

## Comprehension

- These are my personal answers, provided for revision purposes. They do not come from any official source. Do reach out if there are discrepancies.
- I will not be providing the question paper. They may be purchased from authorised sellers.

### Section A

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |     |
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| 1 | <p>Look at the poster (Text 1). Tick the correct answer for the statement.</p> <p>The club aims to help students to:</p> <p><input checked="" type="checkbox"/> develop a high level of ability. <b>(no direct mention of phrases like “surpassing your limits” or “break records” etc)</b></p> <p><input checked="" type="checkbox"/> improve steadily over time. <b>(too specific – the poster states that everybody comes in “with a different aim”; this aim is not stated to specifically be improving in performing martial arts)</b></p> <p><input checked="" type="checkbox"/> achieve their own personal goals <b>(“we understand that everybody progresses at a different rate and comes to us with a different aim + “by adapting our approach to suit each student’s needs (...)”)</b></p> | [1] |
| 2 | <p>Look at the three images in the poster (Text 1). What message do they emphasise about the club?</p> <p><b>That the club is open to members of all age groups and genders</b></p> <ul style="list-style-type: none"> <li>• (the pictures show children, adults, and the elderly. These are also a mix of male and female – the club is not favouring any particular gender.)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              | [1] |
| 3 | <p>Identify the phrase in Text 2 which reflects how the trainers adapt their ‘approach to suit each student’s needs and aspirations’ (Text 1).</p> <p><b>“never any unnecessary pressure to keep up with everyone else”</b></p> <ul style="list-style-type: none"> <li>• Quotes are required (“identify”)</li> <li>• Entire quote reflected here must be present (cutting off “to keep up with everyone else” is not allowed, as it reflects the sense of <b>competitiveness and benchmarking oneself against another person</b>)</li> </ul>                                                                                                                                                                                                                                                           | [1] |
| 4 | <p>Look at Texts 1 and 2 and statements (a) and (b) below. Tick the correct answer for each statement.</p> <p>(a) Text 1 and Text 2 show that students at the club can expect to</p> <p><input checked="" type="checkbox"/> do the classes easily</p> <p><input checked="" type="checkbox"/> reach their full potential</p> <p><input checked="" type="checkbox"/> achieve the highest standard <b>(this implies “technical proficiency and excellence, especially for competitions” which is not stated here)</b></p>                                                                                                                                                                                                                                                                                 | [1] |

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|  | <p>(b) The writer of text 2 is</p> <p>✗ demanding</p> <p>✗ ambitious (Does not mention that the writer “wants to constantly strive for new heights.” Instead, they state that the club allows participants to progress at their own pace.</p> <p>✓ impressed (overall, the text conveys praise for the club)</p> | [1] |
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## Section B (20 marks)

Refer to Text 3 on page 4 of the Insert for Questions 5—14.

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
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| 5 | <p>(a) Why was Mehmet unaware of what was around him on the beach?</p> <p>He was concentrating on digging deeper into the sand.</p> <p>(b) Explain why the writer says that the finest grains of sand 'ran like water' (line 5)</p> <p>The grains flowed smoothly out of Mehmet's hands, which was similar to the appearance of flowing water</p> <ul style="list-style-type: none"> <li>Full line for context: “they (finest grains of sand) ran like water as he opened his hands and poured them back onto the beach”</li> <li><b>BOTH PARTS MUST BE PRESENT FOR THE MARK.</b> The answer has to <b>LIKEN</b> the appearance of the sand flowing out of Mehmet's hands to the <b>appearance of running/flowing water</b></li> </ul>                                                                                                                                            | [1] |
| 6 | <p>In Paragraph 2, what did Hüseyin do which showed he was more interested in playing with his friends than in his job?</p> <p>He would immediately wade into the water to join the water polo game after collecting the hotel's beach chairs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | [1] |
| 7 | <p>In Paragraph 3, explain in your own words how the mother's view of Hüseyin's career ambitions to be a professional sports player differed from the father's view.</p> <p>His mother felt Huseyin's career ambitions were <b>unrealistic</b>, while his father felt he had the <b>physical capability</b> to pursue his ambitions</p> <ul style="list-style-type: none"> <li>Original exchange is as follows:</li> <li>Mother: “We need to <b>get your feet back on the ground</b>” (this phrase roughly means “wishful thinking” or more bluntly, “get real”. From here we get the idea that she thinks Huseyin's ambitions are <b>unrealistic / unfeasible</b>)</li> <li>Father: “<b>With those strong legs</b> he has <b>as much chance</b> as anyone” (“<b>having the physical capability/build</b>”)</li> <li><b>REJECT: ANY USE OF ORIGINAL DIALOGUE ABOVE</b></li> </ul> | [1] |
| 8 | <p>(a) In Paragraph 4, what had Hüseyin occasionally omitted to do?</p> <p>He had omitted/forgotten to return home with (his little brother) Mehmet</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | [1] |

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|    | <p>(b) What the expression 'with his head in the clouds' (lines 17—18) tell the reader about why Hüseyin had omitted to do this?</p> <p>It shows how Huseyin had been <b>daydreaming/fantasising/imagining</b> what a <b>career as an athlete was like</b></p> <ul style="list-style-type: none"> <li>As long as your answer has the connotation that Huseyin was imagining his future if he were to become a professional athlete, you should get this mark.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | [1]                   |
| 9  | <p>In paragraph 4, the reader is told that the boys' parents had moved away from where they were born. Explain how the language used emphasises the difference between the village where the boys' parents were born and the beach resort where the family lived now. Support your answer with two details from Paragraph 4.</p> <p><b>"Was a world away"</b> showed the <b>stark difference</b> between the village and the beach resort.</p> <ul style="list-style-type: none"> <li>The quote phrase means "very different". You simply need to explain what two things are very different here.</li> </ul> <p><b>"Back then a small child alone would never get lost"</b> emphasises how the village was much smaller and therefore <b>much easier to navigate than the beach resort</b></p> <ul style="list-style-type: none"> <li>Since the village is a thing of the past ("back then"), and in the past a small child could not get lost, it would imply here that <b>this is no longer</b> the case in the beach resort they currently live at.</li> <li>You can make this inference as the two places are already described as being "a world away", with this quote as a <b>differentiating factor showing exactly why it is different.</b></li> </ul> | [2]                   |
| 10 | <p>In Paragraph 5, Hüseyin collected his brother from the beach.</p> <p>(a) Explain why Hüseyin would sometimes call Mehmet a 'little nuisance' (lines 23—24)</p> <p>Being tasked to watch Mehmet meant he could not be off with his friends</p> <ul style="list-style-type: none"> <li>As long as your answer mentions how being made to watch Mehmet meant he could not go out with his friends, you should get this mark.</li> </ul> <p>(b) Which word in Paragraph 5 shows that Hüseyin didn't think Mehmet was a 'little nuisance' this time?</p> <p><b>"fondly"</b></p> <ul style="list-style-type: none"> <li>This word means "with affection/love"</li> <li>Quotes must be present</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>[1]</p> <p>[1]</p> |
| 11 | <p>In Paragraph 6, Mehmet at his mother when she greeted the boys.</p> <p>(a) What does Mehmet's reaction tell the reader about how he felt?</p> <p>He felt <b>awkward/embarrassed</b></p> <ul style="list-style-type: none"> <li><b>REJECT:</b> any implication of ("anger") – Mehmet was described as "glad deep down to see her at last"; don't be thrown off by the words "scowled" or "hated".</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | [1]                   |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |            |          |         |          |        |          |     |
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|           | (b) Which phrase later in Paragraph 6 describes what else he did, to show how he felt?<br><br>“wriggled furiously”<br><br>• Focus on the word “did”. You need a specific ACTION / MOVEMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | [1]       |            |          |         |          |        |          |     |
| 12        | In Paragraph 7, Mehmet dreamed of a day when he could buy himself a bottle of lemonade instead of drinking his mother's homemade lemonade. Give three of evidence from Paragraph 7 to explain how the advertisement intensified his dream.<br><br>“Bubbles would flow like in the advert” shows how Mehmet yearned for lemonade that was greatly fizzy/carbonated (and would make a hissing sound once uncapped) just like the one in the advertisement<br><br>• Describe what kind of lemonade Mehmet wants (“yearned”) – the carbonated kind that fizzes like a soft drink, which he saw in the ad.<br><br>“gazed at this image every day and never gave up hope” shows the advertisement served as a constant source of motivation for Mehmet.<br><br>• This image >> the advertisement for the fizzy drink<br>• Never gave up hope (from gazing at the image every day) >> serving as a constant source of hope (“motivation”)<br><br>“Flat as milk” describes how Mehmet found his mother's homemade lemonade to be not fizzy enough for his preferences/liking/tastes, compared to the one in the advertisement.<br><br>• A “flat” drink is a drink that is not fizzy. This is how Mehmet found his mother's lemonade.<br>• REJECT: mother's homemade lemonade was “bad” >> not specific enough. Also, it was not stated as being objectively bad/undrinkable. Mehmet simply wanted a fizzy lemonade, which his mother's lemonade was not. | [3]       |            |          |         |          |        |          |     |
| 13        | How did Mehmet's mother know he was going to ask for a bottle of lemonade?<br><br>She had seen Mehmet gaze at the advertising boards with the fizzy lemonade advertisement<br><br>• The answer must be framed around what the mother had personally observed (“she had seen X”). REJECT otherwise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | [1]       |            |          |         |          |        |          |     |
| 14        | The structure of the text reflects Mehmet's moods as he reacted to the events during the afternoon. Complete the flow chart by choosing one word from the box which best describes Mehmet's different moods in each part of the text. There are some extra words in the box you do not need to use.<br><br>Mehmet's moods<br><table><tr><td>Confusion</td><td>Excitement</td><td>Focus</td><td>Longing</td><td>Patience</td><td>Relief</td><td>Surprise</td></tr></table><br><br>Paragraph 1: Focus<br><br>• Mehmet is busy playing on the beach; there is a detailed description of what he is doing there.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Confusion | Excitement | Focus    | Longing | Patience | Relief | Surprise | [4] |
| Confusion | Excitement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Focus     | Longing    | Patience | Relief  | Surprise |        |          |     |

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| <p>Paragraphs 2 – 3: <b>Patience</b></p> <ul style="list-style-type: none"><li>• Mehmet had been there <b>for an hour</b> watching older boys playing water polo</li><li>• “For now <b>he was content to sit</b>, waiting for his brother” – this will exclude “<b>longing</b>”, a likely secondary candidate.</li></ul> <p>Paragraphs 4 – 6: <b>Relief</b></p> <ul style="list-style-type: none"><li>• Mehmet let out a deep breath; a few times recently his brother had set off without him (lines 16 &amp; 17 paraphrased)</li><li>• He was also described as “glad deep down to see her (mother) at last”.</li></ul> <p>Paragraph 7: <b>Longing</b></p> <ul style="list-style-type: none"><li>• There are several mentions of Mehmet looking at the lemonade ad and thinking that “one day he will finally get this”</li></ul> |  |
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## Section C

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| 15 | <p>(a) From Paragraph 1, what has been the effect of social media on the modern fashion industry?</p> <p>It has caused people to opt for eco-friendly fabrics and manufacturing processes in ethical fashion</p> <p>(b) How is the meaning of the term “ethical fashion” changing?</p> <p>It has changed from a focus on materials to that of the entire production process</p>                                                                                                                                                                               | [1]<br><br><br><br><br><br><br>[1]                             |
| 16 | <p>According to Paragraph 1, what particular issue has fast fashion caused?</p> <p>It has caused/generated a huge amount of waste beyond what the world can handle</p>                                                                                                                                                                                                                                                                                                                                                                                        | [1]                                                            |
| 17 | <p>In Paragraph 1, the writer comments on people who 'claim to want to “help the planet”' (line 10).</p> <p>(a) What is the tone of the writer's comments?</p> <p><b>Critical/disapproving</b></p> <p><b>REJECT: sarcastic/ironic – there is no <b>contradictory meaning</b> to the comment e.g. despite seeming positive, actually is an insult</b></p> <p>(b) What evidence does the writer give to support his comments?</p> <p>Most still discard old, unwanted clothes out of convenience instead of donating them to charities for resale/recycling</p> | <br><br><br><br><br><br><br>[1]<br><br><br><br><br><br><br>[1] |
| 18 | <p>From Paragraph 2, give two ways in which oceans are harmed by the practices of the fashion industry.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | [2]                                                            |

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|    | <p>(i) <b>Shrinking seawater volumes</b></p> <p>(ii) <b>Microplastics entering oceans</b> during production processes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                       |
| 19 | <p>Here is part of a conversation between two students, Jing Yi and Hassan, who have read the article.</p> <p><b>Jing Yi:</b> The fashion industry can improve the lives of many people.</p> <p><b>Hassan:</b> But there are serious issues for workers in the fashion industry.</p> <p>(a) Give two pieces of from Paragraph 1 to support Jing Yi's view.</p> <p>(i) Ethical fashion can increase the <b>implementation of fair trade practices</b> for workers in the clothing industry</p> <p>(ii) It is a <b>major source of steady employment</b> in developing countries</p> <p>(b) Give one piece of evidence from paragraph 2 to support Hassan's view.</p> <p>Chemicals used in clothing production <b>are harmful to workers in factories</b> (which produce the fabrics and make the clothes)</p> <ul style="list-style-type: none"> <li>• Direct quoting is not enough; some paraphrasing is required. You need to piece together a few separate parts in this paragraph to explain <b>where the chemicals are used in, and who is affected by the chemicals.</b></li> </ul> | <p>[2]</p> <p>[1]</p> |
| 20 | <p><b>Summary</b></p> <p>Refer to the next page for the summary.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                       |

## Summary [15 marks]

Using your own words as far as possible, summarise what manufacturers in the fashion industry are doing to become more sustainable and what some consumers are doing to support them, as outlined in the text.

Use only information from Paragraphs 3 to 5 of Text 4.

Your summary must be in continuous writing (not note form). It must not be longer than 80 words (not counting the words given to help you begin).

## Model Summary

**One of the ways manufacturers are becoming more sustainable is** by refashioning used clothing into new fashion pieces. Brands have also devoted resources to producing new fabrics from various natural fibres. There is also success in manufacturing fibres from food waste. All non-conventional fibres avoid the typical environmental impact of fabric manufacturing. Consumers encourage industrial change by selecting environmentally friendly brands. They only buy what is required and cherish them more. Numerous youth spearhead mindful shopping and use second-hand shops, both digital and physical, to buy and sell clothes.

(79/80 words)

## Summary Points

- what manufacturers in the fashion industry are doing to become more sustainable ["manufacturers"]
- what some consumers are doing to support them ["Consumers"]

| No | Point                                                                                                                                      | Rephrased                                                                                                                                                                                                                                                                                                                                      |
|----|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Enterprising businesses are <b>repurposing old items of clothing</b> by <b>creating</b> new fashion items <b>from them</b> ,               | by <b>refashioning used clothing into</b> new fashion pieces <ul style="list-style-type: none"> <li>• repurposing &gt;&gt; refashioning</li> <li>• old items of clothing &gt;&gt; used clothing</li> <li>• creating X from Y &gt;&gt; repurposing X <b>into</b> Y</li> </ul>                                                                   |
| 2  | and large fashion brands <b>have invested in creating new fabrics from natural fibres</b> using seaweed, mushroom and lotus, for instance. | Brands have <b>also devoted resources for producing new fabrics from various natural fibres</b> <ul style="list-style-type: none"> <li>• invested in &gt;&gt; devoted resources for</li> <li>• creating &gt;&gt; producing</li> <li>• There is no need to give the specific fibres like seaweed etc. Just summarise it as "various"</li> </ul> |

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| 3 | Research has <b>generated successful attempts at processing</b> fibres from food waste such as orange peel and used coffee grounds.                                                                                             | <p><b>There is also success in manufacturing</b> fibres from food waste</p> <ul style="list-style-type: none"> <li>Has generated successful attempts &gt;&gt; <b>there is also success</b> (state that success is <b>present</b>)</li> <li>Processing &gt;&gt; manufacturing</li> </ul>                                                                                                                                                    |
| 4 | All these <b>non-traditional</b> fibres avoid <b>many of the usual environmental problems</b> of fabric production.                                                                                                             | <p>All <b>non-conventional</b> fibres avoid <b>the typical environmental impact</b> of fabric manufacturing</p> <ul style="list-style-type: none"> <li>Non-traditional &gt;&gt; non-conventional</li> <li>Many of the usual environmental problems &gt;&gt; typical environmental impact</li> <li>Production &gt;&gt; manufacturing</li> </ul>                                                                                             |
| 5 | <b>By choosing brands which use sustainable materials</b> , consumers are encouraging the fashion industry to change                                                                                                            | <p>Consumers encourage industrial change by <b>selecting environmentally friendly brands</b></p> <ul style="list-style-type: none"> <li>Rearrange the sentence into a straightforward SVO format with <b>consumers</b> as the <b>subject</b>.</li> <li>Fashion industry to change &gt;&gt; industrial change</li> </ul>                                                                                                                    |
| 6 | One ethical clothing shop owner explains the need for <b>people to engage in mindful shopping: 'This means shopping with awareness of what is beneficial to you, other people and the planet</b> rather than impulsive shopping | <p>And being <b>cognisant/aware</b> of what they, others, and the world truly require</p> <ul style="list-style-type: none"> <li>Extract the main idea of the dialogue – that consumers need to be <b>aware of what they truly need</b> ("what is beneficial to you (...) the planet")</li> <li><b>Cognisant</b> = "possessing an understanding/awareness of [something]". In American English, the "s" is replaced with a "z".</li> </ul> |
| 7 | Mindful shoppers <b>only buy what they really need</b> , which <b>brings more care, value and appreciation for every item</b> and how it was made.'                                                                             | <p>They <b>only buy what is required</b> and <b>cherish</b> them more</p> <ul style="list-style-type: none"> <li>I separated this from the previous point as I feel it reflects the mindset/education of being sustainable being translated into <b>actual action</b></li> <li>Buy what they really need &gt;&gt; buy what is <b>required</b></li> </ul>                                                                                   |

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| 8 | <b>Many young people</b> are <b>leading the way</b> by shopping mindfully (...)                    | <b>Numerous youth spearhead</b> mindful shopping <ul style="list-style-type: none"> <li>Many young people &gt;&gt; numerous youth</li> <li>Leading the way &gt;&gt; spearhead [an action]</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| 9 | and using second-hand <b>'vintage' clothing shops and online apps</b> to both buy and sell clothes | and use second-hand shops, <b>both digital and physical</b> , to buy and sell clothes. <ul style="list-style-type: none"> <li>A mix of vintage clothing shops and online apps are involved here. In short, they are <b>digital and physical</b> store channels.</li> <li>I initially changed “buy and sell” to “trade”, however I felt this would shift the meaning. Buying and selling involve the transaction of <b>money</b>; with trading, you can do a clothing swap as well, without the involvement of money.</li> </ul> |