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In English Language (1EN0)

Paper 2 Non-fiction and Transactional Writing

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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 fourth examination of the specification in English Language 9-1 and the second 'resit' opportunity for candidates. It was therefore a much smaller entry than in summer 2018.

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. The specification identifies that:

'Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing.'

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 the text for a speech for the candidate's peers about an important person in their life or a magazine article with the title 'Ups and Downs of Relationships'.

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)

This is the final series that will assess AO2 in the short-answer questions Question 2 and Question 5. From summer 2019 these questions will become AO1 questions, therefore there is comment in this report on these questions but limited examples.

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. As the specification identifies:

'Students should use what they have learned about different text types to feed into their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques and planning and proofreading skills.'

Candidates 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 inclusion of judgements at different levels 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 – in the sense of deciding on an opinion - for their AO4 responses
- failed to support points using appropriate textual evidence
- lacked organisation in their writing
- connected but did not develop ideas enough in their 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.

Overall, examiners were impressed with the performance of and range of responses from candidates. It was clear that candidates had been able to understand the ideas in at least one of the texts. It was also evidence that their own writing was often enthusiastic and had a clear sense of purpose and audience in the voice and ideas used.

Question 1

Candidates in the main achieved two marks 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. The few candidates who did not achieve marks just saw 'state of mind' and picked what they interpreted as feelings, for example 'blessed', This is not a correct response since it is what a newspaper feels about the event of pregnancy, not Mr. White's state of mind.

Example 1

1 From lines 2–4, identify **two** words that show (Mr.) White's state of mind.

1 "worried"

2 "glad"

Examiner Comments:

This response achieves two marks – both are acceptable.

Example 2

1 From lines 2–4, identify **two** words that show (Mr.) White's state of mind.

1 I am taking this opportunity

2 Mirror calls it a blessed event

Examiner Comments:

This response does not achieve any marks as the question has not been answered.

Example 3

1 From lines 2–4, identify **two** words that show (Mr.) White's state of mind.

1 Glad

2 Blessed

Examiner Comments:

This response achieves one mark. 'Blessed' is not a reference to Mr. White's state of mind, it is how pregnancy is described in a newspaper.

Example 4

1 From lines 2–4, identify **two** words that show (Mr.) White's state of mind.

1 "How glad he is"

2 "A little bit worried"

Examiner Comments:

This response achieves two marks – both are acceptable.

Examiner Tip:

Although the question asks for 'two words' and this candidate has given more than two in their examples, examiners reward positively.

Question 2

In almost all cases, candidates achieved at least one mark in this question. If they did not, it was in the main because they were not using an example from the lines identified. This question requires understanding of AO2. Almost all candidates were able to give an example from the text for one mark, and some 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, with most identifying 'strange queer tight little twitchy feeling'. 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, for example 'uses language to show White's feelings' but some were able to use 'to describe' or 'to demonstrate' 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. The example used should be linked to the question – White's feelings about the pregnancy – not just any example from the lines.

Example 1

- 2 Give **one** example from lines 9-14 of how the writer uses language to show (Mr.) White's feelings about the pregnancy.

Example from the text:

(1)

~~Strange~~ 'tight little twitchy feeling'

How the writer uses language:

(1)

Uses many adjectives to describe his discomfort on the pregnancy.

Examiner Comments:

This response achieves two marks – language is commented on in 'many adjectives to describe' and the feelings which are 'discomfort'.

Example 2

- 2 Give **one** example from lines 9-14 of how the writer uses language to show (Mr.) White's feelings about the pregnancy.

Example from the text:

(1)

"is a strange queer tight little feeling"

How the writer uses language:

(1)

he uses adjectives to show feeling about the pregnancy

Examiner Comments:

This response achieves a mark for the example, which is relevant, but while the comment references 'adjectives', it does not say how language is being used, other than repeating the question, which therefore does not achieve a 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. Structure was a good discriminator in this question as candidates had been encouraged to look for obvious structural points such as lists, sentence types and repetition. The more nuanced responses were able to explore the structural points of a letter and in language the use of the personal voice, and the use of the dog's 'voice'. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high-level skill, which gives candidates opportunities to achieve across the range.

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language had been explained. Understanding of terminology is not always a good discriminator as sometimes what the candidate identified as a feature of structure was a language feature. The best answers were specific about how effects were created, and the analysis was closely linked to the evidence used.

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

The best responses in this question think about the type of text the extract is from, and how this is designed and created for the reader it is written for. This question discriminates well especially in this paper, where reference to the whole extract is needed, as it is important to consider what references the candidate wants to use and consider what examples are most significant for comment. Discriminating references are seen where a candidate picks out specific examples across the extract that link to their point, not just where they comment on every feature seen.

Example 1

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

Support your views with detailed reference to the text.

The writer uses humour when comparing his ⁽¹⁵⁾ ~~worries~~ ^{anxiously} to the pregnancy: "he worries about his inarticulateness just the same as he does about his bowels". This engages the reader because he is exaggerating, which helps the reader to understand his feeling towards the pregnancy. Furthermore the word "inarticulateness" suggest to the reader that he is ~~is~~ frightened, may be because he doesn't know what to do and he feels helpless. This also helps the reader to sympathise with Mr White.

The writer uses ^{first} ~~third~~ -person narrative to ~~to~~ interest the reader. Although, he is actually writing about himself, he is ~~is~~ trying to communicate his feelings towards the pregnancy via ~~another~~ ^{first} person because he has been 'stewing around'. There is a big paragraph from lines 9 - 27. This engages the reader as he is spilling out all his emotions and he has a quite a lot to say. He repeats the word 'worries' because he is utterly shocked and there is no specific word that he can use to describe his exact 'feelings' because he ~~doesn't~~ can't comprehend them.

The writer used pronouns to interest and engage the reader. During the last paragraph, the writer uses 'you' to direct towards the reader (who is the wife) ~~to~~ that he may need your help to get him through this life-changing event. Furthermore the letter ends in an ellipsis "put in a word...". This engages the reader as they know that the writer's "attempt to put in a word" was far more than just a "word" it was a whole variety of words that were unable to be the concise 'word' he was trying to convey to the reader.

Mark 10

Examiner Comments:

There is some exploration in this answer. The candidate is also secure in the fact that the reader of the letter is Mr. White's wife. In the second paragraph there is comment on structure in the 'big paragraph' and comment on the repetition of the word 'worries'. The use of humour is also identified in the opening paragraph. This meets all the Level 3 criteria and just moves into Level 4.

Example 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 language to interest and engage the reader by the word 'blessed'. This shows the reader they are lucky to be having a child. This will also show they are taking opportunity.

The writer uses language to interest and engage the reader ^{by using repetition.} by the phrase 'my, my, my'. This shows White is excited to have a first baby.

The writer uses language to interest and engage the reader by using ~~the~~ ~~metaphor~~ 'little seeds that you were sprinkling'. This ^{foreshadow} ~~shows~~ the ~~same~~ happiness is sprinkling us because they are 'blessed'.

The writer uses ~~their~~ structure to interest and engage the reader by using long sentences. 'So I am taking this opportunity... as you know'. This shows

they are taking good opportunities and therefore they are blessed. In the middle of the letter the word 'happy' is used to show everyone is happy and excited. At the end of the letter Mrs. White's ellipses were used 'I would attempt to put in a word...'. This shows Mrs. White is excited and can't explain how her feeling.

Then the writer uses language to interest and engage the reader by the phrase 'admires you'. This shows Mrs. White and Mr. White relationship is healthy and they are both happy about their first baby. It also shows their admire one another and can express their feeling.

The writer uses language to interest and engage the reader by using the phrase 'So much love'. This shows ^{interest the} reader by they are happy with each other and their feelings are the same towards each other.

Mark 8

Examiner Comments:

The candidate uses a methodical approach with appropriate references, explaining how they interest the reader. The examples cover both language and structure. Not all the points are convincing: for example, the repetition of 'my, my, my' is misinterpreted.

Example 3

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

Support your views with detailed reference to the text.

(15)

Writer uses language and structure to engage the reader in many ways in the text. The letter is written in first person but it is expressing ~~the~~ the feelings of someone else. This engages the reader as they find it adorable, but funny the fact that the writer is using 'Daisy', their cat, to express how he is feeling. This implies that '[Mr.] White' cannot express his feelings himself which is why he is 'holding himself back,' but the readers realise that he cares for his wife and ~~to~~ expressing his feelings would make him ~~to~~ sound foolish. ~~This engages the reader as it appears that~~ For instance, the ~~adverb~~ adjective 'ludicrous' engages the reader as it shows that the writer is not good at expressing his feelings because he doesn't want to sound cheesy or stupid. However, he is still doing that through ~~he~~ by writing this letter through his cat's perspective.

Writer also engages the reader ~~with~~ by using informal language. For instance ~~any any~~,

the alliteration and repetition of 'my, my, my' engages the reader as it shows exaggeration ~~and~~ ~~is~~ about how the cat is feeling, because of how Mr. White is all excited, 'full of this matter' and 'happy'.

Mark 6

Examiner Comments:

The candidate understands how the pet has been used to express the writer's feelings. There are some comments on the text and on the use of language. References are valid but not developed and attempts at explanation are not fully realised. The point about the word 'ludicrous' in the first paragraph shows that the word is not fully understood. The comment about 'informal language' at the bottom of the first page too vague to move into Level 3 'explanation'. There is a brief structure point on repetition at the top of the second page.

Example 4

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 both language and structure. He uses language by talking about himself in the 2nd person and uses a wide range of features to engage the reader. For example he uses emotions as a way of engaging a reader. 'Well, the truth is white is beside himself.' This is aimed at the wife and as a reader you would feel emotional for him.

Mark 4

Examiner Comments:

There are some brief comments on language with some support, for example identification of the third person and an example of the use of emotions. This answer is better than 'limited' (which defines Level 1) and moves into Level 2.

Examiner Tip:

Examiners will always look to apply the mark scheme which 'best-fits' your answer, however short it appears.

Example 5

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

Support your views with detailed reference to the text.

(15)

The writer uses the word 'stewing' to describe Mr White's actions over his wife's pregnancy; this is a language technique which conjures up the thought of Mr White sat in a casserole dish, slowly bubbling away.

The structure of the piece being in letter form, ~~and~~ shows the origin of the times (1930), and that love notes were more popular in that era.

The reader realises that this little family are American as 'realise' is spelt as 'realize', the 'z' points to this word ~~or~~ being an American spelling. This is a language point.

The structural tone of the first paragraph is one of a confidante, sharing their worries with their friend. This engages the reader, as if hearing secrets between two friends.

The language use of 'ludicrous' makes the reader aware of Mr White's feelings, he feels he is being silly and that maybe this situation is out of his control. With this letter being from the 1930's, men were viewed as the 'strong' ones and women the 'fairer' sex, maybe Mr

White feels emasculated.

Structurally, there is the repetition of 'white' as if reinforcing that this letter is being written by Daisy the dog and not White himself.

Mark 9

Examiner Comments:

The candidate makes interesting points on structure in the third paragraph. There are some slight touches of 'exploration' (Level 4) but this is not developed enough to move the answer into this level. The comment about 'realise' and 'realize' is more a point from the glossary rather than a language point. There is not enough exploration to access Level 4 but the answer fulfils all of the Level 3 bullet points.

Question 4

As the questions are ramped, this question requires candidates to add the second part of AO1, moving from just *identify* to *interpret*. In this case candidates were required to identify and *interpret* what was something we are told about a way pregnancy can affect a relationship. On the rare occasions candidates did not achieve a mark it was if they had identified incorrect lines or not attempted the question.

Example 1

4 From lines 1-6, identify **one** way pregnancy can affect a relationship.

common for couples to have arguments.

Examiner Comments:

This response achieves a mark.

Example 2

4 From lines 1-6, identify **one** way pregnancy can affect a relationship.

"Big changes"

Examiner Comments:

This response achieves a mark. A short answer can be just as valid.

Example 3

4 From lines 1-6, identify **one** way pregnancy can affect a relationship.

arguments.

Examiner Comments:

This response achieves a mark – again, a short answer can be perfectly valid.

Question 5

In this question candidates are given a specific example from the text and asked to explain how language is used. The example is included in the question to ensure that candidates are aware of what they need to comment on. Candidates at this borderline grade did not usually achieve a mark in this question (only one mark is available). The candidates here either just identified a type of literary feature which may or may not have been in the text, for example just writing 'metaphor', or they repeated the question, 'uses language to show the effects the baby has on parents'. Neither would achieve a mark. The responses to this question in most cases were not focussed enough on how language was used in the example, with most paraphrasing the words from the example. Some only identified a random language/structure feature and wrote it down, for example 'metaphor', or 'the writer uses a list'.

Example 1

- 5 You may wake up six months later to find that you have not spent an hour alone together and have lost the knack of easily talking your problems through.

In this example, from lines 27-29, how does the writer use language to show the effects a new baby can have on parents?

The writer uses emotive ^{language} ~~to~~ to show how having a baby can affect the parents relationship.

Examiner Comments:

This response does not achieve a mark. While 'emotive language' references language, the rest of the answer just repeats the question.

Example 2

- 5 You may wake up six months later to find that you have not spent an hour alone together and have lost the knack of easily talking your problems through.

In this example, from lines 27-29, how does the writer use language to show the effects a new baby can have on parents?

The writer uses language to show that a ^{new} baby takes a lot of care and so ~~the~~ parents may be too tired to look after each other. (Total for Question 5 = 1 mark)

Examiner Comments:

This response does not achieve a mark. While it explains what the quotation is telling the reader, it does not say how language is being used.

Example 3

- 5 You may wake up six months later to find that you have not spent an hour alone together and have lost the knack of easily talking your problems through.

In this example, from lines 27-29, how does the writer use language to show the effects a new baby can have on parents?

The use of time. "Six months" is a long time,
~~which ~~is~~~~ which contrasts the "one hour" - which
is a short time - they have spent ~~to get~~ together.
(Total for Question 5 = 1 mark)

Examiner Comments:

This response achieves a mark by referencing time and focussing on contrast. This shows there is no need to use specific terminology to achieve a mark.

Question 6

Candidates in the mid-levels were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of the pieces, normally 'successfully', with appropriate and relevant references. The majority in the mid-levels were able to comment clearly and explain events and ideas, although some attempted to comment on each one of 'SITE' where there was more to say on, for example, theme and ideas. The level of evaluation at this borderline grade was straightforward: 'The writer is successful in reassuring parents'.

Candidates at the higher levels were at least analysing and at best evaluating ideas, events and theme. 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 and focus on the direction of the question, reassurance.

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

The mark scheme for this question indicates that 'References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language. There were responses that very successfully used language and structure (AO2) to underpin the evaluation, but language and structure sometimes took over. The focus must be on 'how well' rather than 'how' – which is AO2. There were, however, fewer responses this series using language and structure (AO2) to underpin the evaluation, and many candidates were able to decide on an opinion about reassurance with confidence and the writer's success, explaining this clearly.

The quality of evaluative language was a good discriminator, as was the focus on the question. Responses that were in Levels 1 and 2 tended to indicate that 'the writer shows 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'. The candidates at the highest levels often evaluated the writer's attempt at reassurance perhaps being too focussed on negatives to be successful and considered the varied audience that could be reading (for example couples having their first baby may be worried by the content). This demonstrated more of a detached critical overview (Level 5).

Example 1

6 In this extract, the writer attempts to reassure parents.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to reassure parents by starting ~~off~~ ~~with~~ with mentioning the problem first and then the possible solutions to it. This is successfully achieved as the parents might find ~~it~~ ~~relatable~~ the problem relatable and then they have a series of solutions on how they can possibly deal with the situation.

The writer reassures the the parents by starting ~~the~~ to write about how 'pregnancy = will bring about changes in relationships' followed by the adverb 'easily' and 'harder'. ^{the word} This attempt to reassure parents is successfully achieved as it tells the parents that even though there'll be changes, in the end everything will be fine as 'everybody is different' and they might deal with these problems differently.

Another way that the writer attempts to reassure parent is by mentioning the ~~problem~~ possible problems. For example, the writer says that the couple might 'find themselves having arguments' and it also mentions that it's 'common' for this to happen 'every now and then'. The attempt to reassure the parents is successfully achieved as the writer is telling the parents that it's 'common' for the couple to have an 'argument every now and then' during pregnancy and ~~it's not~~ This reassures the parents as they might have doubts that they are the only ones having arguments and the problems in relationship but will think of it as a general problem after reading this.

Another way that the writer ^{attempts to} reassure the parents is by ~~offer~~ implying that every problem has a solution and anything can be worked out if thought properly. For instance, the writer mentions that the couple might find themselves distanced and realise that they 'have not spent an hour alone together'. This is followed by saying

that the couple 'needs time together' to 'keep in touch with each other. ~~An attempt~~ ^{The attempt} and that they shouldn't feel 'guilty'. The attempt to reassure parents is successfully achieved as the parents might find ~~the fact~~ that they it reassuring that not having enough time to spend with their partner is after a baby is completely normal and they shouldn't feel 'guilty'.

Overall, the writer's ~~successfully achieved~~ attempt to reassure the parents is successfully achieved throughout the extract by the use of sophisticated sentence structure and language techniques.

Mark 11

Examiner Comments:

The candidate makes well-informed comments about why 'reassurance' is successfully achieved. There is some critical judgement, for example the discussion about the word 'common' on the second page. There is a sustained focus, analysis and appropriate references, although the last paragraph adds little to the response. Overall, the response lacks the necessary detail and development to put it right at the top of Level 4.

Example 2

6 In this extract, the writer attempts to reassure parents.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer ~~a successfully~~ successfully achieves to reassure parents by using phrases 'looking forward to the baby'. This shows everything will change so therefore, there will be less arguments in the relationship.

the writer successfully achieves to reassure parents by using phrase like 'good reason for feeling closer and more loving'. This reassures parents by having a healthier ~~relath~~ relationship.

The writer successfully achieves to reassure parents by using phrase ~~the~~ 'fathers can help'. This will reassure the mother that their partners can help with things like labour and helping with ~~housework~~ household things.

The writer successfully achieves to reassure parents by ~~using mention~~ mentioning abusive. 'Do get help' this shows ~~they~~ reassure parents by moving

out of a relationship if it's not healthy and safe also some aids are available to reassure your parents.

The writer successfully achieves to reassure parents by using phrase like 'turn to mothers for help'. This will successfully show you will have a ~~near~~ good relationship with your mothers and families.

The writer ~~with~~ successfully achieves to reassure parents by using word 'support'. This shows family and friends will support you as well as your ~~partners~~ partner.

~~The writer ~~with~~ successfully achieves to reassure parents ~~to~~ 'don't feel guilty'. This shows~~

The writer successfully achieves to reassure parents ~~to~~ by using phrases 'don't feel guilty' this shows the parents that don't feel bad because it's natural and happy to everyone.

Mark 8

Examiner Comments:

This response is methodical and formulaic, showing that this can help a candidate organise their answer. There is some explanation of ideas, supported by relevant references, for example the phrase 'fathers can help' at the bottom of the first page 'reassures the mother'. The candidate hits the first and third bullet points of Level 3 but achieves Level 2 for the second bullet point. Therefore, using the 'best-fit' principle, a mark in the middle of Level 3 is appropriate.

Example 3

6 In this extract, the writer attempts to reassure parents.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer has successfully shows the idea that pregnancy can influence relationships. The writer states that "~~this~~ pregnancy brings "big changes to your relationships" and most will find it harder to cope with" especially "if this is your first baby. This interest and engage the reader as this is something new and the reader might feel these things are actually relatable to his life and relationships. The ~~word~~ adjective "big" emphasises how the changes are huge. This makes the attempt more successful. Furthermore, the writer states that "couples" will find "themselves having arguments" and this "may be nothing to do with the pregnancy." Overall the writer masterfully presents the idea of how pregnancy can influence relationships and hence he reassures parents.

The writer ~~has~~ successfully presents the theme of ~~how~~ talking between couples. The writer states that "you may wish to talk to your" partner but it "may not be easy". This shows how ~~to~~ the communication is affected by ~~the~~ pregnancy. The writer also states that "six months later" you may "find that you ~~know~~ have not spent" a lot of time together and ~~may~~ you might have "lost the knack" of easily communicate. This successfully shows how the relationships can be affected. Overall the writer masterfully presents the theme of talking between couples and therefore ~~is~~ reassures parents.

Mark 7

Examiner Comments:

The candidate relies on a number of references and offers some explanation, particularly on the first page, for example 'the adjective 'big' emphasises how the changes are huge'. There is some repetition, with the same point being made using different evaluative words. It meets all the Level 2 criteria and just moves into Level 3 by offering some explanation (first bullet point of the mark scheme). The references chosen by the candidate are valid.

Example 4

6 In this extract, the writer attempts to reassure parents.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.



(15)

The writer attempts to reassure parents through 'idea' about how relationships of all kind can change after a baby, this is shown. "After you have a baby, the relationships around you can change." ~~many~~ this shows how the idea of a child can change everything ~~and~~ ~~about~~

The writer also uses

Mark 2

Examiner Comments:

The candidate describes the idea of how relationships can change and there is a quotation, therefore some reference is offered. It does not hit the second bullet point of the mark scheme for Level 1 as no opinion is given, beyond the wording of the question.

Examiner Tip:

Even if you do not finish your answer you are still rewarded for what you have done.

Example 5

6 In this extract, the writer attempts to reassure parents.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to reassure Parents of the love they ~~still will~~ ^{will still} have even through the toughest Moments ~~together~~ they have been in. From lines 11-12 the writer mentions about the affection a father has for his child. This shows that ~~the~~ parents will fight and argue with each other but they will never let this come in between the child's life because of love.

Also the writer mentions about a Mother ^{and} daughters bond together. The writer emphasises the fact that when a daughter needs to be supported or wants more love from her mother she will always ~~rely~~ ^{rely on} ~~her~~ her 5 star mother. "They turn to their own mother for help and support" this implies to the reader that A mother will always be there for her baby girl and will love her ten times more than she does everyday.

Moreover, the writer reassures parents in the extract that they will have to face challenges ~~on a daily~~ everyday which makes their love stronger because they are together in fighting for the same love they had for each other in the past. "You also need time together" this reassures the fact that parents ~~are~~ face the biggest fights in life.

Mark 5

Examiner Comments:

The candidate comments on the text in a brief and straightforward manner. There are more assertions than supported opinions. An example is the second paragraph regarding the relationship between a daughter and her mother, a point that is not rooted in the text. There are a couple of valid references, for example the need for 'time together' on the second page. The response is firmly in Level 2.

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 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. There were limited responses in this series at Level 4 and above for 7b.

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. Responses at Level 2 considered one or more obvious comparisons between the texts, such as both being about pregnancy, one being a letter and one from a reference book, with comment on writers' ideas. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. The mid-level responses tended to focus more on perspectives as well as ideas, for example the letter taking a more personal perspective than the extract from the book, and the audiences for the texts being very different which impacted on their use of language and style.

Example 1

7 (a) The two texts show how pregnancy can change relationships.

What similarities do couples share in these extracts?

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

(6)

Both texts show how pregnancy can change relationships in .

For example, ~~it~~ in text 1, the writer mentions about the possible insecurities that ~~the~~ his wife might be having. This is shown when he says that she might think that he is 'regarding her merely as a future mother' and not as a 'present person'.

Similarly, in text 2, the writer mentions about the insecurities in the relationship as they might think that they're not spending enough time with each other and that they might ~~feel~~ feel 'guilty' about this.

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

Support your answer with detailed references to the texts.

(14)

Text 1 is ~~less~~ more focused on the positive aspects of relationships as the writer describes his feelings of being excited and 'blessed' whereas text 2 is focused on the negative impacts on the relationship after / during pregnancy by offering possible solutions to them. Text ~~2~~ 1 uses positive

words such as 'glad' and 'blessed' whereas text 2 uses negative words like 'arguments', 'problematic' and 'abusive'.

In text 1, the writers present his perspective about relationships as being positive as it shows how happy, excited and nervous he is at the same time.

Whereas in text 2, the writer present his perspective about relationships as not so smooth. It mentions about the different kind of scenarios a relationship can face and how many problems they might have to go through.

In text 1, the writer highlights the importance of having good communication between the couples. For instance, he writes 'a husband and a wife should tell each other' about the things that are on their mind'. ~~This~~ ~~he~~ This shows that, according to the author, relationships should have a good understanding and communication.

Similarly, in text 2, the writer also highlights the importance of having a good communication in a relationship by saying that the couple needs 'time alone' to 'recharge' their 'batteries'. This shows that

the writers perspective about relationships is that they should ~~have~~ spend some time alone so that they can catch up and communicate effectively.

Overall, both texts ~~have~~ ^{share} some similar perspectives around relationships but they also have ~~to show~~ express some contrasting views. Text 1, ~~so~~ tells the positives ~~of~~ ~~of~~ aspect of relationships while text 2 mentions the obstacles that a relationship can face as well as ~~the~~ ~~is~~ offering a solution to make the relationship work out.

Marks 4+7

Examiner Comments:

7a) The response considers the 'insecurities' in a relationship. There is clear synthesis with a sound understanding of similarities in the two texts. The selection of evidence is mostly valid but not developed.

7b) The response considers a range of similarities and differences from the texts. The first page is a general summary on the positive and negative aspects of pregnancy on relationships, picking out specific examples from the text. This is largely identification but there is some explanation. On the second page the response focuses on good communication and explains the quotations selected. There is explanation of these comparisons but this does not edge into exploration. There is appropriate selection of references.

Example 2

7 (a) The two texts show how pregnancy can change relationships.

What similarities do couples share in these extracts?

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

(6)

In Text 1 White is feeling excited but ~~frustrated at the~~ worried about telling his wife how he feels. This is because he may be scared to ~~see~~^{see} how she will react or if he says something wrong "bit worried because he is not sure that he has made ~~me~~ you realize how glad he is". White is extremely grateful towards ~~his~~ this 'blessed event' and doesn't know how to express that feeling to his wife.

However, on the other hand, Text 2 gives us information on how ~~pregnant woman~~ couples will most likely to argue during the pregnancy and how the 'relationship with your partner will also change'. This tells us how ^{some} pregnant woman are 'worried about the future' which is most likely to give them stress.

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

Support your answer with detailed references to the texts.

(14)

In Text 1, the writer presents ideas and perspectives about relationships between husband and wife. Mr White is obviously

happy for his wife but is 'holding himself ~~not~~ back, not wanting to appear ludicrous'. ^{It's almost as if he} ~~This may be because~~ he wants to prevent an argument from happening as during the pregnancy it happens quite often. 'he admires you in all kinds of situations or dilemmas.' Mr White will stick by his wife and comfort her in any way possible, which shows their strong relationship. This shows how he is scared to tell her how he feels and how grateful he is for the 'blessed event', but is ~~scared~~ 'worried' it may break that strong bond apart.

On the other hand, Text 2 presents ideas ~~about~~ and perspectives about relationships from a book. Text 2 tells us how 'pregnancy will bring about changes to your relationship' which refers to Text 1 as Mr White was clearly trying to avoid that situation. ~~Text 2~~ ^g However, Text 2 gives us information about what ~~is~~ will happen and what's expected to happen through pregnancy. This gives the reader awareness for future references. ~~It tells us, how the~~

It also lets us know what you could do if your relationship is 'problematic, or is abusive' and how you could get help.

Text 2 gives totally different perspectives and ideas to Text 1, as it also tells us how to get through the pregnancy and what solutions you can go through to get your relationship working again. 'you both need time alone', this is a direct statement towards the reader and how they should manage their relationship.

Marks 1+7

Examiner Comments:

7a) This response considers the differences between the two texts and not the similarities. There is a brief mention of how there are worries in Text 1 and Text 2 which justifies a mark of 1 in Level 1. There is limited understanding of the similarities and limited synthesis.

7b) The response makes some comparisons but does not develop them enough. There is a reasonable range of points made. The first paragraph discusses Text 1 without making a comparison but does write about the ideas and perspectives. The second paragraph does link the two texts: 'which refers to text 1'. There is a reasonable explanation offered: 'It also lets us know what you could do if your relationship is 'problematic or is abusive''. The final paragraph also explains ideas and features 'this is a direct statement to the reader...'

Examiner Tip:

If your response to question 7a looks at differences (rather than similarities which is required in the question), these will not achieve marks for 7a, but can be counted towards the mark awarded for the response to question 7b which asks for similarities and differences.

Example 3

7 (a) The two texts show how pregnancy can change relationships.

What similarities do couples share in these extracts?

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

(6)

In text one and two they are both similar because in text one they are ~~mentioning~~ ^{talking expressing} their feelings. 'Blessed' because they are ~~happy~~ ^{lucky} to be having a first boy. In text 2 they are also talking about feelings in their relationship ~~relationship~~ ^{relationship} 'feeling closer'. This shows ~~how~~ their relationship changes into a healthier.

In text 1 and 2 are both similar because they both mention the change of relationship. In text one it mentions 'husband and wife should tell each other about things on their mind'. This shows they will come closer and not hide things. In text 2 'fathers can help'. This shows mothers don't do all the work men can help and get involved. you will can express your feelings.

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

Support your answer with detailed references to the texts.

(14)

Both ~~the~~ text are different because in text one it's a letter to his wife, 'Dear Mrs. White'. This shows ~~the~~ the letter ~~is~~ ~~to~~ ~~the~~ ~~wife~~. In text two it's not a letter it's an article/information sheet to reassure parents about couples and how their relationship changes. This will change the perspective.

Both texts are similar because in text one and ~~text~~ ^{text} 2 they have the same topic which is pregnancy. Text 1 is about having their 'first baby'. Text 2 is how to 'cope with pregnancy and babies'. This is changing the ~~idea~~ about relationship.

Both text are different because in ~~text~~ 1 there's no headlines but in text 2 there are. This changes the ~~idea~~ ideas.

Both text are similar because in text one he use the phrase 'So much love'. This changes the ideas and

perspective about relationships by having love for one another. In text 2 they use the phrase 'more loving' this will also change the ideas and perspective about relationships because they love each other more because a child is there.

The writers in text 2 use phrase 'pregnancy will bring big change to your relationships'. This will make the reader change the ideas and perspectives. In text 1 the reader writer already knows the changes 'I am tiring you' this shows the ideas changed so she is tired.

Marks 3+5

Examiner Comments:

7a) There is some sound understanding of the similarities. In the first paragraph, the response considers how relationships can become 'healthier'. This is supported with evidence from both texts. The similarity in the second paragraph is not particularly clear and the selection of evidence is not always valid. On balance, a mark at the bottom of Level 2 reflects this.

7b) This response picks out several obvious comparisons saying one is a letter and one is an article and also that both talk about the 'same topic which is pregnancy'. There is some comment on ideas and perspectives: 'because they love each other more because a child is there'. Support is valid in places, but not developed.

Example 4

7 (a) The two texts show how pregnancy can change relationships.

What similarities do couples share in these extracts?

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

(6)

Both texts show how pregnancy can ~~change~~^{change} relationships they show how pregnancies can bring parents/couples closer "which he seems to be thinking exists already". This suggests Mrs White can't wait for the baby to arrive.

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

Support your answer with detailed references to the texts.

(14)

Both texts talk about how pregnancies can bring people closer, however in text 2 it also shows the negative side "having arguments every now and then". This suggests that during some pregnancies can be stressful and can cause couples to argue and fight.

Both texts also talk about how couples can be worried about the future. However in text one it's presented as if the mother feels the husband wants the baby ~~to~~ "merely as proof of his virility" but in text 2 it's in the idea of how it's more about "how you are going to cope".

Marks 1+4

Examiner Comments:

7a) The response identifies one similarity: 'how pregnancies can bring parents/couples closer together'. There is one example from just one of the texts. There is limited synthesis and limited understanding of similarities.

7b) The answer compares the texts and is more than simple description, even though it is a brief response. The support given is not very helpful to the points made. Two comparisons are dealt with briefly, but the answer does not go very far when commenting on ideas and perspectives.

Example 5

7 (a) The two texts show how pregnancy can change relationships.

What similarities do couples share in these extracts?

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

In both texts it shows pregnancy affects people. (6)

In text 1 The writer states "little bit worried worried."

In text 2 The writer states "big changes"

In both texts writers show its difficult to have a first baby

In text 1 The writer states "he is not sure"

In text 2 The writer states "especially if this is your first baby".

In both ~~the~~ texts ~~its~~ it shows that pregnancy makes it hard to talk to your partner

In text 1 The writer states "I ~~should~~ ~~not~~ "white dint seem to be able to tell you"

In text 2 The writer states "lost the knack of easily talking your problems through."

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

Support your answer with detailed references to the texts.

(14)

Both writers present ideas and perspectives about how pregnancy can affect your relationship. In text one, Mr "White didn't seem to be able to tell" his wife about his feelings. The writer uses emotive language here to show how pregnancy has affected Mr White's close relationship. ~~and~~ The word "able" shows that he lost his ability to talk easily. Similarly in text 2, the writer uses metaphor to show how it's hard to maintain a healthy relationship after pregnancy. The writer ~~says~~ states you may lose "the knack of easily talking your problems through". This shows that pregnancy can make a couple less open. The word "knack" means ability; which is the same as the first text. Overall both writers have used language to show that ~~you~~ after pregnancy

Their ideas and perspective about how pregnancy can affect your relationship and make it hard for the ~~author~~ ~~writer~~ you to talk to your partner.

Marks 6+5

Examiner Comments:

7a) There is detailed understanding of similarities between the two texts. The response considers how 'pregnancy affects people', how it is 'difficult to have a first baby' and how 'pregnancy makes it hard to talk to your partner'. The synthesis is detailed, and the selection of evidence is appropriate throughout the response.

7b) Some comparisons are considered. There are valid but undeveloped references used. One comparison is dealt with in detail but there is not a range here. There is comment on Mr. White's communication problems and this is compared to the second text 'similarly in text 2...' summarising that 'pregnancy can make a couple less open.' The comment 'which is the same as the first text' does not explain how and needs to go further. This achieves a mark at the top of Level 2.

Question 8

One examiner noted that this question was 'guaranteed to provoke a response from every single person'. The majority of the candidates chose family members (commonly mothers and fathers) or boyfriends/girlfriends but there were others (sportspeople, historical figures, politicians). One team member commented 'It was obvious that parents are very impressive and have more stamina, tolerance and kindness than is imaginable!'

The majority of the candidates who chose this option were able to produce a reasonably clear speech although some candidates produced responses that did not have a particularly strong register. The enthusiasm for the content sometimes meant that candidates were not always able to produce responses that demonstrated full awareness of audience and purpose. The responses were reasonably well organised, and most candidates developed their ideas although some responses were rather 'list-like' – producing a list of the qualities (connecting ideas at the lower end of Level 3) with little development (the higher end of Level 3 and above). Unfortunately, the general tendency for the mothers was really just a list of all the things they do for the candidate: wash, clean, cook, be there, 'have [my] back' – a very popular cliché. We needed more development as to what made these women great and inspiring outside of giving birth to the writer and domestic chores for higher levels. Occasionally the responses were effective with some sustained ideas, although some examiners noted 'there was also an inclination to be repetitive in the enthusiasm without substantiating it with examples'.

For AO5 candidates varied in their ability to expand on their ideas and manage them to be detailed and engaging to move from Level 3 into Level 4. Often there really was not a sense of the person, just how they helped. Those that chose non-family members, emotive ones about lost/passed relatives, tended to be effective as they were 'explaining reasons for influence and choice more clearly and developed a more rounded sense of the personality'.

For AO6 the task lent itself well to some variety in vocabulary and use of rhetorical devices. Many candidates kept to the speech format by introducing their topic ('Hi, guys' and 'Thank you for listening') to perhaps having a rhetorical question half way through to ending up with, 'Any questions?' Some responses were quite skilled in the use of rhetorical devices, but lacked the substance in terms of ideas and information in AO6.

In summary, one examiner wrote:

'Some candidates were able to produce some really passionate speeches on people that are important with a wide vocabulary, variety of sentence structure and literary devices. Weaker candidates produced a simplistic personal response, and not always obviously in the format/style of a speech.'

Finally, one examiner commented 'I just did not want to end. A real privilege to mark those. Thank you.' Candidates, therefore, should be commended!

Example 1

Write your answer to Section B here:

Just over 8 years ago ^{my partner & I have} we welcomed to the world our first baby, our son Joshua. I didn't realize I would not possibly predict what influence he will have on my life. I know, all children do, but ~~the~~ Josh is special... and I mean special - ~~he was~~ ~~di~~ at the age of 2 he was diagnosed with chromosomal ~~disorder~~ abnormality and an ASD (autistic spectrum disorder). What did I do then? Panic of course. But he showed me not to. I tried lots of therapies that work and the one that didn't. He showed me not to give up because as long as I'm trying he will try to. He is a slow learner but he always go forward and ~~it doesn't~~ doesn't stop him to dream to be a train driver or a formula 1 ~~the~~ racer. And why not? He's approach to life teaches me every day that it is better to try and fail than not

try at all. I watched him how difficult it was for him to learn how to speak, how to read, how to walk, run, climb, (btw. he does ALL of it now!) it was sometimes painful to see and hear, but he always moved forward, not because I "pushed" him but because he wanted to try over and over and over and over again. ~~What I~~

What I'm trying to say to all of you is that the reason I'm here today is Josh - his autism, which I saw as a problem at first, inspired me, helped me through my depression, motivated me to learn in the evenings despite being tired after a day of work in the office and home (you know, washing, cooking, cleaning), he gave me courage to come here today and say doesn't matter how difficult now you will get today, tomorrow, in the future, it could be ~~even~~ news about cancer, death, disability - it has huge positive power.

Marks 13+9

Examiner Comment:

AO5: This response follows a chronological pattern from birth through the identification of difficulties, to a positive approach to the future. There is a clear

sense of purpose and audience, with appropriate tone and register e.g. 'What did I do then? Panic of course.' All the criteria for the first bullet point of Level 3 are met but it is less successful in terms of organisational devices such as paragraphs (only 2) and therefore remains just below the top of Level 3. As with the previous script, the handwriting can be difficult to read but this should not affect the mark.

AO6: A varied vocabulary is used, with some accurate spelling of complex words. However, there are some errors and although the sentence structure is varied, it lacks the range and clarity of a Level 4 response.

Example 2

A speech for peers on an important person.

peers: "Who is the important person in your life?"

me: "The important person in my life is my grandma. She has inspired me to do everything I have done. She is my role model. My grandma is very important and understanding. She helps me whenever I am stuck and she shows me the right thing to do."

peers: "Why is she important to you?"

me: "She has made me, she has taught me, she has loved me, she brought me up, my grandma gave me everything before I even asked for it. My ~~granda~~ grandma understands me and cares for me. She tells me to respect people so they respect you back. She has inspired me. She is also important because she is my grandma!"

peers: "How has your grandma influenced you?"

me: "My grandma taught me, helped me, encouraged me to do everything, when I gave up, my grandma told me to never give up." She is very loving and kind. My grandma has even give me chocolate whenever I did something good. I love my grandma. She is beautiful and

me(continue) pretty. My grandma has never left me alone and hugs me whenever I am upset. She is my role model. She has always supported me.

Peers: Information about your grandma.

me: My grandma is 72 years old, she is supportive, she helps me whenever I need help. She loves me unconditionally.

me: In conclusion, my grandma is my whole world, she is my one and only, she is the strongest woman ever, she loves me unconditionally.

Marks 7+5

Examiner Comments:

AO5: This rather unusual response expresses ideas about the grandmother but these are repeated rather than developed i.e. the idea of unconditional love and how her grandma taught her/was a role model. There is a straightforward tone used and some awareness of purpose through the use of responding to peers' questions, although the sense of audience is not particularly secure.

AO6: Spelling is secure within the range of vocabulary used, although this is not ambitious. There are weaknesses in sentence structure, with increasing comma splicing towards the end of the response, preventing it from moving to the top of Level 2.

Example 3

Write your answer to Section B here:

Loving, understanding and hardworking - these three qualities describe the most important person in my life - My mother. My mother is my role model. All my life she has stayed with me. She gave me birth, she loved me, she developed me. What's so special about my mother, that makes her the most important person in my life? There are ~~many things~~ an infinite amount of qualities - here's some of the most important.

Firstly, she is hard working. My mom is a dentist - even though I hate dentists like most of you, she ~~is~~ is different at home. ~~She~~ Currently ~~she~~ she is doing a PhD in paediatric dentistry, in ~~the~~ ~~Queen~~ Queen Mary - my dream university. My mother works most like a machine.

~~She~~ ^{she} studies more than me, cooks food, goes to gym and manages my evil grandmother. She does all this because she loves us.

Secondly, she is independent. Traditionally men make most decisions and take care of the family but in this scenario, she takes care of every thing. I have a very responsible father but when he has business trips or transfers to different places for some times my ~~mother~~ mother has to do everything.

Thirdly, she is super inspiring. She has ~~en~~ inspired me to do so many things I would have never done. ~~Today, I~~ Today I am a software developer, guess who inspired me? For my entire life I had no restrictions. I am an atheist, I eat all type of meat - if its tasty, I do whatever I like.

Overall, she has done so much for me. Dear friends, you will make ~~hundreds~~ hundreds of friends ~~but~~ but please don't forget the most important person in your life. The one who was there in your fun time and in the most ~~most~~ morbid experience of your life. My mother is the most important person in my life.

Marks 15+9

Examiner Comment:

AO5: In the opening paragraph the candidate immediately engages the reader, using a variety of punctuation and sentence structures. Selection of tone and register suits purpose and audience and the response begins to organise material for deliberate effect, just lifting it into Level 4. Speech register is consistently utilised through rhetorical questions, 'Guess who inspired me?', effective touches of humour, 'my evil grandmother' and the use of direct address, 'Dear friends', in the concluding paragraph. All Level 3 criteria are met for AO5, with some touches of Level 4. The handwriting is difficult to read in places, but this should not be allowed to detract from the positive aspects of the answer.

AO6: The candidate uses a varied vocabulary, with generally accurate spelling. Punctuation is also varied, as demonstrated in the opening paragraph. There are a number of errors throughout the response, preventing it from moving into Level 4.

Examiner Tip:

Keep your handwriting as neat and clear as you can so that the examiner can see what you have achieved.

Example 4

Write your answer to Section B here:

An important person in my life is Stephen Hawkin. This may seem rather generic, but I have reasons.

Stephen Hawkin is a theoretical physicist who had motor neuron disease he lived into his 70's and wasn't supposed to pass 20. How did he do it? I don't know. I think it was because of his determination, dedication and desire. Desire to work. Desire to better our understanding of the the universe we live in, and I think that that is very desirable.

He has desirable quality. So what? Loads of people have that. So there is note. When I leave school I want to be an experimental physicist, they do physics experiments to test theories, but two years ago I was told that I was not smart enough and I should focus on something else. I almost did. But then I thought 'no'; I was not going to give up, I went to extra lessons, during my lunch times and after school, I thought that if being unable to move didn't stop Hawkin, why should this stop me? Now, two years later, I'm told that I could do it!

His condition is also something that makes him important to me, although not similar in any way, I have ADHD. This makes things harder for me; just like his condition put him at a disadvantage, but this did not stop him from becoming one of the most well known, and well loved physicists of the century. As I said, motor neuron disease is nothing like ADHD, he has it worse, so surely it would be easier for me?

Think of what you want to do when you grow up, this may or may not be what you end up doing; think of somebody who does this, famous or not; think of why they are better than you; now when you leave practice, then practice more. And more. And more. Do this for as long as you need until you can list why you are better than them.

An important person in my life is Stephen Hawking, this may seem rather genetic, but they are my reasons

Marks 17+10

Examiner Comment:

AO5: This candidate deliberately manages ideas with control and has structured a cyclical response, which ends almost as it begins. There is sustained focus on the inspirational qualities of Stephen Hawking. A strong register and tone are evident throughout, as seen in paragraph 2 with the repetition of 'desire', leading to a touch of humour with 'desirable' at the end. The direct addressing of the audience in 'think of' in the penultimate paragraph is also effective. Although the response might initially appear short, the handwriting is compact and there is thorough development of ideas.

AO6: There is accurate spelling of complex words: 'theoretical' 'determination' but there are also quite a few errors: 'desease' 'sombody'. A range of punctuation is used for effect, along with a variety of sentence structures, which lifts the mark to 10, just into Level 4.

Question 9

It was clear that the majority of the candidates who chose this option knew how to write an article for a magazine and seemed to have something to say on the topic. Most focused on relationships between couples but occasionally responses focused on friendships or other kinds of relationships. Many used the bullet points as sub-headings or to structure their responses – mostly quite appropriately. Ideas were mostly developed and there was a generally clear sense of the advisory tone of the article. Many offered reassurance and advice in a similar way to Text 2. Most commented on the ups of relationships as love, support, friendship and saw the downs as disagreements, disloyalty and arguments. Sometimes control (AO6) was weaker than ideas and information (AO5).

For AO5 there were some interesting approaches. One examiner noted that a candidate used:

'the analogy of a theme park, (where some rides excited you and some made you feel sick!) and concluding how important a successful relationship is so that 'you don't get lost wandering the theme park forever.'

There were candidates who used the structure of headings and subheadings but the better responses also adopted a magazine style, rather than writing it as a discursive essay. Examiners noted 'a lot of lively articles and some mature responses, with the benefit of reflection and experience'. The highest-marked answers found a variety of ways to develop points in the style of a magazine such as anecdotes, interviews, statistics, experts – using them as tools to carry and improve their articles rather than features to tick off.

As with Question 8, the less successful responses were not able to expand on their ideas and could only really write about relationship issues that they had (limited) experience of (so expressing and ordering ideas at Level 2 and connecting them at best for the lower end of Level 3). There was a sense from markers that the source material did help give candidates ideas (such as the importance of communication) and candidates used the given content to inform their ideas, order them (often with given bullet points) and therefore progress through the mark scheme. Examiners did note a tendency not to identify the audience clearly and therefore to lose track of the directed message.

As with Question 8, examiners felt that a difficulty for candidates was where there was little evidence of planning, and one examiner noted 'Far too many responses just stopped rather than ending with an appropriate conclusion'.

Example 1

Write your answer to Section B here:

Relationships are a key part of everyone's life on a daily basis. Whether it be positive or negative, romantic, friendships or family relations, everyone has had a type of relationship one way or another. But the main question is: What comes with a relationship? How can it affect you?

Firstly, relationships can have overwhelmingly positive benefits to an individual's life. It ^{has been} a fundamental part of human life since the dawn of our species. Relationships can bring trust, unity and new life to improve upon our already existing society. They can bring about positive emotions in one's self, and in times of distress relationships can provide a shoulder to lean on, a voice to listen to, a person to talk to.

People you care about and have formed relationships with can give you a new purpose in life. It can be a powerful step - it can be a powerful aspect in your motivation to achieve your goals in order to aid someone or make them proud.

However, benefits do not come without ~~cost~~ ^{drawbacks} sadly. Relationships can easily be manipulated and abused to one's advantage, without the ~~thought~~ ^{thoughts} or consideration of how it can affect the other person on an emotional level. People who you thought care about you, could turn out to be another malicious demon pulling your strings. Even after severing these ties with them, it can be very hard to recover from and could also affect you for the rest of your life.

Moreover, spending huge amounts of time with someone else can be a disadvantage as well as an advantage. Problems such as ~~dis~~ Disagreements and arguments can arise if you aren't careful on how you manage your time with someone else. So, how can people manage these negatives and utilise the positives?

~~Firstly~~ First of all, you must realise that you are never alone. Although manipulation and selfishness does exist in people there will always be someone to talk to ~~to~~ (whether it be someone you know or a stranger). Talking about problems in your relationship is the first step towards being free, and although you might not find a solution right away it ~~can lead to find~~ will put you in a better situation.

Moreover, ~~it~~ during strains in relationship it is good to spend some time apart as well as spending time together. ~~It~~ If you notice strains and arguments: take a break! ~~Spendsome~~ Spend some time alone or another person, if that maybe. It is a healthy situation and ~~is~~ happens to everyone from time to time.

~~The~~ It is important to consider that it doesn't matter if you're in an unhealthy or ~~best~~ healthy relationship; ups and downs will still occur regardless. ~~It~~ Spotting the problems and finding a solution is the best ~~at~~ way to maintain a good relationship with ~~it~~ whoever and whenever. Brothers, Sisters, mothers, fathers, friends and partners are all but a few ~~are~~ examples of existing relationships you already obtain. In conclusion, always remember that you're not alone, and that there is always, always a solution.

Marks 21+14

Examiner Comment:

AO5: This is a sustained and sometimes subtle response which explores a number of facets of relationships, engaging the interest of a wide audience. All the criteria for Level 4 are met and it begins to edge into Level 5. It starts to explore complex ideas such as the potential betrayal which could turn a friend

into a 'malificent demon' and the importance of time spent apart as well as together: 'If you notice strains and arguments: take a break!' Paragraphs are cohesively structured to present a range of points; tone and register are sustained. Rhetorical devices are effectively used: 'in times of distress relationships can provide a shoulder to lean on, a voice to listen to, a person to talk to.'

AO6: Although there are errors e.g. the rather odd spelling of 'withought' and a few other slips, this must be balanced against the extensive vocabulary and the range of sentence structures used accurately and selectively to shape the reader's response: 'So, how can people manage these negatives and utilise the positives?' A mark of 14, at the lower end of Level 5, is appropriate.

Example 2

Write your answer to Section B here:

Relationships, they are funny to work out at times. They are like a boat sailing away in the calm blue sea then boom! An angry wave comes towards you and ruins everything. Just like a ~~relax~~ jealous and bitter ex girlfriend/boyfriend. Arguments start to erupt like a volcano.

However there are good days which are like a sunny day with the glistening sun looking down on you. ~~Both loved up and having the best days~~ Both loved up and having the time of their lives.

Marks 5+5

Examiner Comment:

A05: Although this is a very brief response, it does a little more than Level 1. There is an awareness of purpose, indicated by the images of turbulence: 'like a boat sailing away in the calm sea'/'An angry wave'/'like a volcano'/'a sunny day'. However, there is insufficient material to further develop this or to establish a convincing sense of audience. A mark of 5, at the lower end of Level 2, is therefore appropriate.

A06: Once again, this moves just a little beyond 'basic' as there is a range of correctly spelt vocabulary. Sentence structures show some control but there is insufficient evidence to move above the middle of Level 2.

Example 3

Write your answer to Section B here:

Ups and Downs of Relationships.

Where do I start? ~~That~~ They're different types of relationships, all at different stages, or durations - but remember that time is not a measurement of love! You could be in a ~~the~~ relationship for four years and feel nothing or be in a relationship for ~~to~~ two months and feel everything - as Dr. Love says, "Love is not about how long you've known each other for, it's about how the person makes you feel".

Every relationship is going to have ups and downs. Arguments, breaks, tears or laughter, marriage and happiness. ~~A~~ The key to relationships is communication! If you do not like something your partner has done or said ~~it~~ ^{talk} to each other, let each other know that way you can enjoy the fruitfulness of your relationship in peace and tranquility.

Talk about everything!

There will always be a 'breaking point' in every relationship, but when it comes down to it, the choice is yours, do you stay? or do you go?

Evaluate

~~Show~~ how you truly feel. Do I really want to carry on in this relationship? What are the good and bad things? It's ok to ask yourself these questions!

Let your relationship flow, never force things. Always be there for your significant other, through hard and good times - learn to appreciate their presence and when there aren't there long for them. Give it your best shot!

Many people deal with situations differently, and like I said before, evaluate how you truly feel. If you know you can see yourself with this person in thirty years time then continue to grow with this person. Remember no one is perfect, everyone has imperfections - love all your partner's imperfections and let them know their worth.

There are three main aspects of a ^{relationships,} ~~relationship~~ communication, observation and celebration.

Step one, communicate with each other let them know what you are happy about and what you are not happy about, let them know what you would like to change, tell them what you love about your relationship and each other. Step 2, observe how they react and deal with your feelings, how does your ^{Partner} ~~big~~ ~~do~~ change something that you've clearly stated you don't like? Step 3, Celebrate. What ever this celebration

might be, ~~celebrating~~ either a ~~celebration~~ celebration on your relationship, if it does come to ^{an} ~~an~~ end, look at all the positives and negatives, make it help you to change, or whenever you ~~celebrate~~ celebrating your successful relationship, continue to do what's best for you and your relationship.

Lastly, do not be disheartened by ~~the~~^{the} person
you thought you would marry doesn't work out.
There are plenty of fish in the sea! And ~~that~~^{you} will
eventually come. Keep staying real to yourself, be
truthful and communicate with your significant
other. Make it a good one!

Marks 17+11

Examiner Comment:

AO5: This candidate effectively engages the reader by addressing them directly, in the style of a magazine, throughout the response: 'You could be in a relationship...'; 'Let your relationship flow...'; 'do not be disheartened...', meeting the criteria for the first bullet point of Level 4. Although there is a tendency to be a little repetitive in places, ideas are developed and connected (Level 3), with some increasingly successful attempts to use grammatical features cohesively: 'Stage 3: celebrate.' A mark of 17, placing this in the middle of Level 4, is therefore a 'best-fit'.

AO6: The use of vocabulary is selective rather than extensive. A range of punctuation is used for clarity and emphasis, as can be seen on the first page of the response. However, there are quite a few errors: comma splicing, incorrect homophones, missing apostrophes, slips in spelling, which prevent the response from moving into Level 5.

Section B

General Comments on Writing

The writing question is the final section of the paper. Candidates are advised to spend about 45 minutes on their writing and there are 40 marks available on both papers. Considered in the overall % of the marks available on the papers, this is significant. Examiners are always impressed by candidates' writing, and by the development they are able to achieve in the time they have, their individual style and level of thought and creativity. The first bullet point in the mark scheme is where examiners go first. Has the candidate written appropriately for audience and purpose? Candidates should consider who their audience is and what they are writing to do and for, in order to create a voice that is appropriate, effective or sophisticated. What do they want to do with their writing? Do they want to shock their reader? Advise and support them? Argue a case for something? Once they are clear on this they can ensure they sustain this voice. A lively, excitable voice can be difficult to sustain successfully throughout, and equally a straightforward tone which is essay-like and ends with 'In conclusion' can be pedestrian and unsuccessful.

While there were few very high scoring responses, 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.

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 main areas that discriminated the writing responses were:

- whether candidates could meet both parts of the first part of bullet one in the mark scheme for AO5 – for example they often expressed ideas to achieve in Level 2, but these ideas lacked the order for the second part of that bullet. In Level 3, they may have connected ideas but not developed them.
- the success of tone, style and register in AO5.
- the spelling of basic vocabulary in AO6: homophones, double consonants, lower case l
- the accuracy of punctuation and use of varied punctuation in AO6: comma splicing, missing apostrophes, missing capital letters at the beginning of sentences, random capital letters.
- the use of a range of sentence structures for AO6.

- strategic use of vocabulary to achieve Level 5 in AO5 – this is seen where candidates really consider their reader and their message in the choice of words.

Sentence structure was clearly an area centres had focussed on and one examiner noted that candidates often varied their sentence structure more than they did their vocabulary: 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.

As with previous series, some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy. A key message to centres is to focus on crafting and organisation whatever the nature of the task. This was a common weakness running through all but the very best answers. Be ambitious in the structure, vocabulary and range of ideas and try to be creative and original.

Paper Summary

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

- For short-answer Questions 1 and 4 ensure that you are responding briefly and selecting information, not just writing out a section. Highlight the relevant lines in your extract booklet and read the question carefully.
- For Question 3, it can be tempting to look out for the usual features of language (alliteration, personification, simile, metaphor) and structure (lists, repetition, short sentences, questions). These can be commented on well. The best responses, however, think about the type of text the extract is from, and how this is designed and created for the reader it is written for.
- In Questions 3 and 6, where reference to the whole extract is needed, it is important to consider what references you will use and consider what examples are most significant for comment. Discriminating references are seen where you pick out specific examples across the extract that link to your points, not just where they comment on every feature seen.
- For your evaluations, remember that you evaluate every day, and more so than ever with online feedback and posting of opinions and ideas online. Read the question carefully – what is it you are giving your opinion on? What do you think about whether the text is reassuring? What would the opinions of others be? 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.
- Plan your writing, even just briefly. 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.
- Focus on timing 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.