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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-9. This was the second examination of the new specification in English Language 9-1 and the first 'resit' opportunity for candidates. It was therefore a much smaller entry than in summer 2017. The paper consists of three components: Unit 1: Fiction and Imaginative Writing - 40% (examination); Unit 2: Non-fiction and Transactional Writing - 60% (this examination); and Unit 3: Spoken Language Endorsement (non-examination assessment). 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.

This 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 some positive features. Examiners were impressed by:

- evidence that the majority of candidates had understood the content of and ideas in the texts
- completion of the questions in the paper and coverage of all of the assessment objectives
- the use of evaluative vocabulary for AO4
- the ability to make at least some meaningful comparisons for AO3
- writing that showed a range of ideas and suitable tone, style and register for audience and purpose

Less successful responses:

- showed an insecure grasp of language and structure with feature-spotting or confusion of terms
- had limited comment and relied heavily on description of ideas or events
- a lack of evaluation for their AO4 responses
- failed to support points using appropriate textual evidence
- lacked organisation of writing
- lacked accurate spelling and secure control of punctuation

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 enthusiastic and had a clear sense of purpose and audience in the voice and ideas used.

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 just saw the verb 'see' and decided there must be a correct answer there. For example, 'starkness of space' is what he was used to seeing, not what he is able to see.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 A bank of clouds

2 The ocean

(Total for Question 1 = 2 marks)



ResultsPlus
Examiner Comments

2 marks - both responses are acceptable.



ResultsPlus
Examiner Tip

Be brief in responses.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 clouds as big as the ocean

2 a hazy morning on earth

(Total for Question 1 = 2 marks)



ResultsPlus

Examiner Comments

2 marks – more than is needed to achieve the marks has been written.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 ~~Starkness~~

2 Ocean

(Total for Question 1 = 2 marks)



ResultsPlus

Examiner Comments

1 mark – the first answer is not something that can be seen and is not linked to what he sees now.



ResultsPlus

Examiner Tip

Ensure that you read the question carefully and identify information asked for.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 "a bank of clouds as big and lush as the oceans they covered."

2 "hazy early morning" and "I could see the ocean below"

(Total for Question 1 = 2 marks)



ResultsPlus

Examiner Comments

2 marks – much more than is needed to achieve the marks has been written and actually this has 3 possible answers in it.

1 From lines 1–5, identify **two** sights the writer is able to see.

1 "starkness of space"

2 "ocean below"

(Total for Question 1 = 2 marks)



ResultsPlus

Examiner Comments

The first response does not get a mark as it does not relate to what he is able to see, it is what he used to see in space.

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, 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. Again, the example used should be linked to the question – the sensation of feeling weight – not just any example from the lines.

- 2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"Arms, which had floated before, now hung heavily and had to be willed ~~to~~ ^{to} movement"

How the writer uses language:

(1)

The writer uses a comparison to show the and emphasises the feeling of the gravity pulling down

(Total for Question 2 = 2 marks)



ResultsPlus

Examiner Comments

2 marks. The example is acceptable for a mark, and is the typical example used. There is comment on how language is used 'to show and emphasis [sic]'.

2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"legs, which are about as necessary
to space travel as an appendix is to a body"

How the writer uses language:

(1)

uses a simile to engage the reader.

(Total for Question 2 = 2 marks)



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Examiner Comments

The example given is mostly valid in terms of the sensation of feeling weight, but the comment on language is unconnected and does not achieve a mark.



ResultsPlus

Examiner Tip

Make sure that the comment or explanation must be linked to how language is used to show that you understand the AO.

2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

"movement is an effort"

"The Sensation caused by the change of scenery pales beside the sensation of getting used to the fact of weight." (1)

How the writer uses language:

The adjective ^{"effort"} "pales" suggests that it's harder and more difficult to move around now. (1)

(Total for Question 2 = 2 marks)



ResultsPlus

Examiner Comments

2 marks. Achieves both marks although the subject terminology is incorrect. There is a link to language in 'suggests'.

2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

complex sentence

How the writer uses language:

(1)

to show the sensation of feeling weight.

(Total for Question 2 = 2 marks)



ResultsPlus

Examiner Comments

0 marks – it is unusual to achieve no marks at all for this question, but this neither gives an example from the lines nor any comment, other than repeating the question.

2 Give **one** example from lines 6–10 of how the writer uses language to show the sensation of feeling weight.

Example from the text:

(1)

"Now hung heavily and had to be willed to movement"

How the writer uses language:

(1)

Alliteration 'hung heavily'

(Total for Question 2 = 2 marks)



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Examiner Comments

1 mark for the example, but no mark for the comment. Simply referencing a language technique is not commenting on or explaining how language is used.



ResultsPlus

Examiner Tip

There should be some reference to what the writer is doing with a technique for the second mark.

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 were created, and the analysis was closely linked to the evidence used. Responses that were in Levels 1 and 2 tended to comment clearly on adverbs and simile/metaphor (language), and short sentences and use of ellipsis (structure). Some explanations in these levels were non-specific: 'The writer's use of language is engaging.'

There was also some confusion about terminology.

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, although minimal, 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 tone.

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 ^{irony} ~~sarcasm~~ to engage the reader "Legs, which are about as neccessary to space travel as an appendix" as an appendix is not really of any importance the use of sarcasm wou entertain the reader making them laugh yet also educating them slightly on the importance of legs in space.

Secondly, the writer uses short sentences "It was over. No exclamations, no slaps on the back..." this shows the reader how quickly their space adventure was over as short sentences give a fast pace feel. The reader could also infer from this that they felt like they were up in space for so long and put so much effort into it for it to just be over and nothing more.

Furthermore, the ~~writer~~^{author} uses similes "clouds as big and lush as the ocean they covered" this gives the reader a better understanding of how big the clouds are, helping them picture what the men coming back down to earth are seeing and making it easier for the reader to put themselves in their position.

Lastly, the author uses repetition ~~of~~ "No exclamations, no slaps on the back. No handshakes" the use of this stresses to the reader that the men were not getting any reward for their difficult

journey, not even something as small and simple as a handshake.



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Examiner Comments

This response makes reference to language and structure – irony (L), short sentences (S), simile (L) and repetition (S). There is explanation of the text, if not always convincing, for example ‘educating them slightly’, ‘they were up in space for so long and put so much into it’. There is explanation of the language and structure used in each case, for example ‘making it easier for the reader...’ This does not move into exploration for Level 4 (although there is an element of borderline exploration in the discussion of reward for the men), but the bullets of Level 3 are all met as the references are all appropriate and relevant and support the points being made.

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 structured paragraphs roughly of the same size, to suggest the steps one after another to suggest the steps that are taken in the space during the morning just to get yourself moving. "Arms which had floated before, now hung heavily and had to be willed to movement". This suggests the morning routine for getting your body moving in the morning. This engages the reader because it gives the reader an idea of what it's like to live in space.

The writer uses a simile to compare legs to space travel and an appendix to a body. "Legs, which are about as necessary to space travel as an appendix is to a body; strained to activity by threatening not to function at all. This suggests how important your legs are when travelling in space. This is also backed up by the word 'function' suggesting ~~daily life~~ space travel is difficult without functioning legs. This engages and interests the reader because they may never get to experience space travel for themselves.



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Examiner Comments

The response starts with comment (Level 2) on structure, although it is a bit of a stretch to connect this to the text. There is comment on the movement to get yourself 'up in the morning', but this is a bit vague. The reference to simile (language) shows a lack of understanding, but there is comment on the language used for effect in 'This suggests how'. The first bullet point in the mark scheme is met at Level 1/2 as the comment on the text is fairly limited overall. There is comment on the language used for effect, and a real attempt to explain this in terms of the audience at the end of the answer (Level 2/3). There is an attempt to comment on structure (Level 2). The use of reference is valid, but not developed (Level 2). 'Best-fit' is the top of Level 2.

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 1st person in this extract, this is so the reader feels more involved and it is like a one to one conversation. Not a group discussion, The writer uses 'we sat in silence, three men alone together with their private thoughts' this would make the reader think what might happen to them, they would be feeling scared, excited about what could happen both the reader and three men.

I think that the people in the extract are feeling nervous, scared, excited, overwhelmed about what they are doing, the writer puts all these thoughts into your head to make you feel confused on what they are actually feeling. The writer use 'After impact, my hand was jammed painfully down beside me, the writer uses this to make you worried that something might happen to the astronaut.



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Examiner Comments

This answer starts off with comment on language (first person), but then the comments become vague, with reference to two examples. Structure is not commented on at all. The response does meet the bullets of Level 1, and since there is more than just limited reference from the text, it just moves into Level 2. There is not enough comment on the text or language and structure to move higher into Level 2.

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 used language and structure to engage the reader. The writer uses hyperbole to exaggerate the landing of the shuttle, ^{through a metaphor,} as he landed with all the grace of an old freight elevator. Here the writer uses irony and sarcasm to create humour, for the reader. It engaged the reader as most people have experienced an old elevator and have felt the lack of ~~of~~ safety when in one. This gives the reader a feel of what it was like, as though they were landing with the writer.

The writer engaged the reader by using different sentence lengths, to emphasise

what the writer is feeling. When the writer uses longer compound and complex sentences, it's very fast paced. This could portray to the reader the excitement and possibly nervousness that the writer is feeling. Due to this fast pace, the reader can share the experience and feelings with the reader.

The writer has written the extract in first person by using 'we', 'I' and 'us'. By writing in first person the writer has created a personal bond with the reader because now the reader can find an unlikely circumstance easy to relate to.

The writer uses language to suggest his pride and significance through the metaphor 'taking our position in the history books of mankind'. This will engage the reader by this use of emotive language. The reader will share his sense of pride and significance of it with the writer and feel passionate just like the writer does.



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Examiner Comments

This response starts by exploring hyperbole/irony/sarcasm (L) in terms of how this influences the reader to think about the experience 'as most people have experienced an old elevator'. Different sentence lengths (S) are explored in terms of pace of the extract, and again, the influence on the reader is explored more than just saying to 'engage the reader'. There is also exploration of first person and pronoun use (L), and the effect, again, is detailed. The final point made about language could be further analysed in order to meet Level 5 - it is definitely almost there. This is a confident response which fully meets Level 4, where language and structure are explored with detailed and fully supportive examples. The first point is not as confident in its exploration as the last.

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 first interests the reader through the use of description. The first paragraph enters into great depth and covers the sights of the writer and also ~~mean~~ mentions what the writer is able to smell. 'floated through a bank of clouds', the use of detailed description allows the reader to ^{visualise} ~~vision~~ the situation and therefore they feel as if they are apart of it and they can relate to what the writer will go on to say. 'I sniffed to smell it', the ocean has a very

distinguished smell and anybody would be able to identify it, again allowing the reader to relate, they feel a part of the return from the moon and are therefore more likely to be interested as to what happens next.

The writer also expresses the importance of his legs when the weight becomes too much for them 'legs are about as necessary to space travel as an appendix is to the body'. When the reader becomes aware that Aldrin's legs aren't working properly, it creates a sense of danger and panic.

The reader ~~he~~ can feel the pain he is in and becomes on edge when not everything goes to plan. This creates the willingness to read on and see if his legs give up on him or if he manages to use them normally.

The use of an onomatopoeia 'thwack' allows the reader to

near the landing, but also picture how rough and dangerous the ocean, that they landed in, is. *

The use of commas 'it brings a smile now, but at the time, it wasn't quite so amusing' helps to separate the two tenses and shows how now, as ~~the~~ part of the

first humans to land on the moon it is fun and exciting to LOOK back on. But during the experience, the danger and uncertainty of the outcome took over all excitement. This again, engages the reader about the actual ~~experience~~ experience itself, and this being the main focus, entices the reader.

The repetition of 'no' allows the reader the clarification that the men are safe and puts the reader at ease. The sense of danger is removed and the reader and writer feel pure excitement regarding the experience as a

whole. The reader's interest remains and are more likely to remember the extract, through the constant feeling that they are a part of it.

* Emphasising the severity and danger of the mission to the reader. Creating the idea that their safety was at a major risk. ~~from reader with~~ (Total for Question 3 = 15 marks)



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Examiner Comments

This candidate explains descriptive language (L) in terms of 'allowing the reader to relate' (Level 3). There is explanation (Level 3) of how language is used in the reference to the description of legs, and this is a fairly competent explanation in terms of 'The reader can feel the pain he is in and becomes on edge'. The use of onomatopoeia is explored (Level 4) and the point on commas (S) is also Level 4 quality, showing exploration of the tenses used. The final structural point on repetition requires a little unpicking, but there is some attempt to explain this in terms of the 'sense of danger is removed'. The response meets all of the bullet points in Level 3 and there is some brief exploration of how language and structure are used which just move it into Level 4.

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* how being back on earth was a positive experience. The majority of candidates were achieving one mark in this question (only one mark is available). Where a mark was not given, it tended to be if the wrong lines or text had been selected.

4 From lines 22–27, identify how 'being back on earth' is a positive experience.

The use of "it brings a smile now" and "the water was dark green and unfriendly, but it's mist smelled good show it is a positive experience because they are glad to be back
(Total for Question 4 = 1 mark)



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Examiner Comments

0 marks. This candidate has answered on Text 1.



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Examiner Tip

Make sure you answer on the correct text.

4 From lines 22–27, identify how 'being back on earth' is a positive experience.

He said "The smells of earth are so strong and he couldn't wait to see his family and to have a pizza and beer.
(Total for Question 4 = 1 mark)



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Examiner Comments

Achieves a mark although could have just had either the first or second comments.

4 From lines 22–27, identify how 'being back on earth' is a positive experience.

It is a positive experience as Tim Peake would off crashed halfway back to earth

(Total for Question 4 = 1 mark)



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Examiner Comments

This does not achieve a mark as it has not answered the question from the lines.

4 From lines 22–27, identify how 'being back on earth' is a positive experience.

The astronaut said 'looking forward to seeing his family and was happy for a pizza and cold beer' this is suggesting its a positive experience to be back because he gets to see his family

(Total for Question 4 = 1 mark)



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Examiner Comments

1 mark – uses a quotation which is acceptable.



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Examiner Tip

Remember quotations and own words are acceptable.

4 From lines 22–27, identify how 'being back on earth' is a positive experience.

"he was looking forward to seeing his family"

(Total for Question 4 = 1 mark)



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Examiner Comments

1 mark – again, uses a valid quotation.

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.

Most candidates were achieving one mark in this question (only one mark is available). The responses varied in length, for example 'the use of the quotation from Peake shows his personal experience in descending to earth contrasting with the experience of other astronauts', but the longer response did often ensure that the candidate was answering the question and not just repeating it. Some responses 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 the experience of descending to earth'. Neither would achieve a mark.

- 5 *Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."*

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer shows that Peake compares it to a fair ride.

(Total for Question 5 = 1 mark)



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Examiner Comments

Whilst this is not specifically referencing a language technique, it is showing what language does in the example - 'compares it to a fair ride'.

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer uses descriptive words to show the experience of descending to earth as shown in example above

(Total for Question 5 = 1 mark)



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Examiner Comments

This response does not achieve a mark since there is no comment on language.



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Examiner Tip

Be specific about what language is doing in the example.

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writer uses powerful adjectives like 'flaming' to emphasize the point of the positive experience.

(Total for Question 5 = 1 mark)



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Examiner Comments

The candidate achieves a mark for 'emphasise the point'.

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

"The best ride I've been on, ever."

(Total for Question 5 = 1 mark)



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Examiner Comments

No mark as this just selects a section from the quotation and this is AO2 (how language is used).



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Examiner Tip

The example is selected for you - comment only on language here.

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

By the use of an connective.

(Total for Question 5 = 1 mark)



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Examiner Comments

No mark achieved.



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Examiner Tip

Just trying to reference something about language does not achieve a mark.

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The writers language implies the experience to be dangerous ~~or~~ but exciting

(Total for Question 5 = 1 mark)



ResultsPlus

Examiner Comments

The candidate achieves a mark for 'implies' and 'dangerous but exciting' together.

- 5 Some astronauts have likened the experience to going over Niagara Falls in a flaming barrel. Peake, however, described it as: "The best ride I've been on, ever."

In this example, from lines 5–6, how does the writer use language to show the experience of descending to earth?

The word "incredible!" with an exclamation mark has been used to make the reader aware that is as happy as can be. He is shouting.

It's also informal as it's like a colloquial text

(Total for Question 5 = 1 mark)

as if said conversational like a chat, using the term "flaming" barrel.

Hyperbole has also been used "The best ride I've ever been on, ever". This is extreme exaggeration.



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Examiner Comments

The candidate begins by referencing an incorrect example, but they do then comment on language used later in the answer.



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Examiner Tip

Read the example carefully to ensure you are answering on the right lines.

Question 6

Candidates in the mid-levels were at least commenting on ideas and events. 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 level of evaluation at borderline grade 4 was straightforward: 'The writer is successful in engaging the reader'.

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. 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 and much repetition of Question 3.

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. Some candidates (a minority) were able to say what they found unsuccessful.

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 also consider alternative readings.

6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In my opinion the writer successfully engages the reader in this extract.

The author uses ^{rather negative words} ~~positive words~~ throughout when describing ^{their} ~~his~~ experience. He uses

~~ed~~ harsh adjectives such as "jolted" or "forced" whilst he describes them landing.

Furthermore, the author uses ~~a~~ hyperbole "dripping with sweat," he told reporters he was looking forward to see his family" this will engage the reader as it shows that although the astronaut is uncomfortably sweaty his main focus is his family.

Thirdly, the author uses excellent emotive language "joy at being back on Earth was clear" the use of the word 'joy' will make the reader get warm happy feelings and it

will slightly foreshadow everything
he's looking forward to making
the reader want to find out exactly
what his plans are and will therefore
read on.

In conclusion I think the author
superbly engages the reader
throughout.



ResultsPlus
Examiner Comments

The answer starts with some straightforward opinion (Level 2) by saying 'successfully engages', then moves into looking more at how the writer engages the reader rather than how well. There is comment on the ideas and events in the text such as the negative landing, the physical experience, the joy at being back, and some attempt to explain these in terms of the engagement of the reader. There is some judgement used 'excellent emotive language', 'will slightly foreshadow' and 'superbly engages'.

The candidate meets the first bullet point at Level 2/3 as there is an attempt to explain the ideas and events. The second bullet point is partly met in Level 3 as there is some judgement, but it is not particularly informed. The selection of references is appropriate (Level 3), but not particularly developed (Level 2). Again, using the 'best-fit' approach we would just put this answer into the bottom of Level 3.

6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully attempts to engage the reader as at the start of the text. The writer uses "incredible!" straight away at the start of the text it already tells the reader that something positive and exciting has happened. Also by using the use of exclamation marks at the start of the text it makes it stand out to the reader as it tells the reader that something important is happening, so this engaged the reader to carry on reading the text to find out.

The ~~writer~~ ^{writer} also ~~use~~ ^{successfully} engages the reader by including a rule of 3 this is shown when the writer includes "Peaks, however, described". This then allows the reader to understand that between each word is a pause or a hesitation. The reader why this would engage the

reader towards the text as it would encourage them to carry on reading to better understand ~~for~~ why there is a pause in between there for engaging them to the text. Also it stands out in the text capturing the reader's attention.

The writer ~~shows~~ greatly shows that they have attempted to engage the reader by including statistics. The writer shows this by including "28,000 km/h" the reason why this engaged the reader is because it allows the reader to imagine what the speed must have been like but also the experience that ~~the~~ Tim had, allows the reader to understand more about the ~~the~~ return.



ResultsPlus Examiner Comments

This starts with some straightforward opinion (Level 2) by saying 'successfully attempts', then moves into looking more at how the writer engages the reader rather than how well. The candidate says 'successfully' and 'greatfully' [sic], but this is more straightforward opinion as it is not linked to the comment being made. There is comment on the ideas in the text such as something positive happening and the speed of events, but this is fairly limited (Level 1/2), and there is comment on these, for example in terms of the reader's attention being captured.

The candidate meets the first bullet point at Level 1/2 as there is some comment on ideas. The second bullet point is met in Level 2 as there is basic, straightforward opinion. The selection of references is valid (Level 3), but not developed or really linked to the evaluation. This response meets the middle of Level 2.

6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

This is done successfully, as the writer engages the reader as he describes the descent to be dangerous but thrilling. 'Peake's return flight to earth was one of the most dangerous parts of his mission.' He describes it to be dangerous but one of the best rides he's been on just showing that risk he is taking but how he is getting rewarded of the best journey of his life.

He also gives us a feeling of what it felt like when they broke through the atmosphere. 'The spacecraft entered the atmosphere

at some 28,000 km/h' This really engages the reader and shows how quickly the ~~space~~ spacecraft was actually going.

He describes the different feeling about being on earth vs compared to being in space. 'The smells of earth are so strong', he said. 'It's wonderful to be back in fresh air.' This shows us the

Stark ~~can~~ that he has missed while
away in space.

That he keeps us engaged by saying the
experience is going over Niagara Falls in a flaming
barrel that shows the intensity of the journey
back keeping the reader hooked and making
them want to read on.

The quote 'we floated down through a bank of
clouds as big and lush as the ocean they covered'
that describes us the descent ~~at~~ down back
to earth and the word 'floated' gives us a
clear image of how slow they actually were
descending down to earth.



ResultsPlus Examiner Comments

There is some basic evaluation in the opening of the response, 'This is done successfully', but this is the only evaluative language used. There is some comment on what the writer does - 'He also gives us a feeling', 'He keeps us engaged' - but this is not linked to 'how well'. The final paragraph is on Text 1, not Text 2. The response meets the bullets of Level 1, and the very brief opinion combined with comment on ideas (such as the danger of the experiences or the speed and intensity) just move it into Level 2.

6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate ^{28/11/16} how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully engages the reader through the use of an exclamation 'incredible!', the reader is automatically aware that the writer will go on to express a positive experience. The reader will want to read on to experience true happiness and excitement felt by Tim Peake. Elements of danger are removed straight away and the reader knows a sense of panic won't be felt, putting them at ease throughout. The heading 'down to earth' can be a play on words and taken in ~~two~~ ~~different~~ two different meanings, one being the descent and two, the actual nature of the astronaut and his persona. This almost creates humour and entices the reader about which meaning is going to be explored in the following paragraph.

The use of figures portrays an accurate representation of the extent of the speed and heat of the aircraft. As the numbers are so high, it shocks the reader and allows them to almost sympathise with the astronaut as to how they would feel in the situation. '28,000 km/h' and '1600°C' are all measures the reader can relate to and understand the pure nature of the conditions. The reader is also able to relate to everyday smells and sights, so when the writer begins talking about the 'smell of the Earth', the reader's senses become heightened and are able to feel a part of Tim Peake's experience. Therefore, the ~~reader~~ writer has successfully engaged the readers of this extract.

The reader becomes aware of the excitement and joy felt not only by Tim Peake himself, but 'friends, colleagues and media'. This helps

to emphasise the importance of the mission and how well ~~it~~ Pearce dealt with it. The reader is able to relate to every situation Tim is put into, not feeling the true pain, but having an idea and is therefore successfully engaged within the extract.

The reader becomes aware of the setting early on in the extract and is able to fully engage and relate to the situation.

The main event being the return to earth takes up an entire extract and the extent of the description allow reader a feel for every aspect of the experience and if they are completely aware they are able to make their own decision and predictions as to what is to happen.



ResultsPlus
Examiner Comments

This response is very clear about the need to focus on SITE, and starts with the evaluative 'successfully engages'. This evaluation is repeated throughout the answer, showing a sustained focus on the question. There is informed judgement in that the candidate consistently links the 'successfully' back to the points made, although they do find the rather formulaic approach to be difficult to sustain (for example the end points on setting and 'main event').

The candidate consistently explains the ideas and events in the text and links these to the engagement of the reader (Level 3). There is informed judgement (Level 3) and the references are appropriate and relevant to the points being made (Level 3). There is not enough in the way of exploration to move into Level 4.

- 6 In this extract, the writer attempts to engage the reader through the description of the return to earth.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

Throughout this text, the writer engages ⁽¹⁵⁾ the reader via detailing Peake's ride and time home; the information provided is engaging as it's very formal and allows you to depict the travel home in a scientific fashion "entered the atmosphere at 28,000 km/h".

First, Peake's personal account is engaging because he documents his experience as "the best ride of his life" uncommon for astronauts whom have used the terms "like falling down Niagara Falls in a flaming barrel". This metaphor implies danger, however Peake's interpretation is "the best" implying joy; (an adrenaline rush).

Furthermore, the next two paragraphs informatively detail the release from orbit to have a "trajectory to Earth" and detailed how the spacecraft "reaches temperatures of 1600° generated by friction".

This account is very engaging as it educates and interests the reader; It also could be ~~described~~ presumed as "thrilling" due to the such dangerous circumstances involving people, which is also engaging as you're captivated on Peake and his partner's safety.

Additionally, the text elaborates upon the G-force the ship experiences and the "retro rockets" in which ensure the rider's safety by "reducing speeds to 5 km/h." As this is structured in order, we are always left intrigued by the details, further wondering about the safety of Peake.

Later, however, on release the astronauts were clearly safe and joyous "Joy at being back on Earth was clear", further informing us that the "Smells were strong" and "It's wonderful to be in fresh air". Words such as "strong" and "wonderful" detail the astronauts happiness of being home, as they're using ~~an~~ emotive - happy language to illustrate upon such common things on our planet.

This is engaging because it describes upon the nuance of space, how different it is and how it changes such person temporarily; makes them ignorant to such earthly pleasures.

Finally, it engages the reader by detailing upon the action processes taken place when Peake got home; "he got to see his family" then he went through debriefing etc. This is engaging because we are curious to see if Peake is okay, how has space changed him, it and explains to us how this process is a necessity if we'd ever travel to Mars (new, obscure lands, intriguing is by saying we might potentially go, which is engaging).



ResultsPlus

Examiner Comments

The response is not immediately (or obviously) evaluative, but there is evaluation which underpins the response throughout and is well-informed in terms of the engagement of the reader through the return to earth: 'via detailing', 'personal account', 'informatively detail', 'as it educates and interests the reader'.

The response is not a typical 'evaluative' response, where the candidate says 'successfully' etc throughout. However, the underpinning evaluation is evident throughout in terms of the question. The answer meets all of the bullets of Level 3, and there are some elements of Level 4 in some well-informed judgement and some analysis of ideas. This is enough to move into the bottom of Level 4, and this is a good example of a response that takes a few readings to see its strengths.

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 a minority of 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).

Question 7b

It was pleasing to see that in almost all of the responses, marked candidates had compared the two texts to achieve at least Level 2. 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 (which were limited) 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 levels 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.

7 (a) The two texts show the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

The two texts show that both astronauts shared some similar experiences while returning to Earth. This can be seen in quotes such as - It is clear that both astronauts found that the earth's smell was strong, yet nice. This can be seen in the quote, 'The water was dark green and unfriendly, but its mist seeping in smelled good.' from text one, and, "The smells of earth are so strong", "Its wonderful to be back in fresh air." from text 2. The fact that both astronauts found earth's smell to be strong shows that they both found space to smell plain.

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

Support your answer with detailed references to the texts.

(14)

Both of the writers present different ideas and perspectives about space travel.

In text 1, the writer describes the journey as uncomfortable, this can be shown in the quote 'After impact, my hand was jammed painfully down beside me'. The writer in text 1, shows a continuously dull tone about the experience,

shown in quotes such as, 'we landed with the grace of an old freight elevator.' and 'it brings a smile now, but at the time, it wasn't quite so amusing.'

On the other hand, in text 2, the writer shows a continuous positive tone about space travel.

This is proven by quotes such as; "The best ride I've been on, ever." and 'he was though, going to miss the view of earth from ~~the moon~~ space and couldn't wait to go back.

This proves that the two had different perspectives on space travel, however, both of the astronauts were happy to have ended their space travel.

this is shown in quotes such as, 'but its mist seeping in smelled good,' from text 1, and, "Its wonderful to be back in the fresh air," from text 2.

Overall, the two writers share mainly different ~~ideas~~ ideas and perspectives about ~~being~~ space travel, however they share the same ideas about ~~being~~ being back on Earth.



ResultsPlus

Examiner Comments

7a) This answer shows one similarity, the sense of the smells of earth. It considers one similarity but in a clear way. There is slightly more in terms of synthesis between the texts and the evidence is quite developed, so this answer achieves the top of Level 2.

7b) The introduction to this answer is a repeat of the question, but it does move into comparison after that. There is more of a range of comparisons when looking at the answer as a whole, for example the tone of the astronauts when talking of their experiences and the perspectives about the travel coming to an end, but this is not wide-ranging enough to move higher in Level 3 or into Level 4 on this bullet point alone.

The candidate does explain the ideas and perspectives (Level 3), and does border on exploring them (Level 4), in the discussion of space versus earth. The selection of references is appropriate, relevant and balanced, suggesting Level 4. Given that there are some elements bordering on Level 4 (the second and third bullets), but only a narrow range of comparisons, this answer fits best at the top of Level 3 with a mark of 8.

7 (a) The two texts show the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

The similarities that the both text show is that the astronauts had an unforgettable experience.

~~and it~~

Both texts talk about the landing and that it was different on the earth as they had to get used to the gravitation.

The quotes "now hung heavily and had to be willed to movement" and "bumpy and uncomfortable ride" show that the landing was not the best for the astronauts but extreme as they were forced back to seats as the g-force was very strong.

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

Support your answer with detailed references to the texts.

(14)

In text one the space travel wasn't as interesting as in text two. The astronauts were given commands by the Air Boss. The spacecraft is described as "life-supporting" and "miniplanet" which sounds safe and for the astronauts.

In text two it talks about the speed and how it is like to be back on earth. Also it shows that the astronaut miss space that he also miss already. In text two there is only a few quotations.



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Examiner Comments

7a) Similarities offered are the unforgettable experience and the landing. The two similarities are sound, with clear synthesis and (limited) valid evidence. The quality of evidence puts it at the lower end of Level 2.

7b) There is a definite attempt to comment on both texts at the start, but this answer lacks comparison. The 'text one...wasn't as interesting as in text two' reference is not an obvious comparison and there is limited reference. In terms of the levels, the response does meet all of the bullets of Level 1, and just moves into Level 2 as there is a borderline 'obvious' comparison and a little evidence.

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

Write your answer in the space provided.

7 (a) The two texts show the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

The main similarities are they both went into space and he both came down.

When both astronauts came out of the shuttle they both loved the smells of earth, really strong smells.

When the space experience was over they had debriefs about the flight, medical tests and rehabilitation.

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

Support your answer with detailed references to the texts.

(14)

There are a few things the writers present ideas and perspectives

The writer shows how dedicated these men are to flying a spaceship, going to space and working hard.

The writer also presents space or flying a space ship as scary or daunting with extreme temperatures of 1600°C and almost unrealistic speed that in a car crash you would be to death before you crashed.

The last idea the writer portrays that you and everyone is lucky to live on earth. The amazing strong smells, the great food and drink you are available to eat here and not in space.



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7a) There are a couple of similarities, for example the smells of earth and the post-space experience, but the first is not really a valid similarity which shows synthesis (it is very obvious). Similarities are fairly limited, as is synthesis of the two texts. There is no evidence. Since the response does a bit more in the first two bullets, it achieves the top of Level 1, despite there being no evidence.

7b) This response seems to be making obvious comparison (Level 2) in the dedication of the men, the experience of danger and the idea of being lucky to be on Earth. However, these comparisons have no references (Level 1). There is also description of the ideas and perspectives rather than any comment (although the final point borders on comment). Given this balance, in 'best-fit' terms this response meets the top of Level 1, but does not move into Level 2.

7 (a) The two texts show the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

In both texts they both describe the views positively. I know this because in extract one it says the word "Impressive". This is showing that the views that they can see are amazing. Secondly, in extract two the writer uses the word "Incredible". This suggests that the views were also amazing.

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

Support your answer with detailed references to the texts.

(14)

In text one it is presented that they don't like space travel, I know this because in line seven it says "for a number of minutes, movement is an effort." He then goes on to say "Aims, which had floated before but now hung heavily." This shows that ~~both~~ the writer Buzz Aldrin does not like space travel.

In text two. it is ~~presented~~ presented that they like space travel. because on line six it says "The best ride I've been on, ever!" This might suggest that Tim Peake likes ~~space travel~~ space travel because later on in the text he says ~~he~~ "was hoping for a pizza and a cold beer." "He was though going to miss the view of Earth from space and couldn't wait to go back" so this shows he can't wait to go back, which ~~above~~ indicates he likes space travel.



ResultsPlus Examiner Comments

7a) This response considers one similarity but in a clear way. The similarity of the positive experience is clear, and the synthesis between the texts is clear, that it is 'amazing'. There is evidence, but it is limited. Given the clear synthesis, the response just moves into Level 2, although there is not enough evidence to move it higher in the level.

7b) This response has a comparison which is arguably not obvious, that in one text, the astronaut does not like space travel, and in the other they do. However, they do comment on this with reference to the texts. It can be argued that there is an obvious comparison between the texts (partly meeting Level 2), and the selection of evidence is valid (meeting Level 2). There is some comment on the ideas, if vague, so the answer meets the middle of Level 2 as it touches on bullets 1 and 2 and meets the third in this level.

7 (a) The two texts show the experiences of astronauts returning to earth.

What similarities do these experiences share in these extracts?

Use evidence from both texts to support your answer.

(6)

Both experiences say the experience is rough. ~~but~~ In text one the writer says "with an enormous thwack, as jarring as it was noisy" and in the second text it says "This is a bumpy and uncomfortable ride for the astronauts"

Both of the texts also make a significant point about the smell, as seen in text one "The water was dark green and unfriendly, but the mist seeping in smelled good." and in the second "The smells of earth are so strong."

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

Support your answer with detailed references to the texts.

(14)

Both texts are aimed toward people who are interested in space travel but text one is written more to entertain whereas text two

has more information in as to inform.

Text one seems to use language like "distress" and "threatening" which could imply the experience was rather unpleasant, but in the second text it seem to focus mainly on the facts and figures. "The crafts heat shield ~~is~~ is fitted forwards... pushes through atmospheric gases". This could imply the second text wishes us to overlook the discomfort. The second text also says "Peake however described it as: "the best ride I've ~~ever~~ been on ever." This shows a clear contrast to text one.



ResultsPlus Examiner Comments

7a) Similarities are the rough experience and the smell. These are clear, and there is clear synthesis of the texts. The evidence is valid but not really developed in terms of the points being made. In this sense the answer meets the top of Level 2, as it achieves all of the bullets in this level, but does not move into Level 3 with detail.

7b) The response starts with a comparison, 'Both texts are aimed toward people who are interested in space', although this is a fairly obvious comparison. There is comparison of purpose and the sense of the difference in the presentation of the experiences in terms of discomfort is quite interesting.

The response meets the first bullet of Level 2 as it makes obvious comparisons. There is comment on ideas in the texts, and there is valid reference in terms of the second part of the response, so this answer meets the top of Level 2. There would not be much needed to move it into Level 3, for example if more had been written.

Question 8

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.

Examiners noted some lively responses to this question. Most candidates maintained a clear focus on the purpose of the task, but some moved away from the required focus on providing a section in a guide book for travellers to offer their own travel guides to different destinations. There were many creditable lively pieces that adopted a style suitable for a student audience. However, some of the ideas and content offered were either undeveloped or not fully appropriate. Other candidates narrowed the focus down to considering one specific destination and, on occasions, the response morphed into an advert for a hotel or leisure park.

Some very good candidates organised their ideas by using subheadings and adopting a friendly tone, which avoided being patronising. Most were clearly structured with clear paragraphing, but too many ended without any conclusion. There was often an imbalance in the focus on staying safe and the many dangers that might be encountered, rather than the many advantages of travel; the dangers covered in detail included hospitalisation, attacks and loss of valuables, which may say a lot about what young people think of the modern world.

Write your answer to Section B here:

Do you enjoy travelling?

You would probably want to escape the reality and disappear to a tropical place...

It is important to choose wisely and don't make a mistake when buying flight tickets, train tickets or bus tickets (usually the flight tickets). Make sure you always have a separate bag for documents and tickets. Keep them safe!

People always go shopping before going on a holiday. It is important to don't overpack (you probably will..). Take only the things you will use. Many people take too many clothes and don't wear half of them. To

avoid that, make a list of the clothes you normally wear and match them up so that you will have enough.

Don't take expensive jewellery or something that is important to you because you may lose it or someone could steal it.

Being safe while travelling is optional. Make sure to take only 1-3 electronic devices as they may get stolen. Also ask for a safe in the hotel reception in order to keep your money or bank cards in there as the cleaners ~~in the hotel are~~ like to look for those.

Make sure you stay safe, happy and protect your belongings.

For any more informations call +44 0735 48702.



ResultsPlus Examiner Comments

This candidate immediately engages their reader through the question, 'Do you enjoy travelling?', and uses an image to create a sense of the feeling of travel in the idea of an 'escape' to a 'tropical place'. The candidate selects material and devices to suit the audience (in this case, a general readership) and purpose, and they use appropriate tone, style and register. The second part of the mark scheme is looking at the management of ideas and information, and in this case, the ideas are connected (from planning travel to packing to safety) but not always fully developed (for example, the idea of safety is rather superficially dealt with). There are also elements that could be considered in more detail.

For the second part of that bullet point, the candidate meets Level 3 as their use of questions and imperatives makes the meaning clear, and there are paragraphs but these do not always contribute positively to meaning (paragraphing appears more sporadic). As the candidate meets bullet one of the mark scheme in Level 3, and some of the second bullet in Level 3, the response for AO5 fits best in the middle of this level with 12.

For AO6 the candidate uses a varied vocabulary (Level 3), for example *tropical*, *expensive*, *electronic*, *belongings*. Spelling accuracy is mixed, with some double consonant words spelt incorrectly (Level 2/3). Punctuation is used with accuracy and there is some variation, for example ellipsis (Level 2/3). Sentence structure is adapted to contribute positively to effect, for example questions and imperatives (Level 3). Given this mixture of Level 2 and 3, the AO6 mark fits in the middle of Level 3.



ResultsPlus Examiner Tip

The first consideration with writing is whether there is an awareness of purpose and audience. If there is, then the response will tend to be Level 2 or above.

Write your answer to Section B here:

Types of travel,

At Aeroplane, if you are flying remember to follow all the following procedures. Firstly make sure you pack all your own luggage and that it doesn't exceed your set weight limit. ~~and~~ ~~AS~~ Also when you arrive at the airport remember to have the required documents ready. Such as boarding pass and passports these will be needed to gain access to the lounge ~~air~~ area. Remember to ~~take~~ ^{bring} money ~~some~~ as you drinks can not be taken through customs.



ResultsPlus Examiner Comments

This answer overall does more than Level 1, although the opening lacks a sense of purpose and audience. There is awareness of audience picked up as the response gets going in the use of the personal pronouns 'you' and 'your', for example 'make sure you pack'.

There is limited use of structural and grammatical features (Level 1), but there is some evidence of information and ideas being expressed and ordered (Level 2) – from packing to arrival. There are no obvious paragraphs (Level 1).

This candidate:

- Offers a basic response (Level 1)
- Shows a (basic) awareness of audience and purpose (Level 1/2)
- (Briefly) expresses and orders information (Level 1/2)
- Has limited use of structural and grammatical features (Level 1).

This means it meets Level 1 fully, and just tips into Level 2 with a couple of 'light touches' on the first two bullets in that level.

The response demonstrates something of a range of vocabulary for AO6, for example *aeroplane*, *procedures*, *exceed*. There is only one spelling error. For the second bullet point, the candidate meets Level 1, as punctuation is used with basic control, creating repetitive sentence structures. Given the brevity of the response, credit is given to the vocabulary and spelling in Level 2 for a mark of 4.

Write your answer to Section B here:

Planning on travelling?
There are many other things to think about, not just the places you want to go, you need to know your purpose for travelling. Is to get away and forget all your worries? Is it for leisure? Work? To see family? Or even to find yourself, when you feel most lost?
~~If you want~~ These are all ~~pe~~ perfectly ^{good} reasons to get away, but you need to know why you want to get away, in order to know where you want to go.

Travelling for work may become stressful, so be sure to go somewhere where you can just be your self, have some time to relax, explore, but mainly where your workplace need you. Place like America may seem daunting, but any ~~business~~ one

Working in the business sector & will have many opportunities - especially on Wall Street. Aside from the working aspect, America is home to the most beautiful beaches.

When travelling alone, you must ensure to take items with you to keep you entertained. These may include; books, for the long journeys you may encounter, a phone or laptop, to video call family and friends back home and mainly, enough money to keep you going for the time you're hoping to be away for.

Travelling can be one of the most important times in an individual's lifetime. A lot of people go away, find themselves, realise this is the lifestyle for them and then never return. So be prepared for that. Fill your suitcase with everything you might need

for the future.

If you're planning on travelling with someone, or a group of people. Ensure you decide correctly on who to go with, make sure it's not somebody you're going to lose your patience with every five minutes or somebody who ~~doesn't~~ does not have the same intentions ~~in~~ or purpose for travelling as you do. You're better off going alone than going with somebody not fit for your adventures.

A main aspect of travelling, is the fact that you're surrounded

by complete strangers and atmospheres that you aren't used to. This will seem daunting at first, and if you travel alone, find a group of true friends that will have your back and people you can spend time with to take your mind off other aspects of your life. Having people around you, will reduce the loneliness you may have felt and also ensures you remain safe whilst travelling. Other ways to remain safe, are to keep personal belongings hidden and out of sight, reducing the risk of losing any possessions. You must also make sure that you don't show yourself as vulnerable to anybody. People will be different in the various places you may visit and you must keep your wits about you wherever you may venture.

Once you realise why you want to travel and if you have the

money available to go, you must choose carefully on where to go. You want to enjoy yourself! so pick places that excite you and intrigue you. Places you may have longed to go throughout your life. NOW is the time to explore.

Remember this advice and use it when picking places, finding new friends or when ensuring you stay safe. But most of all, enjoy your travels!



ResultsPlus
Examiner Comments

For AO5, the candidate meets all of the bullets of Level 3, and some of Level 4. They organise material for particular effect in the main (Level 3/4), and there is effective use of tone, style and register in places (Level 4), for example the use of questions at the start, the use of the 'Now is the time to explore' and the use of rule of three at the end. Often with writing, candidates spend a lot of time thinking of ideas and this affects their ability to organise and structure their response, the second bullet of the mark scheme. There should be clear organisation and structure with an introduction, development of points and a conclusion. This candidate has connected their ideas and these are developed in the main, although the point about who to travel with is repeated and the sense of travelling for work is not completely clear, which affects the cohesion of the text. For the first bullet in AO5, the candidate partly meets Level 4. For the second bullet, they meet Level 3 fully and there is some attempt to use structural features deliberately, for example questions, to achieve 'light touch' Level 4. This places the mark at 16 at the lower end of Level 4.

For AO6, the candidate also meets Level 4 in the main, using a varied (Level 3) vocabulary with rare spelling errors (Level 5). They position punctuation for clarity (Level 3/4 as there is not a range), managing sentence structures for deliberate effect (Level 4). The mark is therefore best placed in the middle of Level 4.

Question 9

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.

Candidates often wrote enthusiastically about their choice of speaker, whether it be Donald Trump, Barack Obama or Anthony Joshua. A significant number ignored the point about a 'public figure' and nominated a friend, a family member, or even themselves. Most candidates maintained a clear focus on purpose and audience and used an appropriate register in addressing a Headteacher/Principal. There were some interesting choices of inspirational speaker: popular choices from the world of politics such as Malala Yousafzai; from sport, Cristiano Ronaldo, while Alan Sugar was a frequent choice from the business sector. Most candidates used the suggested bullets to structure answers, but some were hampered by underdeveloped ideas or weaknesses in expression. One issue was the inappropriate choice of dead inspirational figures, with Nelson Mandela a frequent choice. A minority of students misread the task and gave the speech themselves.

Write your answer to Section B here:

Hello, my name's Luis Monteiro Gomes and honestly sir, I have been approached by many, many people about having an inspirational public figure to give a speech to staff and students, but before we reaching out to you, I have been thinking a lot about who we should or try to get in to give us a little speech.

Firstly, I thought about Kylie Jenner and I thought she could be very inspirational public figure and give us and students and you staff a speech on how to start a business and how to manage it while being really young, I had also taken into consideration that staff have also have their own kids and they can tell them about it, but I also thought it could really be very inappropriate and chaotic for the reasons being that she is a well known ~~to~~ public figure, and students would be really excited and not listen to a word she would be advising us about.

Barack Obama would be the perfect public figure to give us a speech and

this is why'. He was the president of the united states and he was also very inspiring as a person and as a result of this he could give us all a speech on discrimination and how to make peace, he can also give a speech to us on education as his daughters are very well educated and have good manner. Hope to hear from you soon.

Your, sincerely



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Examiner Comments

The responses to Question 9 should be in the form of a letter to a school/college head teacher/principal. This is important to consider in terms of addressing the purpose and the audience. While the formal conventions of a letter are not all needed (such as addresses), there does need to be the basic format evident.

The opening to this response has some awareness of audience although not really the purpose (it starts with 'Hello' but then does address the reader as 'sir'). The tone is straightforward, and perhaps arguably not always appropriate in its address of an authority figure. It does achieve Level 2 in the main for the first bullet point of the mark scheme. The writing also expresses and orders ideas. There is a clear sense of two potential figures to give a speech (we can be flexible about how many if it is clear why more than one has been considered). These are then ordered in terms of the potential positives and negatives. Structural and grammatical features and paragraphing are used throughout and sometimes make meaning clear (Level 2/3). This response meets the bullets of Level 2. While it perhaps does a little more of Level 3 in the second bullet point of the mark scheme, it does a little less in Level 2 in terms of audience and purpose, and thus stays in Level 2, albeit at the top.

For AO6, there is some inconsistency. There is a varied vocabulary and the candidate uses correct spelling, although there are a few very minor errors. Punctuation is used with control, but is not varied, and there is an attempt to create a range of sentence structures which do not achieve the bullet in Level 3 of 'to contribute positively to effect'. Given the candidate meets all of Level 2 and does have a varied vocabulary, they just move into Level 3 with 7.

Write your answer to Section B here:

Dear Principal,

I am ~~writing~~ writing to you to suggest
~~as~~ an inspirational public figure to deliver
a speech to our staff and students.

I think we should choose a person who
will make everyone in the room feel
uplifted and positive and to make
everyone chase their dreams and achieve
their goals set in life.

I think if we choose an inspirational
public figure for these reasons it could
improve students' prospects and attitudes
and possibly improve their grades because
it will perhaps make them want to better
themselves.

The person I have chosen is a vlogger
from Youtube who I believe can
motivate our students and staff to be
different and stand out from the crowd.

To teach people that just because someone tells you that you won't achieve your goals, ~~that~~ nothing's stopping you from proving them wrong, other than yourself.

I believe this person has great inspirational qualities and would deliver a remarkable speech, I hope you will consider my suggestion and I look forward to hearing from you.

Kind regards,



ResultsPlus
Examiner Comments

This is a rather basic letter overall, with a clear sense of audience and purpose. This candidate has Level 2 expression and ordering of ideas, and the ideas are connected in terms of the audience of young people who may be listening to the speech when it happens and the focus on achievement and teaching. The tone for someone who is an educator is appropriate, and the selection of material is relevant to the audience and to the purpose, although the ideas are not fully developed in the sense of who the guest would be. The response meets Level 2 fully, and also meets the first bullet point of Level 3 with the selection of material and sense of audience and purpose. The response therefore achieves 12.

For AO6, the candidate meets the bullets of Level 2, although fairly simple vocabulary (we did note *remarkable*) is all correct. The candidate uses some punctuation with control (with some inconsistency in use of apostrophes), creating a range of sentence structures, including coordination and subordination. Whilst not varied, it is accurate, which moves it just into Level 3.

Write your answer to Section B here:

[REDACTED] [REDACTED]
[REDACTED] [REDACTED]
[REDACTED] [REDACTED]
[REDACTED] [REDACTED]

3rd November 2017

Dear Mr Hayes,

I am writing to you to give my opinion on the inspirational public figure you may be thinking of getting into the school and what I think about it.

Firstly, I would like to start by talking a little bit about what I believe an inspirational public figure is. In my opinion, an inspirational figure is someone who has gone beyond the normal to ensure ~~that they get~~ the safety/well being of others around them, or have done something in their own time ~~to ensure that~~ that is something that won't just benefit themselves but also the people around them.

I have not chosen one particular person but a collective group - the British Emergency

services, now I realise you can't bring the entirety of the services into school, but one or two representatives from each department? That sounds better. The reason I have chosen the services is because every day they go out in order to serve and protect our country and sometimes aren't given the recognition they deserve. The Army - with the current threat levels at their highest they all put their lives at risk for this country - they go out to warzones in places like Afghanistan and do not receive enough thanks for what they do.

The inspirational qualities that they have are; they are courageous, while some people would rather claim benefits than get a job like others, these soldiers go out to fight in battle in order to make this world a better place. They are brave - they go out to places like Afghanistan and Iraq and other war affected countries not knowing whether they are going to see their families again. Even though they do not get any recognition on a daily basis - they go out every day in fear for their lives! They don't get

every respect and what do they do? They
fight on! Because they believe in this
country, they truly want to make a difference!

~~Yours~~ Thanks for taking the time to
read my letter, if you have any questions
please do not hesitate to contact
me.

Yours Faithfully,

[Redacted]

[Redacted]

[Redacted]

[Redacted]



ResultsPlus Examiner Comments

There is promise in the opening of this letter, with appropriate address of the task. There is a very clear sense that Level 3 is met on the first page, with appropriate use of tone, style and register and appropriate ideas. On the second page, the voice becomes more convincing and more effective, and the ideas are more managed. This is not fully successful, for example 'That sounds better'. There is a definite sense that the response improves and becomes more passionate as it goes on in terms of voice, 'They fight on!', although the ideas start off being a little unclear, for example the confusion about who the emergency services are (it is presented as the army).

The response attempts to be effective in voice (Level 4), with definite appropriate use of register and style (Level 3). Ideas are developed and connected and meaning is clear (Level 3). There is some management of the ideas in the sense of building up the points to create an emotional impact on the reader (Level 4). Structural and grammatical features are used cohesively and deliberately across the text overall (Level 4), becoming better as the response develops. The mark achieved is at the lower end of Level 4, 16.



ResultsPlus Examiner Tip

Spelling is correct overall and there is a wide (Level 4) and fairly extensive (Level 5) vocabulary. Punctuation is accurate overall, with an attempt to use varied punctuation such as the semicolon, and the candidate manages sentence structures for deliberate effect, for example in the conclusion. The mark achieved here is at the bottom of Level 5, as the candidate meets the second part of the first and second bullets in this level. There is not enough security in vocabulary or punctuation to move higher into the level.

Write your answer to Section B here:

Plan :- My opinion, Facts and figures, I believe
David Beckham - Wages to charity why?

Dear Sir Kevin Satchwell

3rd November 2017

Dear Sir Kevin Satchwell

I believe that everyone needs an inspirational public figure, someone who they can look up to and think I want to be like them when I am older. I am delivering this speech to state my views of the importance of a public figure.

Most people would want to be like someone who is famous which is okay, but it's all about the determination about being able to reach that level. More often than not, people will not be famous and rich and have a lot of money, but that is the aim as a child. An inspirational public figure is someone who you see and speak to everyday, or someone you have never met before and you know a lot about them. It is your choice. A good inspirational public figure is someone who cares about other people, not just themselves. This could mean that they have children and designate any spare time to them, or even donating to someone who is in need of a home in the cold nights.

^N
I know in older and more mature, I have one set goal who I want to be like when im older, and that is my dad. I have changed over the years who my inspirational public figure is ~~is~~ - such as David Beckham - but now I know who I look up too. In my opinion he is the most caring person and I would not know where I would be without him. The reason that I want to be like him when im older is because I would want a lovely little family, interested in football, go out for family gatherings and also treat the children in a good manner. Who would your inspirational public figure be?

Whilst I am at school, my dad is at work and ^{when he has} ~~off~~ time off he ^{designates it} ~~is~~ ^{being a} as manager of two football teams and also a qualified referee. This shows that he is active and me being a child, so am I. In this time he could also cook some amazing scrumptious meals as we sit down every night to eat. This is proven ~~on~~ to me over years that I want to be like him.

There are many qualities to be inspirational to someone else. I know that 95% of people will want to be someone who is famous, but look closer to your heart and who is around you. Also now being older, ^{colleagues} you as my ~~parents~~ would need to be more realistic in what you want to be and whether you will be able to succeed that dream.

To conclude, it is all about you, no one else but you. Depending on what you want to be when you are older is all about choosing the right person who you want to be like. You don't need to have the best or you don't need to have one person. Many people have different qualities, skills and characteristics. It's never too late!

Thank you for listening.

Frank

Yours Sincerely,

[Redacted signature]



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Examiner Comments

Whilst this response is presented as a letter, there are elements which demonstrate that the candidate is writing a speech, which affects their ability to meet their sense of purpose. Immediately, it feels that this response is in Level 2 as there is some sense of audience, with the 'Dear', but then the 'I am delivering this speech' misses the purpose, so it is not immediately secure in Level 2. The ideas are expressed, but are a little vague in terms of the overall task – there is a lot about growing up, 'that is not the aim as a child' and it being the choice of someone else, 'It is your choice', which suggests the candidate is trying to answer a different task.

The ideas have a loose connection, the sense that they think of their father as inspirational, and a sense that what is inspirational to people may vary. The conclusion is vague – who have they suggested should come and give a speech? There is general confusion about the task and the candidate ends with 'it is all about you'. This is a complex response to reward. There is some sense of audience and purpose, but perhaps for a different task, such as actually giving the speech to inspire. The tone is straightforward, but not fully appropriate for the task. In this sense the first bullet point in Level 2 is partly met. The second is also partly met – there are paragraphs and structural and grammatical features are used such as 'Its [sic] never too late!' The answer therefore achieves a mark of 7 in the middle of the level.

For AO6, the candidate meets the bullets of Level 2 and there are elements of varied vocabulary with correct spelling (*characteristics, qualities, determination*) and some simpler words with spelling errors. The candidate uses some basic punctuation with control (with some inconsistency in use of apostrophes), creating a range of sentence structures, including coordination and subordination and a touch of variation. Whilst not fully accurate, it is quite varied in vocabulary, which moves it just into Level 3.

Paper summary

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

- For short answers, 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 short AO2 (language and structure) questions (2 and 5), make sure you are offering ideas about how language is used. Again, for Question 2, many of you were able to give 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. For example, you can think about the audience and purpose of the text and whether it would be successful for readers or not.
- 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: spelling, punctuation and grammar. There was a lot of accuracy in responses to Questions 1-7 which then seemed to be a bit lost in the writing response.
- 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. It was very pleasing to see completion of the whole paper in the majority of cases.

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>

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