



Pearson

# Examiners' Report

## June 2017

GCSE English Language 1EN0 02

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

June 2017

Publications Code 1EN0\_02\_1706\_ER

All the material in this publication is copyright  
© Pearson Education Ltd 2017

# Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-9. This was the first examination of the new specification in English Language 9-1. This consists of three components: Paper 1: Fiction and Imaginative Writing - 40% (examination); Paper 2: Non-fiction and Transactional Writing - 60% (this examination); and Paper 3: Spoken Language Endorsement (non-examination assessment).

Paper 2: Non-fiction and Transactional Writing is assessed through a 2 hour examination. The total number of marks available is 96. The reading and writing sections on this paper are linked by a theme.

The focus of this component is:

**Section A – Reading:** study and analyse selections from a range of non-fiction texts.

This paper features two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts is literary non-fiction.

The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. This is the first time in this examination that candidates will be reading two unseen texts in the English Language examination. The questions are on Text 1 (Questions 1 to 3), followed by Text 2 (Questions 4 to 6). There are a mixture of short and extended response questions on the extracts. Candidates' ability to synthesise across two texts will be assessed in a separate question, 7a, which will focus on similarities in the texts. The final question of this section, 7b, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

**Section B – Transactional writing:** explore and develop transactional writing skills, for example letters, articles, reports.

There are two writing tasks, linked by a theme to the reading extracts. Candidates pick one question to respond to. It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience. For this series, the two tasks were to write a magazine article about a prized possession or a speech about ways to be organised.

The Assessment Objectives for this paper are:

### **Section A: Reading**

AO1:

- Identify and interpret explicit and implicit information and ideas (Q1, Q4)
- Select and synthesise evidence from different texts (Q7a)

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Q2, Q3, Q5)

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q7b)

AO4: Evaluate texts critically and support this with appropriate textual references (Q6)

### **Section B: Writing**

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Q8 or Q9)
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q8 or Q9)

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q8 or Q9).

It was clear that candidates were all able to respond to unseen 20th- and 21st-century non-fiction in the examination. They were able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, candidates had been prepared well and all had, at different levels, developed the skills of interpretation, analysis and evaluation.

It was also clear that candidates used what they learned about different text types to feed into their transactional writing. They had, pleasingly, been given the opportunity to practise a range of non-fiction writing techniques and planning and proofreading skills.

The responses of candidates had many strong features. Examiners were impressed by:

- completion of the questions in the paper and coverage of all of the assessment objectives.
- the widespread ability to select pertinent examples of the writers' language and structure, with a grasp of a range of features, and to offer comment that related these examples to the ideas and themes of the texts.
- the use of evaluative vocabulary for AO4.
- the ability to make at least some meaningful comparisons at different levels.
- writing that showed a strong and suitable tone, style and register.

Less successful responses:

- showed an insecure grasp of language, evaluation or of ideas.
- failed to support their points by appropriate textual evidence.
- wrote reasonably about a topic, but without a secure control of punctuation.

Overall, the response of candidates was a pleasing one to examiners. It was clear that candidates had been able to understand the ideas in at least one of the texts, and their own writing was often fresh, vivid and considered, with a strong personal voice.

## Question 1

Candidates overall achieved at least one mark in this question. The questions are designed with ramping in mind and to encourage achievement, and this question showed the confidence of candidates in reading the lines given and finding the information. This question requires understanding of the first part of bullet 1 of AO1: *identify*. The important advice for this question is to read what is being asked for and select the correct information. Candidates sometimes gave longer answers than were required to achieve marks.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 "Particularly sensitive to the cold."
- 2 "is running a constant temperature".



**ResultsPlus**  
Examiner Comments

This response achieves two marks.



**ResultsPlus**  
Examiner Tip

The use of quotation marks is not required.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 ~~is~~ sensitive to the cold.
- 2 the blankets are ~~very~~ symbolic.



**ResultsPlus**  
Examiner Comments

This response achieves two marks - both are valid answers.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 Sensitive to the cold.

This response achieves a mark.

1 From lines 1–5, identify **two** reasons why Natasha sleeps in her socks.

- 1 The temperature is constant
- 2 Podusik search for wretched socks



**ResultsPlus**  
Examiner Comments

This response has not understood the text and does not achieve any marks.

## Question 2

In almost all cases, candidates achieved at least one mark in this question. This question requires understanding of AO2. Almost all candidates were able to give an example from the text for one mark, and most were able to comment on how language was being used to show the lack of space, though not always explaining and analysing. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high level skill, which gives candidates opportunities to achieve across the range.

Candidates are generally very good when it comes to picking quotes for the first part of this question. Examiners found that candidates did better answering the second part of this language question than they did for Question 5, perhaps because they can choose a quote themselves (generally one they are comfortable with).

The question was a good discriminator between those candidates that could identify language, and those that could comment, explain or analyse the effect it had. Some gave responses repeating the question which did not comment on language, but most were able to say 'to emphasise', 'to demonstrate', 'to exemplify' in order to show their understanding of language. References to specific terminology are unnecessary in order to achieve a mark as it is how language is used.

- 2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

(1)

'it was a tight squeeze'

How the writer uses language:

(1)

The adjective 'tight' shows the limitations she has in the space and it emphasises 'squeeze' to <sup>further</sup> represent this lack of space.

(Total for Question 2 = 2 marks)



**ResultsPlus**  
Examiner Comments

This response achieves 2 marks. It is a solid response looking at both 'tight' and 'squeeze'. Good understanding in 'limitations', 'emphasises', 'to further represent'.

2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

"it was a tight squeeze" (1)

How the writer uses language:

the word 'tight' represents the area being crammed a ~~rather~~ really uncomfortable (small) (1)

(Total for Question 2 = 2 marks)



**ResultsPlus**  
Examiner Comments

Two marks achieved.



**ResultsPlus**  
Examiner Tip

This response achieves both marks without needing to reference subject terminology.

2 Give **one** example from lines 5–9 of how the writer uses language to show the lack of space.

Example from the text:

"everything must be crammed into them" (1)

How the writer uses language:

uses a list "letters, tooth powder, clothes and the like" (1)



**ResultsPlus**  
Examiner Comments

This achieves one mark. Two examples cannot be credited.



**ResultsPlus**  
Examiner Tip

The second mark is given for how language is used, and 'uses a list' is what the writer does, not how it is used.



### Question 3

The mark scheme for this question indicates that 'The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.' It was pleasing to see that in the main responses had considered both language and structure and that candidates had been encouraged to be aware of structural points such as lists, sentence types and repetition. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high level skill, which gives candidates opportunities to achieve across the range.

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language had been explained. Understanding of terminology is not always a good discriminator as sometimes what the candidate identified as structure was actually language (for example, adverbs) and some candidates used some very sophisticated terminology (for example, asyndetic listing) to identify features, but could not really explain clearly why that might (or could) be engaging. The best answers were specific about how effects were created, and the analysis was closely linked to the evidence used.

Responses that were in Levels 1 and 2 tended to indicate that language and structure 'is used to engage and interest the reader', again, in the question, which did not allow them to meet higher levels by looking at how both language and structure are used to achieve effects and influence readers.

At these levels, candidates often identified and named devices, but did not demonstrate the skill or understanding to discuss their use. These responses were characterised by writing without any explanations – candidates here were good at finding both language and structure features, but not as confident at explaining them. The responses were much more at a descriptive level, with limited and underdeveloped evidence.

Responses at the top levels were commenting on both language and structure consistently, confidently and succinctly. In these levels, candidates were exploring and analysing language and structure, with detailed and discriminating references. Many were able to explore less obvious features such as the power differentials and the lexical field of limitation alongside typical features of rhetorical questions and direct address.

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

The writer, Irina Ratushinskaya, ~~is~~ engages the reader by talking directly to <sup>them</sup> you. By doing this it makes <sup>the reader</sup> you part of the story and keeps <sup>them</sup> you involved. ~~The words~~ Ratushinskaya ~~is~~ even demands you, 'picture it for yourself' allowing the readers to do so, ~~empathising with the narrator.~~ <sup>allowing them to</sup> empathising with the narrator.

Ratushinskaya uses many questions, to again, directly address the reader. By doing this, she allows the readers to think for themselves and involve them. The multiple questions not only include the reader, but they explain ~~the notes~~ ~~of the~~ what she's trying to say. In this case, she's showing us how strict it is, for example, 'Why are you packing those red socks? Do you want to ~~go on rep~~ find yourself on report'

~~The language used to describe the~~ descriptive language describes every key detail about where she is, 'two shelves and one drawer' and 'small beside locker', by doing this Ratushinskaya

is allowing the readers to imagine the settings; so then she is able to tell them to picture it themselves and guide them through exactly the rules and regulations. But only once that picture was painted in the head.

~~The text is persuasive, the positivity from it forces the reader to engage and take an interest.~~



### ResultsPlus Examiner Comments

This response has both language and structure. It makes three clear points on direct address (L), 'demands' (S), questions (S) and descriptive language (L). The bullets of Level 2 are all met, and the response moves into Level 3 with the explanation of the demands put on the reader and 'In this case, she's showing us how strict it is'. The references to language are not as well explained, meeting more Level 2/3.

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

Firstly, the use of lists is particularly effective in engaging the reader as it emphasises and sends home the messages of lack of space and possessions. Exemplified by "letters, tooth powder, clothes and the like" in just "thirty by thirty by seventy centimetres" of space. <sup>this</sup> resonates with the reader due to the surprising absurdity of fitting so much into so little; engaging the reader.

The use of the pronoun "you" is evidence of direct address, a powerful language feature. The effect of this in phrases such as "You're overdoing it a bit, aren't you?" is to ~~draw~~ immediately involve the reader, causing them to question themselves. Reinforced by the repetition of rhetorical sentences, the reader feels engaged, furthering their interest. Likewise, the structural device of a question and answer format allows the writer to push and place ideas in the reader's mind; "better not risk it" is evidence of the careful manipulation of the the flow of ideas as it pushes the reader to reconsider their choices, engaging and interesting them.

From the very beginning, sentence structure is

extremely relevant in engaging the reader. The use of a fronted adverbial in the first sentence sets the scene for a tense and involving extract. The powerful verb "Striding" as the first word has connotations of organisation, purposefulness and speed. This engages the reader as it contrasts with the small commodity of a sock which is being searched for, encouraging the reader to sympathise with Natasha, engaging them.

Lastly the use of a precise, matter of fact tone allows the reader to also experience the unrelenting reality of the prison. The rhetorical question "What on earth for?" has an almost condescending tone, which makes the reader feel, in a way, naive, just as a new prisoner would. Thus the reader feels engaged and interested.



### ResultsPlus Examiner Comments

This is a succinct and perceptive response which meets everything needed for the top of Level 5, showing that points do not need to be lengthy. There is comment on lexis, analysed in terms of space and possessions with discriminating comment on 'the surprising absurdity of fitting so much into so little'. The use of pronouns (L) and repetition (S) and of rhetorical questions (S) are linked together, analysing the effect in terms of the reader: 'it pushes the reader to reconsider their choices, engaging and interesting them'.



### ResultsPlus Examiner Tip

The 'fronted adverbial', the verb use and tone (L, L and L) are analysed in terms of how they are used to achieve effects and influence readers in a subtle way: 'connotations of organisation, purposefulness and speed' and the 'unrelenting reality of the prison'. The final point on structure, the use of rhetorical question, analyses the influence on readers in 'makes the reader feel, in a way, naive'.

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

The writer directly addresses the audience, saying 'my readers.' This is done intentionally to engage the reader in the action, and add a more personal feel to the extract. This is developed when the author uses imperatives such as 'go through your cupboards,' and 'now take a look.' These both involve the reader in what is happening, the first quotation does so by asking the reader to think about what they possess. The second example is used by the author to bring the reader back to her point, and both engage the reader.

The author also uses a wide variety of sentence types and lengths. In the second paragraph of the extract, there are a few compound sentences in a row, and ~~then~~ then, all of a sudden, 'Better not risk it' - a short sentence is introduced. This breaks up the writing, allowing the reader to stay focused and not get bored by similar sentences throughout the piece.

The writer also uses a variety of language, such as 'treacherous underclothes,' whilst describing things. Through using different adjectives, <sup>like</sup> ~~such as~~ 'treacherous' (which you would not normally associate with clothing), the author successfully maintains the readers interest.

The author also embeds many rhetorical questions, and lists into the piece. The lists sustain the reader's interest by fitting in lots of fascinating information, whilst the questions engage the reader by increasing their involvement in their reading experience. The author uses a list of three rhetorical questions at one point, asking 'You're taking a tracksuit? What on earth for? To do exercises?' The use of 'what on earth for' emphasises the absurdity of bringing a very normal thing - a tracksuit. This engages the reader by making them wonder why such a common piece of clothing is not ~~just~~<sup>taken</sup> to this place.

The writer uses every day ~~language~~<sup>items</sup> and informal language such as 'anyway' or 'towels' to make the piece relatable. This successfully interests the reader as it ~~brings~~ draws to their attention that this woman is just like them, with these commonplace items and phrases, yet is in such a strange ~~an~~ place (the camp).

The writer also successfully ~~susta~~ engages the reader by incorporating ~~time~~ expressions, such as 'years to come' to make the piece flow more like a story. This engages the reader by making the memoir flow more like an ~~and~~ interesting tale.



## ResultsPlus

### Examiner Comments

This response starts by exploring direct address (L) in terms of 'intentionally to engage the reader in the action' (Level 4 more than Level 5). Imperatives (S) are explored but again in more of a Level 4 way than Level 5: 'involve the reader in what is happening'. There is also exploration of sentence types (S), but the effect, again, is more detailed than discriminating.



## ResultsPlus

### Examiner Tip

Language is explored in adjectives but the effect is more simplistic: 'successfully maintains the readers [sic] interest'. Rhetorical questions (S) and lists [of three] (S) are explored more in terms of the 'fascinating information' and the 'everyday language' is explored using appropriate and fully supportive examples. The final point made about language could be further analysed in order to meet Level 5. This is a confident response meeting Level 4 fully, where language and structure are explored with detailed and fully supportive examples. However, there could be more analysis of the effects on readers in order to meet Level 5.

### 3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

~~The writer uses personal pronouns to engage the reader because it feels like they're there and the writer is talking to them personally.~~

The writer uses rhetorical questions to engage the reader for example, 'You're overdoing it a bit, aren't you?' This ~~and~~ makes the reader feel as if they're there and the writer is talking to them personally.

The writer uses rhetorical questions to engage the reader for example, 'You're taking a track suit? To do exercise?'. This suggests that the writer is answering your questions as if they're you or you're there.



The writer uses language to interest and engage the reader for example, 'Try to picture it for yourself, my reader...' This <sup>implies</sup> ~~suggests~~ that the writer is interacting with reader which allows them to imagine the conditions that the prisoners lived in. ~~comment~~

The writer uses language to describe the harsh conditions the prisoners lived in and the weather they had: 'Natasha is particularly sensitive to the cold'. This engage the reader because it allows ~~to~~ them to picture ~~of~~ their life in that time and in those conditions.



### ResultsPlus Examiner Comments

The candidate comments on personal pronouns (L), rhetorical questions (S) and language which is more general ('the writer is interacting' and 'to describe the conditions').



### ResultsPlus Examiner Tip

There is comment on the text and how language and structure are used on a basic level 'to engage the reader', and the selection of references is valid, but not developed. This answer meets all of the bullets of Level 2, but given there is comment that is not developed enough to be explanation, this achieves a mark of 6 at the top of Level 2.

## Question 4

As the questions are ramped, this question requires candidates to add the second part of AO1 to identify, 'interpret'. In this case candidates were required to identify and *interpret* what was a piece of advice offered by the writer to people moving to a smaller home. Some candidates here gave longer answers than were required to achieve marks, showing some lack of confidence in interpreting the lines. They tended to write much more from the lines than an equally successful short response such as 'be realistic'. Most identified advice from the lines in the text, but did not interpret the question and find advice that was given by the writer herself. The more successful candidates gave brief and succinct responses.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

"Start half a year before the move"



**ResultsPlus**  
Examiner Comments

The candidate uses a quotation which achieves a mark. Own words are also acceptable.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

"Take a deep breath, get some plastic boxes and start half a year before the move."



**ResultsPlus**  
Examiner Comments

This response achieve the mark and does a bit more than is needed.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

"Categorise things as pure rubbish or charity-shop and junkie-sale"



**ResultsPlus**  
Examiner Comments

This is a different example and achieves a mark.

- 4 From lines 20–27, identify **one** piece of advice the writer offers to people planning to move into a smaller home.

He offers lesson/advice about clutter



**ResultsPlus**

**Examiner Comments**

The candidate uses their own words here, which would be valid if there was an interpretation of the advice in the text. This says that 'clutter' is commented on, which is right, but this is not interpreted for a mark. What is the advice about clutter?



**ResultsPlus**

**Examiner Tip**

Own words can be used or a quotation, but candidates must read the question and ensure they are interpreting which pieces of advice are given by the writer about moving to a smaller home.

## Question 5

For this question, only one mark was available, and from the original sample assessment material there was a change to clarify what was required. In Question 2, the candidate is asked to select an example for one mark and explain it for the second. In this question, candidates are given a specific example from the text and asked to explain how language is used in the example. The example is included in the question to ensure that candidates are clear about what they are commenting on.

Candidates at 4 borderline were achieving either zero or one mark in this question (only one mark is available). The candidates here either just identified a type of literary feature which may or may not have been in the text, for example 'the writer uses personification', or they repeated the question, 'uses language to show how much junk was in the house'. Neither would achieve a mark.

Higher level responses were often quite long, for example 'the listing of verbs creates emphasis on how much effort they had to put in to remove the junk, showing how much there was in the house', but this did often ensure that the candidate was answering the question and not just repeating it.

The most popular answer referred to the personification of the bricks which students could identify easily. However, some students tried to offer technical terms they did not always understand, and some missed that they had to use the quote to answer the question and quoted further from the text.

- 5 *As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.*

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

He uses a 'stared in amazement' shows how the  
writer was stuck with the amount there was.

(Total for Question 5 = 1 mark)



### ResultsPlus Examiner Comments

This response achieves 1 mark as it comments on the 'words' used, and what that shows.



### ResultsPlus Examiner Tip

This response shows that terminology is not required.

5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

By using an ~~onomatopoeia~~ <sup>personification</sup> the very bricks seemed to sigh with relief, shows the house bricks are happy, the weight lifted of them!

(Total for Question 5 = 1 mark)



**ResultsPlus**

Examiner Comments

This response achieves 1 mark. It does a bit more than is needed, but does explain how language is used - 'shows how'.

5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

'Stared in amazement at the junk we owned.'



**ResultsPlus**

Examiner Comments

This does not achieve a mark as it just selects a section of the quotation and does not comment on how language is used.

5 As we hauled and sorted and stared in amazement at the junk we owned, the very bricks seemed to sigh with relief.

In this example, from lines 11–12, how does the writer use language to show how much junk there was in the house?

the writer uses "sorted and stared in amazement at the junk we owned."



**ResultsPlus**

Examiner Comments

This does not achieve a mark as it just explains what is said ('the writer uses'), not how language is used.

## Question 6

Candidates in the mid-levels were at least commenting on ideas, events, themes or settings. These candidates were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of the pieces, normally 'successfully', with appropriate and relevant references. The majority were able to comment clearly and explain events and ideas, although some attempted to comment on each one of 'SITE' where there was more to say on, for example, ideas and events. The level of evaluation at borderline grade 4 was straightforward: 'The writer is successful in showing positivity about moving to a smaller house'.

Candidates at the higher levels were at least analysing and at best evaluating ideas, events, themes or settings. They were exploring and analysing ideas and events in the main, with well-informed and critical judgement and appropriate, detailed and discriminating references. The majority were able to analyse and evaluate events and ideas, theme and, in some cases, setting. The level of evaluation was well-informed and developed, with varied levels of evaluative language used.

At the lowest levels, candidates were at least describing and at best commenting on ideas, events, themes or settings. These candidates were describing ideas and events in the main, with limited judgement and references. The majority were able to describe, and some comment on, events and ideas. The level of evaluation at the lowest levels was limited, with limited evaluative language used.

The mark scheme for this question indicates that 'References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language. There were some responses that very successfully used language and structure (AO2) to underpin the evaluation, but this was minimal. The focus must be on 'how well' rather than 'how' – which is AO2.

The quality of evaluative language was a good discriminator, as was the way the 'SITE' was explained. Responses that were in Levels 1 and 2 tended to indicate that 'the writer does this successfully', which did not allow them to meet higher levels by evaluating texts critically, for example in terms of the audience and purpose of the text, how it may be successful or not successful in different ways. Candidates should be encouraged to focus on what the question asks them to evaluate, not just evaluating 'the text'. Candidates should consider alternative readings.

6 In this extract, there is an attempt to be positive about moving to a smaller house.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

A successful attempt at positivity is made from the very opening sentence. The short sentence opening of "We did it!" combined with a punctuation mark has a resoundingly optimistic tone. Thus ~~from the~~ even from the opening, the reader is immediately aware of the positive sentiment.

The progression of ideas within the piece subtly manipulates the reader and flows from one idea to the next. The first half of the piece documents the impressive decluttering of the house, then as the reader begins to question how, advice is offered ("categorise things as pure rubbish or charity shop").

The effect of this is to turn a potentially ~~stressful~~ <sup>stressful</sup> event into a more organised one, which immediately has a positive effect on the reader.

The use of humour is another structural technique which, carefully crafted, also has a positive effect. The use of the adjective "lethal" when describing the "World War I khaki canvas thing" is a hyperbole which ~~is~~ and creates humorous effect as the idea is both relatable and laughable, creating a positive, light hearted atmosphere.

The use of first person also allows a more positive

take as the use of the pronoun "we" allows the reader to almost join the writer on the journey, emphasising the euphoric moment of achievement. // In addition, the use of a simile personification: "even the bricks seemed to sigh with relief" and a variation in sentence length which varies the pace (picking up momentum at positive or humorous moments, increasing the positive tone) are also used for great effect.

Colloquial language is demonstrated by the word "shipshape". The friendly term gives the impression of a robust room and a positive motherly outlook on life which is extremely reassuring for the reader, increasing positivity.



### ResultsPlus Examiner Comments

There is a sustained focus on the demands of the question in the answer. Textual references are used in a discriminating way throughout. This answer shows that it is possible to achieve a detached critical overview with reference to language and structure to illustrate the points. The evaluation is sustained, from 'successful attempt', 'resoundingly optimistic', 'subtly manipulates', 'impressive decluttering', 'has a positive effect', 'great effect' and 'extremely reassuring'. It is a concise approach from the candidate, but the points are always backed up with discriminating evidence which persuasively clarifies the points being made.



### ResultsPlus Examiner Tip

This is a good example of how language and structure can be used to support the evaluation.



6 In this extract, there is an attempt to be positive about moving to a smaller house.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

I believe the writer - Libby Purves has successfully achieved a positive attitude when talking about moving house. The extract starts off with "we did it!" The almost instantly grabs the readers attention as it is cheerful and exciting which from the very start puts a positive feeling on the extract. This already tells the reader that the "downsizing" was a positive thing.

The writer uses structure to make moving into a smaller house positive. The writer seems to be telling herself that getting rid of rubbish is good and everytime she gets excited and uses short sentences. "We downsized!" this makes the reader feel positive almost as if, if they can do it then so can we attitude, is felt here by the reader.

The writer makes the reader feel involved by explaining all the things she is getting rid of "deep, deep wardrobes full of ~~random~~ random oddities" this may make the reader agree as they know all about this and may make them feel positive about downsizing

overall, I think the positive atmosphere was achieved extremely well in this extract.



**ResultsPlus**  
Examiner Comments

The answer starts with some straightforward opinion: 'has successfully achieved' and comments on the 'cheerful and exciting' language to create a positive feeling. There is a brief example (underdeveloped) to support the point. This focus on positive feeling also is commented on in the second section on the first page, but the second page lacks evaluation until the end 'achieved extremely well'. The candidate has commented on ideas and theme, straightforward opinions and valid references. Overall the references are appropriate, but there is not enough secure Level 3 evaluation to move into that level. It does meet the top of Level 2.

- 6 In this extract, there is an attempt to be positive about moving to a smaller house. Evaluate how successfully this is achieved. Support your views with detailed reference to the text.

(15)

I think it is successfully achieved because they are trying to stay up-beat about it all. Such as when ~~the~~ the ~~writer~~ writer says "we left a huge basement library, dining room, a mini cinema, a big sitting room, three bedrooms plus guest flat" and then straight after says what they now have, and try and make it sound good and exiting.



**ResultsPlus**  
Examiner Comments

This is a brief response but has focussed on the AO. The comment 'is successfully achieved' is a straightforward opinion, but given that there are limited assertions and references the response gets to the top of Level 1, but not quite into Level 2. There is one opinion and one example, but the example takes up two lines of the response.



**ResultsPlus**  
Examiner Tip

Ensure that examples are relevant and succinct.

6 In this extract, there is an attempt to be positive about moving to a smaller house.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Libby Purves successfully attempts to be positive about moving to a smaller home by beginning the first paragraph with a short sentence that says "We did it!" This creates a happy atmosphere as the writer seems to be excited about her accomplishment. The readers would be contaminated by that positivity, and therefore would be persuaded to move into a smaller home either. Therefore Libby Purves masterfully attempted to be positive about moving to a smaller house, just in the beginning of the extract.

Furthermore, the writer shows to be positive about moving to a smaller home as she says they "stared in amazement" at the junk that they owned. This also creates a positive ~~atmos~~ tone because they are happy that this was the opportunity they needed to start over and get rid of the unnecessary things they had. This engages the reader because they understand how it feels to throw away things that are not needed

anymore. Therefore the writer successfully attempted to be positive about moving to a smaller house.

Moreover the writer intentionally describe what is left behind which is "a huge basement library, dining-room and mini-cinema" in order to show how those things won't be missed. This creates a tone of excitement as the family looks forward to their new home, thereby engaging the reader because they understand how it feels to experience change. Therefore Libby Purves masterfully attempted to be positive about moving to a ~~new~~ smaller house.

In addition, the writer purposefully ~~gave~~ offered advice to people planning to move to a smaller home. She tells people to "categorise things as pure rubbish, or charity-shop and jumble-sale". This is a very helpful advice because people should only take what is necessary with them and things that they ought to use, instead of leaving rubbish in a new, cleaner place where it offers them with a fresh start. Therefore this successfully showed how the writer attempted to be positive about moving in to a smaller house.



## ResultsPlus

### Examiner Comments

The response is immediately evaluative in 'successfully attempts' and is fairly well-informed judgement (Level 3/4) in terms of 'masterfully attempted'. There is some awkward expression ('contaminated by that positivity'), but the judgement continues to be linked to the reader: 'the reader...would be persuaded to move into a smaller home'.

The response is a little more relevant to AO2 at the bottom of the first page ('This engages the reader'), but it moves back to some informed judgement on the next page with 'successfully attempted'. The next section is well-informed in terms of judgement (Level 4), and the reference to 'purposefully offered advice to people' is well informed, with appropriate and relevant exemplification (Level 3).



## ResultsPlus

### Examiner Tip

Given that the response meets all of Level 3, and there is some well-informed and fairly developed judgement (Level 4) with some lack of focus, this is appropriately placed in the middle of Level 4.

## Question 7

### Question 7a

Most candidates were achieving at least Level 2 for this question. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of the second bullet point of AO1: *select and synthesise*. Candidates in the mid-levels were able to give at least two or three similarities, demonstrating clear synthesis and valid evidence. Candidates at the highest levels were able to give a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence.

Even the lowest level candidates were able to give at least one similarity, although with little synthesis or evidence.

This question requires understanding of the second bullet point of AO1: *select and synthesise*. In some cases candidates attempted to examine differences, and these differences were credited in the answers to 7b (these were together to be marked in the ePen system).

The question will always ask about similarities. In this case it was 'What similarities do the writers share in these extracts?' In this case candidates sometimes confused the writers with the texts, perhaps because the texts were written from a personal perspective. They then wrote about similarities between the texts – 'both writers use rhetorical questions', for example. This is an AO1 question and therefore these responses were credited. They were valid given the writers were the people in the extracts and the texts were their personal views.

In some cases candidates tried to write more than was required for only 6 marks here. In this case the question worked as intended, it was just that candidates did more than could be rewarded for 6 marks.

### Question 7b

It was pleasing to see that in almost all of the responses marked candidates had compared the two texts. Responses at the mid-level considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made.

Responses at the highest level considered a wide and varied range of comparisons between the texts, with exploration and analysis of writers' ideas and perspectives including theme, language and/or structure. At this level, the use of references was balanced across the texts and fully supported the points being made.

Responses at the lowest level considered one or more obvious comparisons between the texts, with comment on writers' ideas. At this level the use of references was limited. Even at this level there was an attempt to compare the texts.

The mark scheme for this question indicates that 'Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.' It was pleasing to see that almost all responses were able to compare texts, even at a basic level. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. The high level responses tended to focus more on perspectives as well as ideas.

7 (a) The two texts show people experiencing change.

What similarities do the writers share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both writers use rhetorical questions to engage the reader. For example in text 1 the writer converses with the reader with the rhetorical question "You're overdoing it a bit aren't you?" ~~and in~~ In text 2 the writer humours the reader ~~is~~ with the ~~so phrase~~ phrase "how did that happen?" following a funny fact.

Both writers also use short sentences, ~~to show~~ their ~~enthusiasm~~ For example in text 1 Ratushinskaya writes "Hold it!" ~~and in~~ and in text 2 ~~to~~ ~~praises~~ ~~so~~ writes "We did it!" Both of these simple sentences also end in an exclamation mark ~~to~~ ~~to~~ ~~perhaps~~ show the writers ~~the~~ enthusiasm for the topic.

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about possessions.

Support your answer with detailed references to the texts.

(14)

The writer of Text 1 ~~gives a~~ ~~and~~ expresses a ~~more~~ valuable perspective on possessions, whereas Text 2's writer ~~is~~ ~~or~~ expresses the ~~uselessness~~ ~~the~~ ~~uselessness~~ ~~to~~ uselessness of ~~the~~ ~~some~~ ~~more~~ possessions.



~~Text 2~~ ~~paraphrases~~ ~~the writer~~ uses words like "unwanted", "rarely misses ~~misses~~ anything" and "Junk" to describe her possessions which both heavily contradicts the ideas about possessions in text 1.

The preciousness of simple possessions is emphasised in the first text through use of words like and phrases like "barest essentials to serve you for the next seven years" and the use of "Hold it! You're overdoing it a bit, aren't you?" after a ~~simple~~ <sup>very</sup> basic list of items. This idea is opposed in the second extract with language like "unwanted", "Junk," etc. <sup>used</sup> to describe possessions.



### ResultsPlus Examiner Comments

7a) Similarities are the use of rhetorical questions and short sentences. These are more linked to the texts rather than the writers, but we give this benefit of the doubt. The two similarities are sound, with clear synthesis and valid evidence.



### ResultsPlus Examiner Tip

7b) The first point about the value of uselessness of possessions is an interesting comparison and has some appropriate evidence, but the response goes on to make the same point in some detail. This answer makes more than an obvious comparison (Level 2) but really only makes one comparison with valid evidence. It is not, therefore, Level 3 as it does not look at a range of comparisons. It does meet the top of Level 2 however, as it does all of that level and has more than an obvious comparison.

7 (a) The two texts show people experiencing change.

What similarities do the writers share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both writers describe a downgrade in space for their belongings. Text 1 ~~describes~~ narrates a downgrade to a "thirty by thirty by seventy centimetre" space, whilst Text 2's is to a "a house with "two small but shipshape bedrooms".

Both use rhetorical questions to engage the reader with the change. Text 2 uses direct address also in the question "A bit sad, you say?" and this is reflected in Text 1's "You're taking a tracksuit?". The effect of this is to involve the reader, emphasising the emotions of change.

Leading on from this, both narrators show a degree of emotion due to the change of space and moving, albeit to different locations and for different reasons. Text 1 describes how "the person will not see their "nearest and dearest" for "5 years"<sup>because of the change</sup>, pulling on the heartstrings of the reader. Similarly Text 2 details how memories were "freshened... to smile" suggesting emotional effects of the change of space.

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about possessions.

Support your answer with detailed references to the texts.

(14)

One of the most noticeable differences between the two texts is that the discarding and selection of possessions in Text 1 is forceful, necessary and that Text 2's is optional and by choice. This arises from the setting of each extract - the first text is set in a prison whereas the second is a move from a more comfortable "huge basement library" with "three bedrooms plus guest flat" to "two small but snipshape bedrooms". As a result it is unsurprising there are differences in ideas.

~~From~~ <sup>in addition</sup> the first text has a more cynical tone; factual and unrelenting. It is in this backdrop that the harsh reality of the lack of possessions is presented (just "five books"). The second has a more motherly yet humorous tone, which provides a more positive tone. In this way, the way the two are presented in terms of tone are very different.

One similarity, however, is the sharing of emotional ties with the possessions which is displayed in both texts. In Text 2, some of the possessions are described as "treasured". This powerful adjective displaying just how important some <sup>objects</sup> ~~of the~~

are Similarly the phrase "photographs of your nearest and dearest" suggests personal connections as the superlative "nearest and dearest" imply people of great significance, thus lending a strong emotional tie to the photograph.

However, text 1 displays more ruthless ideas on decluttering. A "tracksuit" for exercise - one of the most widespread and important pastimes is not allowed, instead Ratushinskaya brusquely asks "What on earth for?". ~~How~~ In contrast text 2 is much more lenient towards keeping possessions, as seen in the phrase "you rediscover long-forgotten treasures" that "Spring back to life".

Another difference in the presentation of ideas is that text 2 is prone to exaggeration and uses figurative language to emphasise meaning. One example being that the "very bricks seemed to sigh with relief" (the personification of bricks to exaggerate just how much "junk" has been removed). Conversely, Text 1 is much more factual and precise, showing that possessions ~~must be~~ all controlled - "Racking red socks" and as a result forfeiting "a meeting with a relative" - and that the space allowed is excessively small. In fact, much smaller than Text 2's space; "thirty by thirty by seventy centimetres" to be exact.



**ResultsPlus**

**Examiner Comments**

7a) This is a detailed and comprehensive response which looks at a range of similarities, synthesising information: 'a downgrade in space', use of language, 'a degree of emotion'. These are detailed and relevant, even though the reference to language is more about the text than similarities between the writers. The reference to differences, 'albeit to different locations and for different reasons' does not detract from the detail in the response.



**ResultsPlus**

**Examiner Tip**

7b) This response gets straight into the business of comparing and the first comparison – 'the discarding and selection of possessions in text 1 is forceful, necessary and that text 2's is optional and by choice' - is a discriminating comparison. The comparison of tone, the emotions around possessions, the personal connections, the feelings about decluttering and the differences in language use give, overall, a varied and comprehensive range of comparisons between the texts, demonstrating analysis of the ideas of the writers: 'more ruthless ideas on decluttering', 'showing that possessions are controlled'. Evidence is balanced and discriminating.

**Question 7 is about Text 1 and Text 2. Answer both parts of the question.  
Refer to both texts in your answers.**

7 (a) The two texts show people experiencing change.

What similarities do the writers share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both texts show how the narrators must limit their possessions. Text 1 shows that the narrator is angry about less possessions: "Don't forget to include your maximum allowance of five books". And text 2 shows how easy it is to limit possessions: "Books? We sold a third of them." The texts reveal how angry and easy people feel about having less resources.

Both texts show how small spaces are used by more than one person. Text 1 shows that possessions are not safe: "Locker must be shared by two prisoners". Text 2 shows the excitement of inviting guests to the house: "I am incurably keen on having people to stay". Both texts reveal how the lack of space is still used by both wanted and unwanted visitors.

Both texts show the importance of memorable possessions. Text 1 shows how photographs are an essential need: "Photographs of you nearest and dearest". Text 2 shows the easy storage of family collages: "collages of holidays or schooldays are out of their dusty frames". Both texts show how desperate the narrators are at keeping their sentimental possessions.

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about possessions.

Support your answer with detailed references to the texts.

(14)

Both text 1 and text 2 show their ideas and perspectives about possessions. Text 1 has a more desperate and angry approach towards possessions whereas text 2 shows how easily disposable unwanted possessions are to dispose.

Text 1 is a memoir highlighting the rough experience of the narrator as she must prepare for her camp in the prisons. The writer reveals clearly how the conditions of the prisons are horrific making the possessions more desperately wanted. The writer clearly presents how the narrator is a prisoner and must be treated horrifically due to them breaking the law. The narrator is absolutely disgusted and is desperate to escape. The narrator also describes the lack of possessions that she can keep effectively presenting the lack of luxury in the prisons. The narrator also hates the idea of the lack of room to store belongings and essential needs. The writer also cleverly suggests ideas of hiding important possessions such as underwear so that the narrator has chances of having any comfortability in the prison.

Text 2 is majorly different to text 1. Despite both texts highlighting the issues of smaller spaces and less possessions, the writer in text 2 describes the positive side to less possessions. The narrator throughout the article describes how disposing of possessions known as "junk" is easy to do in order to make room in the house. Text 1 highlights the struggle of keeping possessions due to lack of room. Also the narrator in text 2 enjoyably dump possessions whereas in text 1 the narrator's possessions are confiscated. Comparing how people are presented; text 2 shows the joy of inviting more people into a smaller space whereas text 1 hates the idea of sharing possessions with other prisoners.

In conclusion, both texts highlight the importance of storing certain possessions despite the fact that each narrator has a completely different attitude towards the disposal of possessions.





7a) This answer again shows similarities between the writers – the writers must limit their possessions and the writers’ feelings about possessions. However, there is some similarity drawn between the texts – that spaces are used by more than one person and the importance of memorable possessions. There are detailed similarities and synthesis, with appropriate and relevant evidence.

7b) The introduction to this answer gives a general repeat of the question and then the overall approach to possessions, so we hope there will be more evidence to support the point further on. The rest of the page goes on to explain the writer’s perspective in Text 1, with implicit evidence. There is an obvious comparison at the start of page 2 - ‘Text 2 is majorly different to text 1’ – but this is explained more as the section goes on, with implicit evidence again. The conclusion draws the comparisons together. We can see that there is a range of comparisons between the texts, albeit obvious ones in most places. The section of page 2 mentioned shows a range. There is explanation (Level 3) of the writers’ ideas and perspectives (sometimes explored – Level 4) and the implicit evidence from the text – not quotations – is appropriate and relevant. This meets the bullets of Level 3.

## Question 8

Examiners felt that this question allowed candidates to be creative with language and write with emotion. The responses generally used an appropriate tone and identified something interesting to write about. The standout responses were full of personality, even if the subject matter was not. Paragraphing was not always conscious, at times just 'chunks' rather than for any deliberate reason. There were some delightful and quirky responses – a trophy won and secret reveal about cheating in an egg and spoon race to win it – with a warning to the examiner to keep their mouth shut! The best responses were often emotive and sincere. As one examiner wrote 'One candidate described the sky as it changed colour which was really lovely'. Types of possessions were fairly varied, although most popular were 'phones, cars, teddies, or consoles. The most successful answers seemed to be those that focused on one possession in detail rather than listing of possessions with just paragraph to explain reason for value. Those focusing on one gave a better sense of a response with a clear and effective structure, often cyclical

At the Grade 4 borderline candidates tended to at least have straightforward and at best appropriate use of tone, style and register, selecting material and stylistic or rhetorical devices to suit audience and purpose. At this borderline level candidates tended to connect, but not always develop, ideas and information, with some structural and grammatical features and paragraphing. In the best responses candidates tended to at least have effective, and at best sustained, use of tone, style and register, managing material and stylistic or rhetorical devices to suit audience and purpose. At this level candidates tended to manage (but not always manipulate) ideas and information, with a range of structural and grammatical features and paragraphing. Even at the lowest levels candidates tended to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The assessment objectives for these tasks effectively discriminated the quality of responses. The main areas that were discriminating were the quality of AO6 (particularly use of punctuation), and the success of tone, style and register in AO5. Sentence structure is an area to focus on: use of passive/active; varying the way sentences begin; more use of subordinate clauses to begin complex sentences; effective use of one-word sentences and one-sentence paragraphs to demonstrate conscious crafting. Some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 8 ☒ Question 9 ☒

Write your answer to Section B here:

~~When someone says to you~~ 'It's not the possessions that matter, it's the memories associated with them' When someone says to you, as a teenager, to name your most prized possession, I doubt you'd give the same answer as me. I imagine you might suggest your phone, a laptop, a new makeup palette with every single shade you've ~~gone~~ <sup>of</sup> you'll ever need because 'you're worth it!' I suppose our parents would like ~~us to say~~

I suppose our parents would hope for acknowledgement of a wonderfully thoughtful gift from Christmas half our lives ago, or the teachers pray that we ~~won't~~ <sup>won't</sup> obsess over our ~~literature~~ <sup>literature</sup> grades to distraction...

I suppose I will surprise you all. Thimbles. For any of you unsure of that word, and not to be confused with the CBeebies character you might have seen an embarrassingly short time ago, the <sup>2010</sup> Google definition is 'a metal contraction moulded to fit over the thumb and used with ~~the~~ <sup>will never</sup> knitting.' Now I don't know about you, but I have never, and ~~never intend to~~, try knitting, especially with a thimble on my thumb, but there's a very special reason why they're important to me.

Picture this. A young child with blonde ringlets and an old, <sup>devoted</sup> ~~passionate~~ <sup>knitting</sup> ~~passionate~~

lady, ~~creeping~~ <sup>creeping</sup> out of the living room and placing a grey-rusted thumbtack with the utmost care into plain sight where she knew would still struggle to locate it. Now ~~imagine~~ imagine the joy on the little girl's face, when she discovers the ~~most~~ <sup>most</sup> prized one and over and over again, game after game after game.

Now imagine being left that very thumbtack on the day the grandma finally breathes her last.

~~Now~~ You may be interested to know a few facts and figures about thumbtacks: 1) they were first created in the ~~stone~~ <sup>middle</sup> ages

2) the most expensive one was sold for \$4 million at auction in 2004

3) the largest thumbtack collection contains 45,000 thumbtacks.

Thumbtacks have been used for decade after decade, protecting the hands of the women who have sewn blouses for our parents, and their parents, and their parents before them. Having ~~passed~~ <sup>reflected on</sup> these items, they seem more significant than I once thought. (I won't start a history lecture now, though!)

But is this the reason why the thumbtack my ~~de~~ <sup>all</sup> grandma left me is the most prized possession I have? We ~~both~~ know the answer to that, don't we.

The ~~is~~ pure joy facilitated by that piece of moulded metal, ~~which was unparalleled for~~ <sup>was</sup> unparalleled for

the little girl. Can we say the same about our phones? Or laptops?

<sup>our</sup> Or makeup ~~palettes~~ → palettes?

So, I have a challenge for you. Stop remsing. Stop SnapChating. Stop researching the latest gadget that comes out on the Apple store in the absurd hours of the <sup>next month.</sup> Consider me. What is your most prized possession? ~~What legacy~~ which item represents a multitude of childhood memories, or ~~famously~~ captures an experience, <sup>as vividly as a</sup> ~~like~~ a photograph?

Whilst my grandma never saw me receive the thinkie, I can just picture her face <sup>if she</sup> ~~that~~ had been done. She didn't care about the endless hours she'd spent repairing my mum's <sup>careless</sup> ~~stockings~~ <sup>unloved</sup> ~~or vests~~ when she was young, but she did care that that the game the little thinkie inspired put a genuine smile on her granddaughter's face.

~~Grandma~~ Now I don't know about you, but I wouldn't want the legacy I leave behind for my <sup>granddaughter</sup> ~~grandchild~~ to be a mobile phone, would you?



## ResultsPlus

### Examiner Comments

This candidate has an engaging, subtle and deliberately sophisticated voice throughout. The response begins in a compelling way, involving the reader, and this is sustained. Effective use of tone, style and register are evident, for example 'Picture this. A young child with blonde ringlets', and there are subtle and sophisticated structures such as 'I suppose our parents would hope for acknowledgement of a wonderfully thoughtful gift from Christmas half our lives ago, or the teachers pray that...' There are simple, yet engaging techniques used to interest the reader, such as 'Now I don't know about you', and 'Now imagine being left that thimble', but these shape the audience response with subtlety and offer personal anecdotes in an effective way. The response is subtle, sophisticated and sustained, with strategic use of vocabulary and ideas.

In AO6 the candidate achieves the full 16 marks. There are very limited spelling errors (only a couple of minor errors) and the vocabulary is extensive, for example *acknowledgement*, *contraption*, *moulded*, *significant*, *facilitated* and *unparalleled*. Punctuation is used with accuracy and there is a range of sentence structures used selectively for effect.



## ResultsPlus

### Examiner Tip

It is important to remember that this is an untiered paper, and that full marks does not have to equal perfection. There may be responses that are 40+++.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 8 ☒ Question 9 ☒

Write your answer to Section B here:

~~What is a possession?~~

Possessions are the Number One Prize

There is only one thing, one item, one possession that brings incredible amounts of joy to our lives despite some of them having no useful value. Plenty of people protect prized possessions. It is a fact. Without them - we are no longer ~~happy~~ joyful in our daily lives. I can guarantee that you, sir or madam, has a sentimental possession sleeping safely at the bottom of your wardrobe. You may even have more possessions tonnes, thousands, ~~and~~ <sup>an</sup> endless supply. But! Everyone, and I mean everyone has one possession considered to be a true prize.

Most possessions are completely useless: a hanging picture frame, a dusty ornament, a terribly drawn picture of yourself that your three year-old daughter drew in class. The list goes on, and on, and on. However! To me that possession is useless; but to you it is worth more than every penny in the house. Possessions can range from historical ornaments

ranging from £1,000-£100,000 or a hand written letter with no value whatsoever.

What makes a possession prized is the personal back ground of the object. ~~Is~~ Isn't it obvious? The love we provide our possessions is what ~~we~~ makes them win the medal for sentimentality. I will admit. My most prized possession that I awarded through the key elements of my heart is a belt. A bloody belt. That's right, a black, leather belt that no longer ~~fits~~ <sup>fits</sup> me. Growing up I had very few friends making my best friend my prized possession. Possessions can be loving things <sup>too!</sup> Wait a minute. That doesn't sound right, but you get the point. Right?

Anyway, when ~~the~~ Christmas came the only present I received was a belt from my best friend which I most desperately needed.

Prized possessions are the key element to replaying our memories forever. ~~When you have done~~ Unless you have short term memory loss but that's besides the point. When your most favourite person leaves forever you go straight towards your prized possession to lock them inside of your memory and place the key safely away.



It is a known fact that sentimental possessions are rewarded the number one prize. About 85% of people living in Britain have a prized possession worth no value.

I know what you're thinking: What about homeless people? What about orphans? What about lonely convicts living in care homes? Their prized possessions are not sentimental. They will also have a possession that brings them joy whenever they get hold of it.

It is I, We, Us. All of us who claim what possession of ours deserves the number one prize. ~~Does~~ <sup>Is</sup> sentimental value worth more than selling value? Of course!

Whatever your possession is, no matter why or where or when you received it, it is up to you to make it valuable to yourself.

Our valuable possessions have a way on ~~that~~ <sup>who can</sup> pulse the most heart strings of the owner. This ending up a complete overload of desperation and intense charm. Prized possessions are the strongest bond at holding someone together.

Let's say, for example that you had no money, your bills are horribly increasing, and the only way you could pay them is by selling your

most prized possession. It Is Just Impossible.  
literally. The possession possesses us by grabbing on to  
us a refusing to let go. Our possessions are the  
main reason why we are who we are and  
behave how we behave.

When you go home today go straight towards  
your most prized possession. Provide it with  
all your love and joy and it will repay you  
with the greatest memories you have ever experienced.  
That one, single <sup>possession</sup> ~~possession~~ is a winner, a true  
winner just waiting to receive a golden medal  
and claim it's number one prize.



## ResultsPlus

Examiner Comments

The candidate starts with a sentence which is a little confused, ending 'that brings incredible amounts of joy to our lives despite some of them having no useful value'. There is an attempt to offer a complex idea here although the explanation of it is lost a little. There is some attempt to use language for effect, for example 'Plenty of people protect prized possessions'. Some expression works effectively, for example 'sleeping safely', 'a hanging picture frame, a dusty ornament'. There is also an attempt to use sentence structures for deliberate effect such as 'Isn't it obvious?' In some places the clarity is lost but the candidate manages it well, for example 'That doesn't sound right, but you get the point'. The ideas are developed and connected (Level 3), but could be managed more for higher into Level 4 - the response does not develop the idea of the belt particularly effectively, although the implicit sense of value and worth for an item with no monetary value is there.

Overall the candidate meets Level 3 for the second bullet point of AO5, and just tips into Level 4 for the first bullet point, as there is a genuine attempt to use effective tone, style and register. The response meets the bottom of Level 4.

For AO6, the candidate achieves all of Level 3 again, and there are a few touches of Level 4 in the occasional spelling errors and attempts to use sentence structure for deliberate effect. These just tip it into Level 4 with 10.

## Question 9

Many successful responses decided that 'peers' didn't have to mean at school, crafting very engaging and interesting responses, for example an inspector at an airport giving a speech to workers, or a speaker from a top company giving advice based on their success.

Some answers repeated the same few sentences effectively for impact, others did so less successfully and felt as though they had run out of ideas. Many candidates had similar ideas drawing on their experience of preparing for examinations by using a timetable, folders or breaks.

Those who acknowledged the text as a speech and put in details such as [pause here] or asked a question that involved audience participation and then imagined audience response were very successful in showing their understating of form, audience and purpose. Examiners noted some very clear development of a personal voice, using humour and personal anecdotes. Less successful responses felt as though candidates were ticking off a list of techniques to include without a sense of their purpose or effect.

At the Grade 4 borderline candidates tended to at least have straightforward and at best appropriate use of tone, style and register, selecting material and stylistic or rhetorical devices to suit audience and purpose. At this borderline level candidates tended to connect, but not always develop, ideas and information, with some structural and grammatical features and paragraphing. In the best responses candidates tended to at least have effective and at best sustained use of tone, style and register, managing material and stylistic or rhetorical devices to suit audience and purpose. At this level candidates tended to manage (but not always manipulate) ideas and information, with a range of structural and grammatical features and paragraphing. Even at the lowest levels candidates tended to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The assessment objectives for these tasks effectively discriminated the quality of responses. The main areas that were discriminating were the quality of AO6 (particularly use of punctuation), and the success of tone, style and register in AO5. Sentence structure is an area to focus on: use of passive/active; varying the way sentences begin; more use of subordinate clauses to begin complex sentences; effective use of one-word sentences and one-sentence paragraphs to demonstrate conscious crafting. Some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: **Question 8**  **Question 9**

Write your answer to Section B here:

How organised do you think you are? Very? Somewhat? Not at all? Let me ask another – how important is being organised to you?

To me, being organised ~~is~~ is crucial to me. If I wasn't organised, I would have failed in long ago. Being organised helps me concentrate on other, more important things, ~~things~~ other than running around trying to find that one stray piece of paper I need to complete my essay, other than being worried that I can't find my notes for the exam I have tomorrow.

Let me give you two examples – Boy A, and Boy B. Now Boy A ~~is~~ and Boy B are both in the same classes, working at the same level as one another. They are basically identical, except for one thing – Boy A is organised, ~~and~~ whereas Boy B is not. When Boy A gets home, he stores all his work neatly into folders, easily found if the time comes he needs it. When Boy B gets home, he throws his work into an unempt pile on the floor, never to be seen again. 'Why is this story important?' you may be wondering. Well, it's approaching exam season, and the two boys are working harder ever in class, but when they get home, it's a different story. Which boy will be revising properly knowing where all his sheets are? And which boy will be flustered, frantically wrecking his head to try and remember which corner of his room he flung the desired sheet? More importantly, which boy will get the good grade in the

subject, and which boy will get a mediocre result, at best? Organisation is everything. If you don't organise, you will end up just like Boy B.

There are many advantages for organisation, and not many disadvantages. The advantages include: knowing where everything is, ease of access, not having to worry about finding things, etc etc. The only disadvantages that come to mind are time and effort, and surely you have ~~at~~ half an hour to spare, just to make your life easier. Some days it'll just mean placing a sheet into a folder, which doesn't even take a minute to do. If you're like me, you'll even find it relaxing. Organising helps me when I feel particularly stressed. I will even re-organise everything from time to time, as the methodical putting away of things calms me down, and maybe it would help you too.

There are many different things you can do to organise your belongings. If you are organising notes and sheets of paper, buy some files to put them in, and colour-code them so you ~~know~~ know what's what (plus it would be pleasing to the eye, which would be a break from the dull and monotonous tones of white). If you are organising other items, such as books, you could order them in an A-Z fashion, with either the title of the book or the author's name being the letter you look for. You could also organise clothes in your wardrobe from lightest to darkest, or in seasons (e.g. Spring, Summer, Autumn, Winter).

There are so many things you can organise, and there's an endless array of possible orders you can organise them into. Let your mind be free and invent weird and wonderful ways of organising your belongings.  $\nearrow$ PTO

You'll learn to love it - Trust me.



## ResultsPlus

### Examiner Comments

The opening to this response has an effective use of tone and style to engage the listener, for example 'Very? Somewhat? Not at all?' The use of two examples of Boy A and Boy B is a useful and effective way of shaping the listener's response, and time is manipulated well to show the importance of their organisation for exams. Language is used for effect, for example 'flustered, frantically', 'More importantly', 'weird and wonderful'. The structure becomes a little more repetitive on the second page with a more factual tone. For example 'There are many...' is repeated, although this could be deliberate. There are a few slips in the structure, for example 'To me, being organised is crucial to me', and the second page is more repetitive in structure, which means that this is a lower Level 5 response. There is some shaping of audience response (Level 5) and some sustained use of tone (Level 4/5 as it is not fully sustained) and information and ideas are managed with cohesive and deliberate structural and grammatical features used (Level 4). The response therefore meets the lower end of Level 5 with 21.

For AO6, there is an extensive vocabulary at the start (*crucial, unkempt, frantically*) and punctuation is used for clarity, rather than for emphasis. Sentence structures are used accurately, and, in most cases, selectively throughout the response. A mark of 14 at the lower end of Level 5 is appropriate.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 8

Question 9

Write your answer to Section B here:

How many times have you woke up in the morning you get a shower then you go in the wardrobe and you have no clothes or uniforms or even suits you wanna know why? because you don't organise. Let me tell you the advantages and disadvantages about being organised. The advantages are you don't have to panic if you plan it out properly you do what you can to make sure everything that you need is sorted. The disadvantages are that they do get boring after a while because you do it over and over again like give me a treat! but you have to do it can't do it last minutes Thank you for getting the time for reading my speech.



**ResultsPlus**  
Examiner Comments

This answer does more than Level 1. The opening has a question to engage the listeners, 'How many times have you...', and this shows an awareness of audience (Level 2). This continues in the use of the personal pronoun 'you', 'you wanna know why?' There is some evidence of sentence structure for effect, including 'because you don't organise'. The response is brief, but it does have a sense of audience and purpose to meet Level 2. Information and ideas are expressed (Level 2) – advantages and disadvantages. There are no obvious paragraphs (Level 1) but an attempt to use structure for effect (Level 2). Given the Level 2 features, the response meets the middle of the level with 7. The response demonstrates a wide, selective vocabulary (in the main) for AO6, and there are only occasional spelling errors. It is the second bullet point of Level 2 which is not fully met.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: **Question 8**  **Question 9**

Write your answer to Section B here:

Being organised, what does it mean to be organised?  
Well from my point of view what I think being  
organised means, it is to do everything according  
to plan. For example revising for exams can be tough  
unless you are organised, making a timetable can  
help to be like this.

The advantages of being organised would allow  
you to get through your day smoothly. Also if  
~~it~~ you were finding something, around  
the house or even in your bedroom, being  
organised could help as you would not get  
anxious or worried about where it is. Organisation  
in life could help a lot as people could get  
around more easily. However there are disadvantages  
too. Being organised may make some people  
more controlled over time. An example of this  
may be being in a serious situation which  
you are not able to leave, so what your  
next thing on your plan ~~is~~ would need to  
~~be~~ be cancelled, due to what has come



up.

Things that people could do to allow them to be organised is make a timetable with everything you do daily. However this timetable can ~~consume~~ consume of other activities you would like to do. Another thing that can be done is having reminders set on your phone, laptop or watch to inform you about what is coming up next. These things would help you a lot in life as you would not be late or in a hurry to get somewhere, however you will be calm and not in a rush to get to places, as you can be informed to how long you have left.



## ResultsPlus

### Examiner Comments

This answer meets Level 2 and just tips into Level 3. There is a sense of audience and purpose (Level 2) in the opening - 'what does it mean to be organised' - and the personal voice is appropriate (Level 3), for example 'Well from my point of view'. The second section has advantages of being organised and these are appropriate if not always clearly expressed (Level 2/3). The expression of the idea of what happens if you are not able to leave loses focus a little. The final section of ways to be more organised expresses information and ideas (Level 2), sometimes appropriate (Level 3) but a little repetitive (Level 2). Overall the response meets Level 2 and the (sometimes) appropriate tone and information just moves in into Level 3, at the bottom.

AO6 is in the middle of Level 3. There is a fairly varied vocabulary including *according*, *timetable*, *controlled* and *cancelled*, and spelling is correct including these words with double consonants. Punctuation is more Level 2, with some control and some range of sentence structures including questions.

## Paper Summary

Based on their performance on the paper, candidates are offered the following advice:

- For short answer Questions 1 and 4 ensure that you are responding briefly and selecting information, not just writing out a section. For Question 4, make sure that you read the question carefully.
- For the AO2 (language and structure) questions, make sure you are offering ideas about how language is used. Again, for Question 2, many of the candidates gave an example, but not all offered a comment about how language was used. For Question 5 the example is given for you, so read the example and talk about how language is used rather than selecting another example from it.
- For Question 3, consider the way Text 1 has tried to engage you as the reader. You could pay particular attention to the opening and closing of the text as these are important points for any writer. They will help you to see how the writer has shaped their text to initially gain the interest of the reader and then to leave them at a particular point.
- In Question 3, try to cover points on both language and structure, commenting on the different techniques that have been used by the writer and how they engage and interest the reader.
- For your evaluations, make sure you are thinking about which elements from SITE are useful for the text you have read, and use evaluative vocabulary when you are commenting. You do not need to comment on language and structure here unless this supports your evaluation. You can think about the audience and purpose of the text and whether it would be successful for readers.
- For question 7a, always comment on similarities. You can comment on differences in 7b. There are only 6 marks for 7a so be brief and succinct here. In 7b, link comparisons back to ideas of the writers and their perspectives.
- When you are writing, always think about your reader, what you want them to understand and how you want them to react at different parts of your writing; then choose the best words, phrases or techniques available to you to achieve those effects.
- Think carefully about how you will begin to write so that it is engaging for your reader from the very start.
- As you begin to write, know where you will end. This will help you to write in a manner that is cohesive and coherent for your reader.
- Take care throughout with accuracy of all sorts: spelling, punctuation and grammar.
- Keep a close eye on the time during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL.

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

