Staying in a black-hole resort is an amazing experience. It helps you take a break from your busy life and lets you enjoy nature with no distractions from your phone or other devices. It helps you to appreciate the luxuries that you have access to every single day and helps you find enjoyment in little things. Apart from that there's so many activities available like hiking, sightseeing and taking pictures along with many other activities. [5]

[Total: 25]

7 Reading: The observation about what other travel companies do is not relevant, but the summary ends recognising the appeal of special interest travel.

Mark for (a) = 16 out of 20

Reading – Level 4 = 8 out of 10
Writing – Level 4 = 8 out of 10

8 The candidate selects specific details from the relevant paragraph – paragraph 6 – recognising that the perspective is that of a 'busy city' person and that at the black-hole resort phones do not work.

9 The candidate develops these ideas with inference: the resort provides a break for a busy person; one can enjoy nature without the distraction of a phone; and it makes one appreciate 'the luxuries' while enjoying the 'little things' in life.

10 The list of activities suggests some misunderstanding since the passage states that at a black-hole resort one does 'nothing for a week'.

Mark for (b) = 4 out of 5

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

How the candidate could improve their answer

(a)

- The candidate needed to avoid content which did not explicitly answer the question. This would have allowed for the skilful selection of more relevant content points.
- The candidate could have included a greater range of vocabulary, avoiding simple words like 'nice'.

(b)

- The candidate should have carefully read all the relevant content in Text B to ensure full understanding of what a black-hole resort offers.

How the candidate could improve their answer

(a)

- The candidate should only have selected content that was relevant to the task.
- The candidate needed to use their own words and avoid copying sections of text.
- The candidate should have written no more than 150 words.
- The candidate could have included correct linking devices to ensure ideas connected and flowed.

(b)

- Before answering, the candidate should have located and reread the section in the text relevant to the question: paragraph 6 focuses on black-hole resorts.
- Details from the relevant paragraph should have been used to support the perspective targeted in the question.
- The candidate needed to avoid a lengthy introduction which repeated the question and instead begin including text detail from the start.

Common mistakes and guidance for candidates

(a)

- Candidates sometimes lost sight of the question and included indiscriminate and excess content. Candidates must read the question carefully and only select ideas relevant to the task.
- Summaries which were overlong lacked concision. Candidates should adhere to the 150 word limit. Counting words is not an efficient use of time; however, candidates ought to be able to estimate the number of words they write.
- Some summaries were written in the first person and in a conversational style. Instead, the register for a summary should be formal and candidates should avoid phrases, such as 'on the flip side' or 'moving on'. More appropriate linking devices would be 'however' or 'furthermore'.
- Vocabulary was not always precise or appropriate. Candidates must demonstrate a range of vocabulary but, at the same time, obscure vocabulary should be avoided.
- Candidates who relied on copying sections of the text missed opportunities to demonstrate their understanding of the passage and their writing skills. Candidates needed to rephrase and reshape the relevant ideas in the text.

(b)

- Candidates did not always recognise the perspective they were to take. The question needs to be read very carefully. The candidate must then refer back to the relevant sections in Text B, including where the person identified in the question is mentioned.
- Candidates sometimes unadvisedly offered their own opinions or generalised what they had read. The response must be based on details in the text which are to be extended and developed. The viewpoint must be consistent throughout the response.
- Seven lines were allocated to answer this question. Some candidates' introductions were unnecessarily long and repetitive. Candidates needed to make more efficient use of the designated space by identifying and developing the relevant ideas from the start of their response.

