

Examiners' Report  
November 2019

GCSE English Language 1EN0 02

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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 sixth examination of the specification in English Language 9-1 and the third November examination opportunity for candidates.

The qualification consists of three components:

Unit 1: Fiction and Imaginative Writing - 40% (examination)

Unit 2: Non-fiction and Transactional Writing - 60% (this examination)

Unit 3: Spoken Language Endorsement (non-examination assessment)

This report will focus on Unit 2: Non-fiction and Transactional Writing.

The paper is assessed through a 2 hour 5 minute examination. The total number of marks available is 96. The reading and writing sections on this paper are linked by a theme.

The focus of this component is:

## Section A – Reading

Study and analyse selections from a range of non-fiction texts.

This paper features two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts is literary non-fiction. The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. 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 nonfiction, such as selections from autobiography, letters, obituaries and travel writing.

The questions are on Text 1 (Questions 1 to 3) and 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

This section allows students to 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 section for a guide with the title 'Stress-free Settling In' or a letter to a newspaper giving view on 'Discrimination still exists today; nothing can be done about it'.

The Assessment Objectives for this paper are:

### Section A: Reading

AO1:

- Identify and interpret explicit and implicit information and ideas (Q1, Q2, Q4, Q5)
- 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 (Q3)

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)

**General overview:** It was clear that candidates were all able to respond to unseen 20th- and 21<sup>st</sup> 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 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 appropriate 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
- failed to support points using appropriate textual evidence or lacked connection between examples given and the point being made
- had a lack of evaluation – in the sense of deciding on an opinion - for their AO4 responses
- lacked focus on the question in Question 7 - a) and b) both ask a specific question, not just for similarities between the texts and comparison of broad ideas and perspectives
- lacked organisation in their writing
- connected but did not develop ideas enough in their writing
- lacked accurate spelling and secure control of punctuation and sentence structure.

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 evident 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 at this borderline grade were achieving two marks in this question in the main, and there were a range of responses to choose from, with *white* and *cardboard* proving popular. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of the first part of bullet 1 of AO1: *identify*. It was very unusual to see any responses that were incorrect this series for this question, unless the wrong lines had been used.

## SECTION A: Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 4-7, identify **two** details of the sign.

- 1 its white.
- 2 its made from cardboard.



Spelling is not penalised in this question.

1 From lines 4-7, identify **two** details of the sign.

- 1 crisply stenciled
- 2 Black letters



Two marks are achieved here.



Answer briefly and move onto the next question.

1 From lines 4-7, identify **two** details of the sign.

1 White cardboard.

2 Only sign in the west Area Cafeteria.



This is a slightly longer response but still achieves 2 marks.

1 From lines 4-7, identify **two** details of the sign.

1 The crisply stenciled black letters spelled out the lunchroom.

2 It was the only sign in the west office area cafeteria.



There does need to be selection of material from the lines to meet the AO, and although this is quite long it has selected, so achieves 2 marks.

1 From lines 4-7, identify **two** details of the sign.

1 A white cardboard sign

2 Its crisply stenciled black letters



Two marks are achieved here.

1 From lines 4-7, identify **two** details of the sign.

- 1 'A white cardboard sign'
- 2 'Spell out the lunchroom hierarchy'



Two marks are achieved here.

1 From lines 4-7, identify **two** details of the sign.

- 1 Black letters
- 2 only sign



This is a brief and succinct response.

1 From lines 4-7, identify **two** details of the sign.

- 1 "A white cardboard sign on a table in the back of the Cafeteria beckoned them"
- 2 "It was the only sign in the west area Cafeteria; no other gaps needed their seating prescribed in the same fashion."

(Total for Question 1 = 2 marks)



Again, this is a long response but has selected material from the lines.



## Question 2

This series is the second time this question assesses AO1 rather than AO2. Candidates were achieving, in the main, two marks in this question and there were a range of responses to choose from, with *pushed it aside* and *ignored it* proving popular. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of both parts of bullet 1 of AO1: *identify and interpret*. For this reason, answers that interpreted information from the lines, for example although 'ridiculous' and 'offensive' were not specifically reactions to the sign from the women, it was agreed that these were valid interpretations of the reaction to it.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

1 Pretend it wasn't there

2 ignore the sign



This is a succinct response.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

1 The women try to ignore the sign

2 The women find the sign 'ridiculous' and 'offensive',

(Total for Question 2 = 2 marks)



Two marks are achieved here.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

- 1 The sign seemed especially ridiculous and somehow more offensive.
- 2 They tried to ignore the sign, push it aside during their lunch hour, pretend it wasn't there.



Again, for this question there must be evidence of selection from the lines set, Although this is quite long, it does have selection.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

- 1 They felt offended
- 2 They tried to ignore



Grammatical accuracy is not essential here.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

- 1 Women felt like it was 'especially ridiculous'
- 2 They felt like it was 'more offensive'



Two marks are achieved here.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

- 1 ~~Push it aside during their lunch hour~~  
Pretend it wasn't there
- 2 Ignore the sign



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Two marks are achieved here.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

- 1 'had learned to tolerate'
- 2 ~~They had accepted,~~ in order to function in their daily lives.

(Total for Question 2 = 2 marks)



**ResultsPlus**  
Examiner Comments

This is an unusual example of an incorrect answer. It uses material from outside of the lines specified, so even though it shows reaction/feeling it cannot be credited.

2 From lines 16-19, give **two** ways the women react to the sign.

You may use your own words or quotations from the text.

- 1 "Somehow more offensive"
- 2 "The women felt equal"



**ResultsPlus**  
Examiner Comments

The second answer is not credited as it is not a reaction to the sign.

## Question 3

### General:

The vast majority of candidates were able to write about language and structure and were also able to use evidence from the text to support their comments/explanations. A number of responses were basic in that they looked at simple examples of language from the text and made simplistic comments about content, rather than examining how the writer used language and structure. Some candidates were distracted by the content and the theme of discrimination away from effectively analysing the text, instead sharing their views on the subject matter or the theme in general.

It was apparent that almost all candidates were aware that they needed to write about both language and structure albeit in weaker responses candidates did not always write about aspects of the text under structure that would qualify as such.

### Language:

A few candidates picked out the simile ('like fuel...'), but not many explored it in great depth or really explained how this was engaging. Many were able to easily identify techniques such as the use of description in 'COLOURED COMPUTERS', the metaphor of Miriam's size/personality and strong answers analysed the ember simile well; there were plenty of features to identify. One examiner noted:

"Prescribed" was a quite surprising and popular choice for language comment. Many related it to medicine, with the women being "quarantined from the other workers". "Beckoned" was interpreted successfully, with developed comment on the way the sign had a life of its own. Strangely, "lofty" was almost universally misunderstood as dark/cramped/stuffy etc.'

### Structure:

Most candidates knew they had to explore structure although there were some very generic comments that did not explore how structure is used to engage e.g. 'the writer has used paragraphs to make it easier to read'. In many cases with structure, the comment was generic e.g. 'short sentences don't bore the reader', 'long sentences have plenty of information'. Generic comments lacked references to the text, so even the limited assertions lacked support. Some candidates were more developed in their focus e.g. 'Varying sentence lengths reflect the up and down lifestyle and tempo of life for blacks'.

Candidates are however becoming more confident in ensuring that they comment on both language and structure, but analysis of structure is not as developed as language analysis. Better comments explored why COLOURED COMPUTERS was in capitals and the impact of contractions such as 'there's'. Many candidates commented on the use of ellipses, some explained or explored, most only noted the use of it. A few candidates misinterpreted the list - there was some confusion about the groups of people listed and who was eating where; feeling equal and where. In weaker responses candidates often started paragraphs by stating 'the writer uses structure to...' and then wrote about language or made a vague comment about the writer using sentences and paragraphs to organise their writing.

There is also some confusion over what constitutes 'structure' with many candidates being more comfortable analysing the effects of language techniques. Often the comments on structure were limited to talking about the use of different sentence types or punctuation with some assertions made about their effects: e.g. 'Short sentences show that the women felt at ease in the office' or 'The use of commas makes the piece racist'. Often the type of sentence was misidentified, and the point lost. Some points made were more about content rather than style e.g. 'They were treated badly as they weren't given an hour for lunch'.

### **Effects on reader:**

Better responses were able to examine and sometimes explore how language features were utilised to interest and engage the reader. There was more offered than simple generic comments such as 'to interest the reader' 'to keep you reading for longer'. Students seem to be making more of an effort to avoid cliché statements such as, 'this makes the reader want to read on,' but attempted to provide more meaningful explanations with close links to the textual details identified.

Weaker responses still tended to focus on the general ('makes the reader want to read on') whilst students that performed better were able to make specific explanations related to the quotation itself.

### **Successful answers:**

More successful responses ranged across the text often writing about the changes in attitudes to the 'sign' across the text or selecting a range of, for example, short sentences to exemplify their answers. These responses often made specific reference to particular words and phrases and were able to situate them within the context of the text.

The strongest of these responses ranged across the text and candidates were able to draw conclusions as to how particular words and phrases fitted into the text as whole and contributed towards the writer's intended point and/or message.

The best responses used subject terminology accurately. They were able to give accurate and concise explanations as to what effect the writer had created and what effect the writer wanted to create. Better responses explored the idea of the sign as a symbol.

Many more able candidates understood the irony of intelligent women being needed in NASA but being discriminated against because of their colour rather than their gender.

'Many referred to the language features which indicated meaning e.g. the ellipsis, the simile, paragraph structure, the use of listing, the visual contrast of colours in the sign, the derogatory use of capitals on the sign, and many developed the meaning into coherent and, at times, quite passionate answers, deriding the treatment of NASA employees in such fashion.'

"'The use of language like "intellectual" and "professional" contrasts starkly to the ridiculous and offensive sign.'" and "The inanimate sign seems more authoritative than the living women", who seemed powerless against the sign, "even with the important jobs they had", achieved highly.'

Some candidates successfully explored the mixed feelings of 'empowerment'/'anxiety' and there were a few who pointed out the human characteristic of the sign – 'beckoned them' and one wrote that it 'made you feel sorry for people having to obey the rules of an inanimate object'.

'garden variety' 'showed that the discrimination had lost its violence but retained a subtle psychological force to intimidate rather than to violate'

'the words 'identical twin' show they didn't even stop to think – like changing toilet paper. They really saw them as inferior.'

### **Less successful responses:**

Weaker responses were PEE or formulaic essays that repeated points and missed explanations. There were many responses where the candidate explained an effect that was either untrue or flimsy in its link to the quotations they were writing about. Weaker responses were almost too literal in their attempts to write about the effect on the reader.

*'I did see one response which was wonderful; one of the strongest I feel I have ever seen in this question in the new curriculum. However, for an able candidate, it made no mention whatsoever to structure in any respect. An extremely harsh lesson to remind candidates that they must refer to both language and structure.'*

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

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

In ~~the~~ line 1 the writer uses a short sentence to engage the reader. 'Thirty minutes and back to work?'. By using this structural technique ~~#~~ at the beginning of the text, the writer is able to ease the reader ~~into~~ <sup>it</sup> ~~into~~. This technique also makes the reader want to read on ~~& so~~ so that they can find out more details.

In the text, the writer uses a short paragraph to open it up. This structural device is useful as it ~~doesn't overload it~~ doesn't overload the reader with a bunch of information straight away.

In lines 32 and 33 the writer uses an ellipsis to engage the ~~&~~ reader. 'But that ~~to~~ sign in the cafeteria...'. This ~~draws~~ <sup>interests</sup> the reader by making them think about the sign. The ellipsis also

draws ~~to~~ ~~the~~ in attention and interest as it implies that ~~at~~ the same point will be explored in the next paragraph.

In ~~the~~ lines 4 and 5 the writer uses <sup>adjectives</sup> language to interest and engage the reader. The sign is described as being 'white' with 'crisply' ~~black~~ letters. This language technique creates an interesting contrast ~~from~~ from the theme of the text (segregation) as ~~these~~ ~~text~~ ~~is~~ ~~are~~ something black and white is placed together. This has an effect on the reader as it sets the tone <sup>for the</sup> attitudes towards black people ~~when they~~ by describing the letters as ~~black~~ crisply and black.

In line 37, the writer uses a simile to interest the reader. The <sup>writer</sup> states that Miriam Mann had a 'personality as outsize as she was tiny'. This engages the reader as it helps to flesh out <sup>Miriam</sup> the character and portray a better understanding of her. This also helps the reader ~~to~~ ~~have~~ ~~a~~ visualise what Miriam is like.



This response achieves everything in Level 3 and offers some exploration in the 4<sup>th</sup> paragraph. The points on the effect on the reader are focused and the candidate deals with both language and structure.

In line 5 the writer mentions "COLORED COMPUTERS". This shows that the attitude towards black people were very different to nowadays. This affects the reader as it shows how black people were treated at the time.

In line 6 the writer explains how "no other group needed their seating prescribed in the same fashion". This shows again the attitude at the time.

In line 9 the writer mentions that the women were "not exactly excluded, but not quite included either." This shows the exclusivity these women had to endure.

In line 12 it explains that "racial violence" "could spring out of nowhere" this makes the reader feel sorry for these women.

In line 7 the writer uses listing when outlining other people's jobs - "the caretakers, the laborers, the cafeteria workers" This is a structural technique and ~~tea~~ lays out clearly other people's jobs within the facility.

The writer mentions how the sign seemed "especially ridiculous". This shows that the writer disagrees with this signage and thinks it is unnecessary.

In line <sup>41</sup>~~34~~<sup>39</sup> the writer explains how Miriam Mann "snatched the sign". This shows that she very much disagreed with the sign and took it upon herself to take it down.



This response identifies a number of references but does not always explain them clearly. References are not always discriminating. Comment is made on the text and on language e.g. 'COLORED COMPUTERS' and structure e.g. listing.

The writer has used adjectives such as 'white' and 'crispy stenciled black letters' to make the sign stand out at the back of the room to show where the African American women have to sit, this is segregation. This then tells the reader how poorly treated people were for being a different color, this also shows the reader how racist people were even though Executive order 8802 was put in place.

The writer has also used more 'Colored Computers' in bold writing to make the sign stand out. ~~The writer also made 'colored computers'~~ This structural technique of bolding out 'Colored Computers' is used to make it obvious to the reader that this sign has been put out on purpose.

to segregate the white from the black.

The writer has also used a list to show how excluded the African American women were for example 'The Core workers, the laborers, the Cafeteria workers themselves did not have lunch in the main hall Cafeteria.' This can show the reader that even the lowest of workers were treated equally to the black women.

The writer has also used specific meanings to compare language the reader reader to making them see read read more of this. For example 'not exactly excluded, but not exactly included.' This will make the reader think making him read more about why, when they not included.



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Examiner Comments

This is a Level 3 response. There is some explanation of how language is used, e.g. adjectives; and how structure is used e.g. lists (the first 2 bullet points). References are not always valid (bullet point 3).

The writer cleverly uses ~~Simi~~ a Strong <sup>(15)</sup> ~~Opening~~ <sup>Short Sentence</sup> to enforce a strong thought in the readers mind through the Masterful use of a short sentence. The ~~beginning~~ <sup>Short Sentence</sup> ~~Opening~~ sentence plants an image in the readers head about this story was going to be. The superb use of the short sentence 'most groups ~~to~~ sit together out of habit,' suggests that some people did not want to sit together however it was an order that they did, ~~indicating~~ <sup>indicating</sup> how boring it must have been or even ~~annoying~~ <sup>if you</sup> frustrating if you had to sit with someone you did not like. This has a good impact on the reader as it is quite an interesting start implying that they really had no choice or any sort of freedom.

The writer aptly uses ~~a~~ Similies to interest and engage the reader and to show inequality between races. The use of the similie 'striking even the economically secure Negroes like fuel poured on a smouldering ember,' suggests that even the people who were financially stable and had money and were not poor ~~they~~ <sup>they</sup> got racially abused and impacted. This also shows how no

Matter how big you were if you were not white you would experience some sort of racism. Indicating how hard it was for coloured people to live back then and somehow not losing their temper.

The writer cleverly uses juxtaposition in order to show how different coloured lives and white lives were and how it was not fair. We see that 'Dorothy walked several blocks each morning from Lucy's house to Langley' however this is then expertly juxtaposed when it says 'The women at the dormitory enjoyed a special bus service' suggesting that the coloured had no means of that form of transport whereas the whites ~~got~~ had a special bus, showing again the inequality living two completely different lives.

The writer also furthermore uses <sup>a strong ~~off~~ beginning.</sup> ~~short sentences~~ for effect ~~once again~~ and to show the equality and determination from the coloured ladies. The opening short paragraph is powerfully built up using two short sentences which makes it a very smart beginning. The use of the short sentences 'Thirty minutes and back to work' and 'Just enough ~~to~~ time for a hot lunch and a little conversation' suggests that the ~~for~~ coloured women were quite happy with their job and there was nothing wrong with the job except the racial abuse. Furthermore this indicates that the women were happy and cheerful and just as hard working as the white women. ~~The use of~~

The use of the ~~quote~~ phrase 'Thirty minutes and back to work' so indicates how determined they were to complete their work. This makes the reader feel sympathy for the coloured women as they are just as hardworking but are getting treated like animals.



There is some explanation of language and structure. The third bullet point in Level 3 is not fully realised as the references selected do not always illustrate the points made. There is some repetition towards the end of the response. The comment 'there was nothing wrong with the job except the racial abuse' is a misunderstanding of the text.

In the extract the writer uses language and structure to interest and engage the reader. The writer uses language to convey the ideas of the work place by saying 'no other group ~~would~~ needed their seating prescribed in the same fashion'. Here the writer uses diction to engage the reader as the word 'prescribed' makes you think of medicine and cures and the only way to cure the lunch room is segregation. ~~Impact~~ The effect this has on the reader should be a feeling of distrust and inaccuracy as this isn't the way to solve the problem. The reader should be feeling sympathy for the workers who are ~~forced~~ forced in ~~to~~ to these situations.

Secondly the writer uses structure to create an effect on the reader. The sentence 'it took its leave for a few days, perhaps a week, maybe longer, before it was replaced with an identical twin.' This whole ~~other~~ quote utilises commas to give a long enough pause for the reader to think about what has been said. The use of time here and a lack of knowledge for how long the sign was missing shows how even if you remove the sign social segregation is still there, ~~and~~ the reader ~~misunderstands~~ This makes the reader feel powerless as nothing



Seems to change and the social hierarchy stay broken still.  
It may also make the reader feel sympathetic as they ~~want~~ start  
to see how ~~bad~~ <sup>bad</sup> it is.

Lastly the writer uses complex sentences to engage the reader.  
They tried to ignore the sign, push it aside during their lunch <sup>hour</sup> break,  
pretend it wasn't there.' This makes the reader understand that  
these people ~~are~~ aren't being deseted by this sign and they are  
just getting on with every day life. This makes the reader  
feel empowered as if these people can deal with this all day  
then they can either try to help or understand that they aren't  
the only ones who have problems.



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This is an individual response. There is clear exploration of language and its effects in the first paragraph. The second paragraph similarly explores the effects of structural features. Points are not always supported by detailed references, which is why the response does not go to the top of Level 4.

The writer engage the reader by using the techniques of some past problems in the inequality even if it was in 2016. The readers feel very bad for the women because they ~~so~~ have not been treated well. Her unfair and ridiculous. For example "Separate "colored girls" bathrooms" This is clearly shows how different the women ~~o~~ have been treated. The ~~o~~ adjective separate suggest how people are different. Even they don't go to the same bathrooms.



This response provides limited comment. It identifies 'adjective' and uses limited references. It is a basic response that meets all the Level 1 criteria.

## Question 4

Most candidates this series achieved the mark here with a range of possible answers in evidence. These are exemplified in the responses offered in this report.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

"Jews were banned from trains and are forbidden to drive"



Achieves the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

Jews cannot sit in their own gardens after 8 o'clock.



Achieves the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

"Jews are forbidden to visit theatres".



Achieves the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

visit any places of entertainment,  
such as theatres.



Achieves the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

"Jews must hand in their bicycles, Jews are  
banned from trams and are forbidden to drive".



This is a longer answer but does achieve the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

'Jews may not take part in public sports.'



Achieves the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

Jews are not allowed to be banned from  
trams and forbidden to drive



Achieves the mark.

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

'Drive'



**ResultsPlus**  
Examiner Comments

This is a very brief answer, which works well - it saves time!

4 From lines 10-15, identify **one** thing Jewish people are not allowed to do.

Jewish people "are <sup>only</sup> ~~not~~ allowed to do their shopping between three and five o'clock"



**ResultsPlus**  
Examiner Comments

While this is an example of what people who are Jewish are able to do, there is a sense of what they are not able to do implied in it, hence there is interpretation, the second part of the AO.

## Question 5

Candidates this series were in the main achieving the mark in this question and there were a range of responses to choose from, with *terrible* and *only one washing cubicle for a hundred people* proving popular. These are exemplified in the example responses offered here.

5 From lines 26-28, identify **one** thing the writer has heard about Westerbork.

only one washing cubicle



Achieves the mark.

5 From lines 26-28, identify **one** thing the writer has heard about Westerbork.

The writer has heard ~~westerbork~~ westerbork sounds horrible.



Achieves the mark.

5 From lines 26-28, identify **one** thing the writer has heard about Westerbork.

Men, women, and children all sleep together.



Achieves the mark.

5 From lines 26-28, identify **one** thing the writer has heard about Westerbork.

"There is no separate accommodation"



Achieves the mark (spelling is not marked in the reading section).

5 From lines 26-28, identify **one** thing the writer has heard about Westerbork.

'not nearly enough lavatories'



Achieves the mark.



## Question 6

### General:

Many candidates still find it difficult to evaluate and offer a simple re-telling of the text or an extension of question 3 without focusing on the key part of the question 'how successfully the writer shows the treatment of Jewish people'.

There were a number of responses that simply described what happened to Jewish people and how people treated them. Some candidates also tried to answer the question by using 'evaluative' adverbs but what they actually had to say was vague and unclear.

In most cases candidates examined how Jewish people were treated rather than looking at "how successfully **the writer shows** the treatment of..." They responded to the first line of the question. A number of candidates wrote about the text on an emotional level and talked about the treatment of Jews during World War 2.

As with Q7, occasionally candidates wrote about the context of the text and made generalised comments about the treatment of the Jewish people in WW2. Where these candidates didn't write about the text their access to marks beyond Level 2 was limited. Candidates obviously empathised with the Anne Frank extract but some wasted time by giving historical detail about Hitler's campaign against the Jews from their general knowledge rather than critically evaluating the extract. The emotive subject matter did mean that some candidates shared a lot of their personal opinions on the topic which meant they veered away from the text at times. Examiners commented:

'many were eloquent in expressing their own personal feelings about the text.'

'I really enjoyed this question – there seemed a genuine sympathy on the part of candidates to identify with Anne Frank's horrifying experiences in this text.'

### Evaluation:

The majority of candidates had been prepared for this task and it was evident that they were trying to make judgements. Often candidates used words such as 'successfully', 'powerfully' and 'masterfully' to indicate their judgement – which is generally not so much 'informed' in Level 3. Occasionally candidates had used these words without really responding to the question, but as an introduction to 'P.E.E.'. However, the majority of candidates were able to make some (very often informed) judgement about the text.

A large number of candidates used predominately language and structure analysis as the backbone of their response, with evaluative comments. Some candidates decided to analyse language and structure in order to help them answer the question and most did well when doing this. Many candidates just used evaluative language but actually did not evaluate anything- this failed to look at 'how well' and sometimes just mentioned 'how'. Examiners commented:

'While there was still much sign posting of the 'evaluative' adverbs, I felt this was in less evidence here than in previous series.'

This question has improved over the years and now candidates seem to really be able to engage with the evaluation of writer's choices. However, some candidates still treated this question as an AO2 question and analysing the effects of language and style without making a critical judgement of the overall success of the writer.

Sometimes using formulaic approaches to answer this question - SITE and PECS – limited the depth and range of the evaluation. Using evaluative adverbs did not always mean that the candidate evaluated!

### **SITE:**

Most were able to “comment” or “explain” but few moved into Level 4. Popular parts of the extract chosen were the words ‘must’, ‘Jews’, ‘forbidden’, ‘banned’, ‘barbarous’, ‘branded as inmates’, ‘shaven heads’, ‘loaded into cattle truck’ and ‘assume that most of them are murdered’. There were some insightful comments on the animalistic imagery and the use of listing to show the intensity of the restrictions. However, the text was very accessible and most candidates used detailed references to it, in particular the forbidden activities (repetition of Jews/ word ‘must’), to explore the terrible experiences of the Jews. Quite a few expressed sadness that Anne was not allowed to have friends so she invented one. Candidates also showed how effectively the Jews were presented as dehumanised in the second diary entry: ‘loaded as if they were nothing but useless packages being tossed away’. One wrote that the writer was ‘so successful the reader hurts with the narrator’.

### **References:**

Most candidates supported their ideas with quotations from the text and tried, to varying levels of success, to be selective. A minority of candidates either did not include any quotations or copied out excessively lengthy chunks of text which limited the marks they were able to access. Many failed to use a range of quotes or relevant quotes. The higher levels embedded quotations well. Unusual responses saw candidates just writing the quote and then explaining it. Most used a range of quotations in their responses to back up the poor treatment of the Jewish people.

A significant number of students used appropriate quotations to support their points, however those who chose evidence for the sake of it struggled to comment meaningfully as the evidence did not support the points made.

### **Successful responses:**

Stronger responses were able to discuss the words and phrases they had chosen in relation to themes across the text and how this showed the treatment of Jewish people. They were also able to identify the progression throughout the text and how this points to worsening treatment/ consequences. Better responses separated their responses out using the SITE acronym. Better responses looked at the amount of restrictions they faced and explored the idea of fear and anxiety felt by the Jewish people.

‘Students engaged with this text well and made a great effort as a result. Level 4 answers looked at the effect of Frank’s writing on the reader.’

‘discussed her perspective, what she was able to show the reader and what it shows about her feelings.’

‘There were several lovely comments about Frank’s use of ‘Kitty’ to comment as a way of commenting on the treatment of Jewish people; the ellipsis as well permitting [readers] to imagine the true horrors. There were many solid, focused responses in the L3/L4 area of the mark scheme that evaluated more concisely.’

‘...there were some positive and engaged responses. There was the odd response which suggested the Nazis were depicted as disorganised because they inadequately prepared for the number of Jews they were expecting, but generally Anne’s ability to remain brave and calm whilst describing horror; the extraordinary list of laws which engaged candidates who had bikes themselves, who liked to go shopping etc, the tone of the passage, the development of the narrative into describing

Westerbork etc gave them the real chance to look at how well the diary was written and some commented on the way Kitty was used to say something about Anne herself.'

'More considered responses showed a sensitivity of the writer - a few considering the importance that, as a child, Anne Frank shouldn't really know about the level of hardship. Other thoughtful consideration was made to the tone, particularly the ominous and rather blunt ending- which some students thoughtfully considered as representative of how desensitised people had become to violence.'

### **Less successful responses:**

Some candidates are still struggling with the difference in AO from Q3. Some candidates relied on analysing language and lacked the judgement element. Those who employed the SITE structure tended to do much better.

Weaker responses over-relied on analysing language and their only attempt at judgement was to tag the phrase 'this shows the writer has shown the treatment of Jewish people successfully' onto the end of each point.

'This is still answered less confidently and quite often tends to be more AO2 in response. Some students are looking at the text more holistically, but the majority tend to choose a few quotes and say whether these are successful rather than looking at the extract as a whole and thinking about techniques the writer uses in terms of SITE etc'

Weaker responses were not balanced in their responses and focused either more or less on describing aspects of the text. There was a lot of comment on the different restrictions but sometimes very little exploration in to why the writer was successful in showing the treatment of the Jewish people and little evaluation.

6 In this extract, the writer attempts to show the treatment of Jewish people.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully shows how Jewish people are getting treated. 'Jews must wear a yellow star' this shows they didn't have a say what to wear. The writer successfully uses this to show a non Jewish person can have the right but Jewish people can't.

The writer successfully shows how Jewish people are getting treated. 'Jews must be indoors by eight o'clock and cannot even sit in their own gardens after that hour'. This also, shows ~~to~~ that when it was Hitler's reign Jews had strict rules and if they was seen breaking the rules their would be a severe punishment. The writer has achieved it successfully showing the ~~beatements~~ <sup>treatment</sup> of Jewish people.

Anne Frank was a Jew herself so she knows what rules she has to live by during World War 2. 'Anne's family lived in hiding from the Germans' this shows that all Jewish people at that time was worried and petrified and didn't want to get caught.

The writer successfully shows how Jewish people are getting treated. 'Jews may not take part in public sports' this shows how badly they were treated they wasn't aloud to do any ~~for~~ public sports. The way they were treated during World War 2 was unbearable and Anne, the writer, shows successfully how her family and other Jews were being treated.



**ResultsPlus**  
Examiner Comments

The opening paragraph edges into explanation of 'Jews must wear a yellow star'. There is some informed judgement about the text; although the explanation is not convincing at times, it is just sufficient to indicate Level 3. References are sometimes appropriate but not always fully supportive of the points made.

Anne Frank ~~a~~ powerfully shows the treatment to Jewish people and shows the hard regulations they were living in. For example, the writer uses command words to show what they were prohibited from doing. "Jews are forbidden" this shows society back then separated <sup>out</sup> Jews. The Adjective "forbidden" ~~eggs~~ emphasises the treatment to Jewish people making us understand their difficulties of everyday life.



The candidate starts off with a limited assertion 'powerfully shows' to comment on the difficulties of everyday life for Jews. There is a valid reference to illustrate this, but little development, making it just enough to justify a mark of 4 in Level 2.

The writer attempts to show the treatment of Jewish people. This is achieved successfully.  
The writer should show how difficult it was Jews for Jewish people during World War II (1939-1945).  
For being a Jew. They had to follow a strict rules for example such as they're banned from farms and are not allowed to drive, Jews must be indoors by eight o'clock, they can't take any part in public sports e.g. some swimming baths, tennis courts, hockey field and they must not visit Christians at any home.



The candidate begins by repeating the question and then makes an unsupported limited assertion. It describes an idea from the text. There is a reference to only one section of the text and no further comment. The response fulfils the Level 1 criteria for 3 marks.

The writer successfully shows the treatment of Jewish people by listing everything they can and can't do "Jews must wear a yellow star" They are singled out from everyone else the Germans wanted people to know they were Jews. They were also banned ~~to~~ from public activities "Jews are forbidden to visit theaters, cinemas and other places of entertainment" They were excluded from pretty much everything.

The writer clearly shows the treatment of Jewish people wasn't very nice as Anne's family had to hide away from the Germans because they would all go to a camp and be killed otherwise "Anne's family lived in hiding from the Germans occupying Holland" They had to move away for their own safety because the Germans hated the Jews.

The writer powerfully shows the treatment of Jewish people that things were scary and hard for Anne's family and the rest of the Jews "So we could not do this and were ~~for~~ forbidden

to do that. But life went on" They all still had to carry on as usual even when things got tough because if they didn't something bad could happen.

The writer successfully shows the treatment of Jews by talking about Westerbork and how horrible it sounded. "only one washing cubicle for a hundred people and not nearly enough lavatories" The Germans didn't care about their hygiene or keeping the Jews clean, all they cared about was killing and getting rid of them all.

The writer clearly shows the treatment of Jews by singling them out so they are known as inmates. "In the camp are branded as inmates by their shaven heads" The Germans wanted everyone to know they were Jews and they wanted to make them look all the same.



**ResultsPlus**  
Examiner Comments

There is informed judgement and some explanation, but the latter requires further development. The references are appropriate and relevant to the points made. The response sometimes uses the information in italics rather than the text itself. The mark in the middle of Level 3 reflects that the explanation does not border on analysis.



(15)  
The writer attempts to show treatment of Jewish people by incorporating their emotions and feelings in the description. "Life was filled with anxiety" This shows that these people are living uncomfortably because they suffered "Full impact of Hitler's anti-Jewish laws". The reader can see that the Jewish people are living uncomfortably with anxiety and are suffering problems with society, which may make the reader feel sympathy for the family.

The writer attempts to show treatment of Jewish people. "Anti-Jewish decrees" This clearly shows that the Jewish people had rules for living, which is not good treatment at all as they are not treated as equals. Further ways treatment is described of the Jewish people is described "Jews must wear a yellow star" This shows that they are being differentiated from non-Jewish people and are being treated as if they are not normal.

"Jews are only allowed to their shopping between three to five o'clock" and only in "Jewish shops" this shows that Jewish people's daily living is hindered and further shows how badly they are treated and perceived. This may make reader become interested to know life was different for the Jewish people in 1939-1945 and will keep the reader reading on.

The writer directly confesses the Jewish people are being mistreated. "These people are treated by the Gestapo without a shred of decency" this clearly states that ~~the~~ the Jewish people are not being treated like people and more like cattle "loaded into cattle trucks" the Gestapo are being inhuman to the Jewish people which further describes their treatment. This may engage the reader to form a strong engagement with the text and keep reading more as they are seeing more pain and struggle from the Jews.

There is an attempt to show the treatment of Jewish people. "people in the camp are branded as inmates" this shows

That the Jewish people are being treated like prisoners despite doing nothing wrong. "shaven heads" this shows that they are being dehumanised so they can be organised easily which ~~for~~ reinforces that they are being treated like cattle. This may make the reader empathise, it could be that the reader understands isolation and may want to further ~~of~~ their understanding of the struggle of the Jewish people.



**ResultsPlus**  
Examiner Comments

The integrated quotations in the opening paragraph show appropriate support for the critical judgement offered. This is sustained throughout the response, demonstrating an understanding of how Jews are 'differentiated from non-Jewish people and are being treated as if they are not normal'. The analysis lacks sophistication at times, but provides sufficient evidence for a mark of 11 in the middle of Level 4.

The writer uses a <sup>group</sup> ~~list~~ of seven sentences to list all of the rules that Jews must abide by, example being that they are "banned from trams and forbidden to drive." This helps to accurately present the treatment of Jewish people as it uses everyday activities that the reader take for granted ~~to~~ to demonstrate ~~to~~ the extent to ~~that~~ which they were oppressed. In the first and second paragraph the writer recalls how in 1933 her and her family emigrated to Holland and in 1938 her two uncles "escaped to the U.S.A.", by doing this the writer indirectly shows that it was unsafe to ~~live in~~ even ~~Germany~~ live in her home country of Germany. I feel that this helps to show how Jewish people were treated because being forced to flee your country is seen as a last resort and as well as this, the word "escaped" implies that they were trapped.

The writer further demonstrates the ~~horror~~ horrific treatment of Jews by relaying

the information she has been told about ~~the~~ 'Westerbork'. "one washing cubicle for a hundred people" and "Men, women, and children all sleep together..."; ~~these~~ these are all irregularities of the basic standards of living we experience today. In comparison to a ~~a~~ four person house hold usually having ~~at~~ at least one if not two bathroom it puts into perspective just how poorly Jewish ~~the~~ people were treated. In relation to ~~the~~ the sleeping conditions as well as ~~having to share the~~ there being no designated sleeping areas, the ellipses infers that ~~that is not~~ all there is more to the dismal conditions and implies that ~~that~~ that the worst hasn't even been told yet. This successfully shows how the Jewish people were treated ~~and~~ by allowing those reading to compare it to their own living situations.

The final way that the writer ~~uses~~ shows how Jews are treated is ~~in~~ <sup>in</sup> the ~~the~~ ~~has~~ final sentence of the extract. "we assume that most of them are ~~murdered~~ murdered," the lack of emotion ~~in~~ that this sentence ~~conveys~~ <sup>conveys</sup> contains ~~gives~~ the impression that

it is expected, that the execution of people for their religious ~~beliefs~~ beliefs has become so normal that it's what they "assume" has happened. This ~~in~~ shows the reader that the human right we possess 'the right to life', is one that Jewish people did not have.

Overall, I think that the writer successfully shows the treatment of Jewish people by using personal experience as a reference point which allowed the reader to understand to what extent Jews were oppressed.



**ResultsPlus**  
Examiner Comments

The response begins to provide a detached critical overview comparing the readers' expectations of life to the experiences of the Jews and the personal experience of the writer, allowing 'the reader to understand to what extent Jews were oppressed'. The response sometimes evaluates the effectiveness of the text using the final sentence to show 'the human right we possess 'the right to life' is one that Jewish people did not have.' More sustained evaluation would have resulted in a higher mark in Level 5.

## Question 7

### Question 7a

#### General:

This was a well-answered question on the whole and most candidates gained marks on this. Candidates were able to identify limitations and restrictions; appropriate references were used. Most concentrated on similarities. It was notable that many students were able to access the top marks for this question.

#### Approaches:

The most commonly identified similarities were discrimination, segregation, anxiety and limitations. Some points were also repeated in a slightly different way e.g. 'Both texts show discrimination. Both texts show groups of people being wrongly judged.' Some candidates had stuck to a formula of three similarities (which is not prescribed) and this did not always allow students to be detailed. Most students had synthesised two similarities. Some candidates wrote too much for this section and gave more analysis than was necessary. Some were writing a lot but only making one point of similarity, usually that both extracts showed poor treatment of certain groups (which still could achieve at least Level 2).

#### Successful responses:

The best responses had three separate, relevant similarities that were supported by textual references. Almost all candidates (who attempted the question) were able to at least identify one or two similarities between the texts. Many students adopted a successful strategy of identifying a similarity and following with evidence from each text.

#### Less successful responses:

Some responses were too generalised or compared the style of the text rather than the groups of people in the texts. Others looked at differences. Some candidates failed to focus on the experiences of certain groups of people, as indicated by the question, offering similarities based on 'where' and 'when', dealing with dates and places than with the experiences demanded in the question.

Some commented on techniques/language rather than the similarities the groups shared, so it needs to be made clear to the candidates that it is not just any similarities between the text that are needed but the ones the question is asking for. Some candidates did not include textual evidence which hindered their ability to gain more marks.

The strongest 7a answers did not write lots of explanatory comments, they made strong links between the two texts and then supported with evidence from each.

## Question 7b

### General:

There were a number of blank responses to this question. Some did not compare and others wrote a minimal amount, so did not achieve a range of comparisons.

### Ideas and perspectives:

Perspectives seemed to cause a number of issues where ideas were more explicitly covered. Most candidates seemed able to compare points about the extracts and many could show the perspectives and ideas expressed. There is a large amount of implicit conveying of writer's ideas and perspectives which meant that marks had to be searched for in the responses. A general lack of explicit 'how' was the issue here. There was clear understanding of both extracts shown but clear statements with regard to how/methods/techniques/etc were sometimes scarce and this kept some from easily gaining more marks.

Often candidates wrote about the similarities between the treatment of the women in Text 1 and the Jewish people in Text 2. However, candidates did attempt to consider the differences between the texts here, e.g. how Text 1 mainly dealt with a negative perspective and Text 2 dealt with a mixture of negatives and positives. Sometimes candidates wrote less on comparison and more on analysis of language and style, often writing about one text and then the other without drawing parallels between them. Many were writing about obvious things like setting and theme with little on the writers' perspectives. There was a lack of a range of comparisons in many responses with candidates writing a lot about one or two points with overlong references or quotations. On the other hand, a lot of responses made relevant points about style without giving any supporting references at all. An examiner noted:

'I think that some candidates perhaps do not entirely understand what is meant by 'perspective' which is why some appeared to struggle.'

Successful responses had a range of different points dealing with ideas, style and clearly focused on similarities and differences. These were well supported by evidence from the extracts.

Stronger responses were able to identify that whilst discrimination is present in both texts the discrimination in text two was life threatening. These candidates were able to support their ideas and make valid points about the differences between discrimination in the workplace and the totality of the treatment of the Jewish people in text two. Stronger responses explored the perspective about discrimination – e.g. text one in third person and text two as a first person diary. The best responses 'zoomed in' on language and explored the effect. In terms of the comparison element, candidates that weaved their comparison rather than explore one text in a paragraph offer a conjunction then look at the next text were able to offer exploration and analytical comparisons of the texts as well as covering the 'wide, varied and comprehensive' comparison.

Stronger responses were able to select a range of material across both texts and draw out relevant similarities and differences. Many candidates chose to compare restricted freedoms and language choices used to describe both groups of people.

Where candidates performed well, they were able to compare the audiences and writers of the two texts rather than just individual details about what they said. Better answers focused on similarities such as discrimination but then picked apart the way these were treated differently by the writers and the effects on the reader. Some candidates were able to recognise the different formats and audiences, the third and first person narratives, and the fact that the treatment of the Jews in Text 2 was more extreme than that of the blacks in Text 1.



Students had identified different perspectives well with many saying Text 1 had more of a positive outlook than the outcome for Frank's text. Very few students compared the language and structure as per the mark scheme but strong answers compared the person (first vs third person) and the different structures.

### **Less successful responses:**

Weaker responses talked in very general terms about the two texts and often did not support their ideas with quotations. Some of these responses focused on features such as when the texts were written making generalised comments about publication dates, often getting this wrong in relation to Text 1.

Weaker comments also included observations about paragraph length and sweeping statements about either an abundance or lack of things such as adjectives. It would be worth pointing out to the candidates the importance of using the textual references to support and exemplify their points. Some candidates that were able to draw and discuss comparisons that were not obvious but then often lacked supporting evidence and stayed at the low L3 at best as a result. Answers that made a point and then went on to say how it was both similar and different worked well. An interesting acronym that worked well was (VTRAP): Viewpoint/Tone/Rhetoric/Audience/Purpose.

Weaker responses tended to view this question as an extension of 7a, just giving endless comparisons with a quote for each one with little focus on ideas and perspectives. There were some responses that did not focus on differences but similarities instead. There were a lot of responses that were vague and seemed to follow the formula of make a point then give an example from each text then move on.

Students tended to make obvious comparisons such as 'they're both about discrimination' or 'one is a diary and one's a story'.

7 (a) The two texts show the experiences of certain groups of people.

What similarities do these groups share in these extracts?

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

(6)

Both groups have clearly described as being discriminated against. In text 1, the protagonist states that she is 'not exactly excluded, but not quite included either'. In text 2, Frank mentions 'our many Jewish friends are being taken away by the dozen'.

Both texts mention the fact that they are prohibited from ~~some things~~ certain things. Text 1 states that people of colour had a 'seperate bathroom' and a special bus service. Text 2 says <sup>a large list including</sup> that Jews ~~are~~ are banned from trams and are forbidden to drive.

However, both Text 1 and text 2 state that they are staying optimistic about their situations. Text 1 includes that her friends and she ~~are~~ created a 'small act of defiance inspiring ... a sense of empowerment. In text 2, Frank says that 'life went on in spite of it all. Our freedom was strictly limited'.

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

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

In both texts the protagonists had been discriminated against. ~~However~~ In text 1 she only had 'coloured girls' bathroom' and ~~the~~ separating signs like the 'coloured computers' sign. This has rightfully negatively impacted her friends and she act out in 'defiance' <sup>against her</sup> inspiring both anxiety and a sense of empowerment - conveying the message that discrimination is simply a barrier to <sup>overcome and</sup> 'get through'. <sup>you can still achieve anything.</sup> However in text 2, a young girl mentions graphic descriptions of 'men, women, and children all sleeping together' and assumptions that 'most of them are murdered'. This puts into perspective how ~~the~~ <sup>insignificant</sup> text 1's message is compared to the protagonist's family and entire religion in text 2 being forced into submission and killed.

Text 1's protagonist creates a setting ~~that~~ <sup>and</sup> description of certain objects used to discriminate her and her friends gives the sense that it is very individual to them on a small scale. In text 2, the prosecution is described as anti-Jewish laws across entire countries, with everyone being treated ~~that~~ as inhumane. Both writers give ~~the~~ <sup>individually</sup> types of discrimination that can either be targeted or at ~~all~~.

general mass scale.

~~Begin~~ Because text 1 is presented from the mind of a working woman in a job of high intelligence, and text 2 is given from the personal thoughts of a young girl. The perspective on discrimination between the two is quite different. Text 1 mentions ~~the~~ the rights and laws that should be in place to protect her from discrimination such as the 'US Civil Service' and the 'Executive Order 8802', proving to the reader that she cares greatly about the politics behind discrimination. In text 2, the innocent child mind of Anne Frank mentions that 'Jews must hand in their bicycles' and cannot visit 'places of entertainment' and 'must go to Jewish schools'. These are all ~~problems~~ <sup>things</sup> that matter great to <sup>her</sup> a child, providing two different perspectives on discrimination.



7a - There are three clear points in three paragraphs showing detailed understanding. There is supporting proof from both texts which is appropriate and relevant.

7b - The response provides a varied range of comparisons. While it may be argued that the range is not comprehensive, the depth and detail offered compensates for this, as does the effectiveness of the analysis. An example is contained in the final paragraph which compares 'the mind of a working woman in a job of high intelligence' with 'the personal thoughts of a young girl', giving two very different perspectives on discrimination. The integrated quotations are balanced from both texts and clarify the points being made.

7 (a) The two texts show the experiences of certain groups of people.

What similarities do these groups share in these extracts?

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

(6)

Both of the people are suffering from a certain situation in extract 1 the women are suffering from "racial status and signs". In extract 2 Jews are suffering from things they are "banded" from. So both extracts provide character that feel down or trapped because of certain things.

Both characters are suffering because of their culture the "black" women are suffering from what they skin colour went through in <sup>the past</sup> war and the jews are also suffering because of what happened in the <sup>Past when war began</sup> ~~near~~. Both characters are in a difficult position and could get emotionally hurt.

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

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

Both writers present their ideas quite differently. This is shown because in text 1 <sup>they</sup> ~~we~~ are only talking about "black" women in a difficult and isolated position where they feel a sign has been put up for the purpose of them because the sign is put up in the area they eat in.

Text 2 is written about all Jews as altogether not just a certain amount of people. In this extract it also shows how the whole culture was effected because of one war they whole life changed as quoted "first the war, then the capitulation, followed by the arrival of the Germans, which is when the suffering of us Jews really began." which quotes they have been through a lot because of everyone discriminating them.

Both writers are on the same lines of talking about a certain group of people suffering because of their belief and skin colour. So both writers have a negative tone towards the audience

Text 1's writer just adds paragraphs to the extract whereas text 2's writer also add a letter at the bottom to interest the reader by showing someone's personal statement. The letter is personal to someone so it's effective and more believable.



7a - The candidate identifies two similarities about the experiences of groups of people - they both 'feel down or trapped because of certain things' and 'suffering because of their culture'. Each point is supported with relevant evidence.

7b - The response does not always focus on answering the question about discrimination as demonstrated in the final paragraph. It does make comparisons which are more than 'obvious' but the range is lacking. References are generally appropriate indicating a low mark in Level 3.

7 (a) The two texts show the experiences of certain groups of people.

What similarities do these groups share in these extracts?

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

(6)

Both texts show how limitations are put on their lives for certain groups of people. In text 1, coloured girls have to use different bathrooms 'bathrooms designated for coloured girls' implies how even though they are allowed the same jobs they are still isolated in certain ways. In text 2, the Jewish people have many restrictions 'our freedom was strictly limited. yet things were bearable' this demonstrates how even though this certain group of people are singled out and treated differently they still stayed positive. In text 1, the group of people do feel equal to others at times however occasionally they ~~feel~~ are treated unfairly and with no respect. While in text 2, the Jewish people are treated with no respect or human rights at all.



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

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

① Text 1 is rebellious but not in text 2.

② had affects on groups

③ NO way to get rid of discrimination

Support your answer with detailed references to the texts.

(14)

In text 1, the writer shows how there are little acts of rebellious behaviour. The quote 'watched their colleague remove the sign and banish it to the recess of her purse, her small act of defiance inspiring both anxiety and a sense of empowerment' this gives the sense that they will not accept that they are worthless than others.

Whereas in Text 2, they accept the limitations put on their lives and try to carry on as normal as possible. The quote 'so we could not do this and were forbidden to do that. But life went on in spite of it all' this shows that there is fear which is stopping them from fighting against the Germans and fear that they will make the situation worse. The word 'spite' suggests how the group are bitter and unhappy about the situation but have to carry on as normal as possible.

In text 1, the writer shows how the discrimination has a huge affect on

them. The quote 'it was mandate. A white cardboard sign on a table in the back of the Cafeteria beckoned them' suggests how they do not get a choice it is rules.

The phrase 'at the back of the Cafeteria' demonstrates how they were put out of sight as well, the table has been placed where they are less noticeable. In text 2, the writer describes how it affected her family 'the rest of our family felt the full impact of Hitler's anti-jewish laws, so life was filled with anxiety'. This suggests that they were always on edge and scared compared to text 1 where the group are more frustrated by their situation.

In Both texts, ~~they~~ feels there is a sense that they feel that they are trapped and cannot escape the discrimination. In text 1, the quote 'before it was replaced with an identical twin, the letters of the new sign just as blankly menacing' implying that they feel as though they are in a vicious circle where they try to change the situation but nothing changes. The phrase 'blankly menacing' implies how irritating and unnecessary the sign is.

In Text 2, the quote 'is it impossible to escape' suggests that even though she has thought about trying to get away she feels it is not worth trying.



**ResultsPlus**  
Examiner Comments

7a - The candidate identifies 'limitations' and 'restrictions' in the lives of the 'coloured girls' in Text 1 and the Jews in Text 2. There are appropriate references and the comment about them being 'singled out...stayed positive' provide sound understanding. In the last paragraph, the answer refers to the differences rather than similarities.

7b - The response considers a wide range of effective comparisons. It is balanced in its approach, including the use of references, with some exploration of the discrimination each group experiences. The final idea is not fully developed so it does not achieve the top mark in Level 4.

7 (a) The two texts show the experiences of certain groups of people.

What similarities do these groups share in these extracts?

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

(6)

Both of these texts spoke about how a group of people were being oppressed for who they were. Text 1 speaks about "women... black professionals" who were oppressed for the colour of ~~their~~ their skin, so were at the bottom of "the lunch room hierarchy". Text 2 is about "anti-Jewish laws" and how Jews had to hide from the Nazis during the war ~~because~~ <sup>because</sup> the "freedom was strictly limited".

Although published at different times, the texts were both from people living during the 1940's - when World War II was happening. This is stated in Text 1 - "1943 to 1958" and Text 2 - "Saturday, 20 June, 1942." This shows that the countries had not developed yet and had controversial views about specific groups of people.

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

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

The writer of Text 1 presents the idea of discrimination through a third person narrative about a specific time when discrimination was an issue. The use of third person presents the reader with a non-bias, factual point of view about how discrimination affected a group of people.

The writer of Text 2 presents the idea of discrimination through a first person perspective of ~~for~~ a problem that ~~happened to them~~ affected ~~thm~~ them specifically. Text 2 is presented as a diary of a Jewish girl who wrote about her own experiences.

A difference between these texts are when they were published. Text 1 was published in 2016, when

discrimination of black women is no longer the issue it was when the event happened. Text 2, however, was published in 1947 which is only two years after the war so it would be fresh in people's minds and affect people on a more personal level since the discrimination was a lot more relevant to the time at which the book was published compared to the long time period between the event of Text 1 happening and the book being published.



**ResultsPlus**  
Examiner Comments

7a - There is one developed point with relevant supporting quotations and sufficient comment to move from limited into sound understanding. The second section of the response referring to dates does not answer the question. The response concludes with a rather general point.

7b - The response deals with Text 1, then Text 2 before drawing them together in the final paragraph. The comparisons are relatively obvious, but there is some comment. The references are valid but not developed.

7 (a) The two texts show the experiences of certain groups of people.

What similarities do these groups share in these extracts?

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

(6)

In text 1, the girls that are ~~coloured~~ <sup>coloured</sup> are given <sup>e</sup> labelled ~~bathrooms~~ <sup>bathroom</sup> to use.

There was nothing they could do about that, or the separate "coloured girls" bathroom.

Similarly, in text 2, Jewish people can only go to labelled shops.

Only in shops which bear the notice "Jewish Shop".

In ~~both~~ <sup>both</sup> texts both groups of people can only go to certain places that they are assigned to.

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

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

~~Text 1 is less discriminatory than Text 2.~~

~~'The women of West Computing were the only black professionals on the laboratory - not exactly excluded, but not quite included either!'~~  
~~This quote~~



7a - The candidate identifies one similarity - 'both groups of people can only go to certain places ...' with proof from both texts. There is sufficient additional comment to go beyond 'limited' into 'sound' understanding.

7b - This is an example of an answer which was crossed out and not replaced and therefore what is crossed out should be marked. There is one statement - 'Text 1 is less discriminatory than Text 2' with a supporting quotation from Text 1. This is sufficient for 1 mark in Level 1.



7 (a) The two texts show the experiences of certain groups of people.

What similarities do these groups share in these extracts?

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

(6)

In text one the 'African-American females' experience racism and order of importance. This is shown when 'black's had learned to tolerate, if not to accept' that there was a sign made just for them to isolate themselves from everyone else at lunch because of their 'hierarchy'.

In text two, the Jews experience 'anxiety' and racism against their ~~religion~~ religion as they are told what they can and cannot do and had to move away from society because they were Jews. This is shown when it is written that 'the rest of our family felt the full impact... so life was filled with anxiety'. Both texts share similarities as both are forced to accept things within them.

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

You should write about:

- the ideas and perspectives
- how they are presented
- how they are similar/different.

Support your answer with detailed references to the texts.

(14)

In text one the writer presents ideas about discrimination when everyone was labelled as either 'black' 'coloured' or 'white'. Likewise every individual had a professional name such as 'The caretakers, the laborers, the cafeteria workers' however women were only <sup>named</sup> 'colored' the women' which clearly identifies their importance was lower than everyone else's and ~~at~~ although they were the same, they got discriminated against because of their colour 'The women of West Computing were the only black professionals' and their gender.

In text two the writer presents ideas about discrimination when the Jews are emmigrated to holland because of their religion. It is presented

that they are effectively discriminated against when even men and women who are aged are told what they can and cannot do, everyone also has no private and <sup>are unhappy</sup> happy as if any rules were forbidden or not kept too ~~that~~ there was a possibility of danger and most definitely punishment. Our many Jewish friends are being taken away by the dozen... being loaded into cattle trucks... and sent to the big Jewish camp.

Both texts are similar as both individuals get discriminated against however in text one, the 'women' overcome their problems and ~~and~~ become powerful whereas in text two there is no escape and you cannot become powerful and get another chance at life or you die.



7a – There is one similarity identified - the experience of racism - with some development and supporting quotations, showing a clear synthesis of the two texts.

7b – The answer sustains the focus on the question making some range of comparisons between the texts. It deals with Text 1, then Text 2 drawing them together in the final paragraph. There is some explanation of ideas and perspectives but this is not always secure or fully convincing. The references are mainly appropriate. All these points suggest a mark in the middle of Level 3.

## Question 8

### General:

Question 8 was popular for students of sixth form colleges, but also offered advice for new Year 7s in some cases, or new students joining a school at any time. Many of the responses to this task would have been appropriate and helpful as contributions to a school/college handbook.

Examiners commented:

'some very impressive pieces in terms of suitability to purpose and audience.'

'It was heart – warming to see and read so many responses that were encouraging, supportive and knowledgeable about 'Settling in', an experience that is so readily identifiable to candidates. I feel it worked extremely well across the range of the mark scheme.'

AO5:

### Ideas:

Many became a list of facilities and courses or directions that were very detailed. There seemed to be many with a real lack of focus on the task and many were simply a virtual walk through the campus of a school or college. Very few were sophisticated enough to notice that the information guide was produced by 'the school', but a couple did and therefore produced more sophisticated answers. Candidates were able to discuss and expand upon ideas about starting a new college and dealing with the stressful situation. Many of them used lots of examples of personal experience which made their ideas relatable and relevant. The strongest responses achieved a blend of practical advice, encouragement and humour. Examiners noted:

'most described their own school with some flair and indicated how people could fit in/make friends quite well.'

Some offered advice, such as "hard work beats talent....if talent isn't working hard...". Some included moments of effective description e.g. "labyrinth of school", others added pleasant touches of humour.'

Audience, purpose, organisation and development:

Some candidates bullet pointed within their response without much development of ideas. This was generally answered well, in the form of a guide with headings and sub-headings.'

Many responses lacked cohesion and coherence while the structure of some responses was good, and did not solely rely on the bullet points from the question.

## **Tone:**

These were mostly lively and engaging responses which utilised rhetorical devices. Most adopted a fairly informal tone and offered a straightforward guide walking the student through the physical space of the college and giving general advice. Most candidates used the appropriate form, tone and register for a guide to advise/inform, aiming it at an audience of young people of a similar age to themselves. On the whole, useful advice was given in a friendly tone, many using their own personal experiences to illustrate their points. Readers were directly addressed and ideas were clearly and effectively structured, often with sub-headings, bullet points and quotations from other students. Examiners commented:

'Q8 saw impressive responses. There were some engaging and entertaining responses that were comical and adopted a lovely tone.'

The most successful responses saw candidates adapt their tone throughout, with a clear 'voice' that appeared to speak to the reader.

Write your answer to Section B here:

## STRESS FREE SETTLING IN

Everyone knows what it's like to start a new school. The anxiety, stress and worry, ~~But~~ but just remember everyone started this way (yes even the popular, athletic, gym ~~freedom~~ loving & boys). You're not alone!

The school does seem absolutely gigantic I can agree with that. You may be terrified that you're going to get completely lost but don't worry; we ~~only kidnap~~ do a corridor search every two months; ~~we will~~ ~~for~~ you'll only have to wait 8 weeks. Only joking! In all seriousness we do provide each student with a map of the school ~~so~~ to help you come to terms with your new surroundings. You'll be fine.

There are always a large number of students around at all times so if you do ~~of~~ loose your way around ~~you~~ there will ~~attaw~~ always be someone to offer help/support.

If you don't feel confident asking other students then that's okay. ~~to~~ you will get paired up with a caring, smart individual who will be in (if not all) the majority of your classes so you can ~~just~~ follow them around until you feel comfortable with the new building.

We ~~z~~ aim to select one of our most kind, laid back and friendly students to ~~ensure~~ ensure you settle in just fine and offer any additional support they can. ~~z~~ because here at Thomas Middlecott, your happiness is our ~~happiness~~ happiness.



# CLUBS

Thomas Middlecott Academy offer a ~~a~~ breathtaking choice of clubs to benefit each and everyone of our students. We have clubs ~~8~~ to fit every hobby such as:

- Gaming Station - for those students who love gaming.
- Arts + Crafts - for those creative students who simply cannot resist ~~ever~~ creating amazing pieces of ~~work~~ art.
- Fitness / Gym - for those athletic students ~~whose~~ whose lives are devoted to sports and ~~fitness~~ fitness.

There are over 25 clubs we offer including during school hours (lunch times / free ~~periods~~ periods) and after school times (~~£~~ 3:30<sup>pm</sup> - 8:30<sup>pm</sup> or weekends). To read more about the clubs we offer go to page 3 where there is a whole page explaining what we offer and if ~~it's~~ the club is right for you. All these clubs are ~~completely~~ completely free.

~~because ~~it~~ ~~is~~ ~~we~~ ~~it~~~~

because here at Thomas Middlecott  
we believe that "If money can buy  
happiness, why not give it for free".

## EMOTIONAL THOUGHTS WHEN STARTING.

Believe me it is completely 100%  
normal to feel anxious when  
~~start~~ joining a new school. ~~The~~  
~~Anxiety you feel walking up in the~~  
~~morning walking to school~~

Do you have anxiety when walking  
to school on your first day? That's okay.  
It is so common so don't feel  
like you need to man up. Did you know  
recent studies showed that 92%  
of the ~~are~~ boys population feel  
nervous on their first day at school. Yes,  
a whole 92%. Do you still feel silly?

We like to try and make you feel  
100% calm and ~~happy~~ welcome  
when you arrive on your first day here,  
at Thomas Middlecott Academy. ~~It's~~

~~Why~~

This is why (on your first day here) you will be ~~paired~~ ~~butted up~~ paired up with your buddy and sent away to the canteen to have some breakfast ~~to~~ (if you would like to). Don't worry if you've already eaten it's not a problem. ~~We will just~~ ~~bring you~~ ~~to~~ After your breakfast ~~the~~ ~~with the~~ you will then be sent to the "Chill Zone" where Headmaster, Mr Smith will come and ~~to~~ explain what work you have missed before sending you to your next class with your buddy.

"I don't fit in". ~~The~~ We hear this from ~~more~~ over 50% of our students sometime ~~is~~ throughout the ~~to~~ academic year. If you ever feel like you do not fit in, then remember this: 65% of our students are LGBT+. 12% of our students do not feel comfortable with their appearance. 32% of our students like to read in their spare time.

Every single student here at Thomas Middlecott Academy are unique in their own way. Some like gaming, some want to be hairdressers (yes even boys), some want ~~to go~~ to be lawyers and some ~~want like to watch~~ ~~disney~~ movies. Love to watch disney movies (again, even boys).

Just because <sup>some</sup> ~~every~~ students ~~don't~~ don't show their certain interests ~~doesn't~~ does not mean their interests don't exist. Everyone is different in their own way but ~~remember~~ also remember everyone shares ~~interests~~ ~~best~~ interests you would never have guessed. You do fit in. Everyone does. 😊

In conclusion ~~It is~~ ~~we~~ we are here at Thomas Middlecott Academy look forward to meeting you. If you do come across any worries or problems, no matter what they are, we are here for you.



AO5: This is a very detailed, cohesive response, which offers a wide range of ideas and meets all the criteria for Level 4. It moves into Level 5, as it is sustained, though not necessarily sophisticated, and begins to shape the audience response. The reader is consistently addressed and reassured and there are some lively touches of humour throughout, such as the corridor search and the little asides in brackets.

AO6: The candidate uses a wide vocabulary and plenty of adjectives e.g. 'breathtaking choices', 'kind, laid back and friendly students' and there are only occasional errors. A range of punctuation is used, but there is some repetition in the construction of the sentences.

Write your answer to Section B here:

Stress-free Settling In

Have you ever started something new?  
That feeling you get like organs are  
fighting inside your stomach. Uncontrol-  
able anxiety.

Starting over again isn't easy, but  
with the <sup>right</sup> ~~right~~ help you, you  
will feel stress free!



AO5: This is a basic response, largely hindered by its brevity. Audience and purpose are not fully established and there is limited use of structural and grammatical features, again largely due to the briefness of the answer. The candidate therefore has only limited opportunities to demonstrate any secure awareness of purpose and audience and thus stays at the top of Level 1.

AO6: The candidate begins to use a range of correctly spelt vocabulary e.g. anxiety. There is evidence of some controlled use of punctuation, for example the question in the opening sentence and the exclamation in the final sentence. This is better than basic and, even though it is very short, warrants a mark at the bottom of Level 2.

Write your answer to Section B here:

Stress-free Settling in:

Hi there! I know Settling in can be an extremely difficult and scary time, but have no fear, this guide has all the tips, tricks and information you could ever need (and more!) to settle in completely stress free.

One of the biggest worries new students like yourself face is learning the layout of the building. From the outside the school can look absolutely enormous but it's actually quite simple. The bottom floor is for the subject with the most written work. The top left corridor is for humanities (such as History, Geography, RE, etc). The bottom left is the state of the art business corridor. And last but not least, everyone's favourite subject, English, located in both the top and bottom right of the building.

NOW YOU KNOW the way around the building,  
Let's discuss tips on getting to know classmates.  
The most crucial tip I can give anyone is,  
always be polite, NO one appreciates someone  
acting rudely towards them. When in  
a conversation, keep regular eye contact,  
(don't stare) and remember to smile and  
listen to what they are saying to you.

Feelings are tricky ~~at~~ to understand, I know  
I've been there, but instead of the negatives  
~~imbrace~~ embrace the positive side of things!  
But if your emotions and feelings do get  
too confusing, we have a very understanding  
and caring support team that want  
to help make you feel at home  
here.

Thank you for reading this guide, remember  
keep your head up high and be the best  
you, you can be.  
I'll see you soon!



AO5: This is a secure Level 3 response. The candidate selects material and stylistic devices to suit the audience and purpose, 'this guide has all the tips, tricks and information you could ever need'. An appropriately lively and positive tone is adopted, 'Instead of the negatives imbrace (sic) the positive side of things!' and there is a consistent focus on who the guide is aimed at, 'be the best you, you can be'. Appropriate ideas are connected, although the slightly 'pedestrian' 2<sup>nd</sup> paragraph keeps this from the top of Level 3.

AO6: While this has errors it is also ambitious and this needs to be rewarded ('crutal tip'). Some irregular words are spelt accurately such as 'confusing', 'enormous' and sentence structures are adapted to contribute positively to purpose and effect e.g. the parentheses around '(don't stare!)'.

Write your answer to Section B here:

## Stress-free Settling In.

When joining the sixth <sup>form</sup>, you will be given a map of the school ~~the~~ which ~~will~~ <sup>will</sup> have all of the departments as well as <sup>the</sup> common rooms and the cafeteria, the most important places!

A main way you can get to know people, is through your lessons as you ~~are~~ <sup>will</sup> most likely be sitting next to someone new or someone who has been at the school 7 years and they might be the <sup>key</sup> for you to getting to know the school. ~~Joining clubs that interest you~~ Joining clubs that interest you and ~~you~~ <sup>might be</sup> taking part in activities that you <sup>find</sup> ~~interesting~~ <sup>intreged</sup> <sup>by</sup>, will help you get to know ~~new~~ new people and make new friends.

~~Starting at school~~ Being in a new environment can be ~~very~~ nervous nerve-racking and scary,

as it is a new experience and new start  
in your life. Joining with a friend is  
easy! ~~to~~ <sup>you</sup> ~~you~~ can stick with your friend, while  
also ~~the~~ both, making new friends. ~~But~~ Joining  
on your own can be ~~be~~ scarier, but there  
is a very high chance you'll make new friends  
as good as your old ones.



**ResultsPlus**  
Examiner Comments

AO5: This candidate meets all the criteria for Level 2 and moves into Level 3 through the connection and development of ideas. Material is selected to suit purpose and audience but is not always developed. The tone is appropriate in addressing the reader, but rhetorical devices are not really employed consistently. Paragraphing is clear.

AO6: This again meets all Level 2 criteria and just edges into Level 3 as there is some adaptation of sentence structure and some variety of vocabulary e.g. intrigued, nerve-wracking, even though the words are spelt incorrectly by the candidate.

## Question 9

### General:

Candidates needed to remember that they were writing a letter, not a speech or article as some did. This makes it difficult to fully meet the purpose of the task (AO5). Many, if not all, disagreed with the statement that nothing can be done about discrimination, which was heartening!

AO5:

### Ideas:

There was a lot more variety in ideas for Question 9 with ideas ranging across the whole spectrum of discrimination, one particularly good answer discussing the lack of make-up and hair products for girls of African descent which was very well-argued and humorous. Most stuck to the ideas from the source material of racism and faith – and as many seemed like personal responses had a great amount of heartfelt and obviously experienced issues to express. Interesting points concerning the nature of discrimination, and how discrimination could be tackled, were covered. Candidates who used anecdotal evidence often did so very successfully and they also tended to offer the most detailed suggestions of how to promote equality as they had a firm basis from which to start. Examiner comments include:

A fair few candidates made appropriate comments on racism in football, or to specific well-known examples of racism, prejudice and discrimination. The most successful responses tended to adopt a personal route, where there was a common thread of argument. There were some particularly - affecting responses where candidates reflected on (potentially) real life examples of prejudice and discrimination they'd suffer. Some less successful responses tended to list types of discrimination without any solutions - thereby not entirely fulfilling the purpose.

This question really fitted in well with the texts and it was clear that candidates were able to engage with this question as a result of their work from Section A.

There were one or two who realised that children do not discriminate when they are young and that it is 'learned' from others so that was the place to start reformation of attitudes.

One candidate wrote: 'YOU are the greatest weapon to fight discrimination'.

'some went off on a bit of a tangent and produced personal accounts of when they had been discriminated against with no obvious indication that the response was a letter with an intended audience.'

'Solutions to the problem were not so well-expressed, although education was commonly seen as a method of improving views.'

### Audience, purpose, organisation and development:

At times the focus was lost halfway for Q9 so they could not consistently fulfil the needs of audience; some were insecure about the direction of their own ideas. Although many presented their views on the different kinds of discrimination, the best ones were the ones that had a clear audience in mind and suggested some sort of solution to the problem of discrimination (early education and school playing a big role, the editor and the newspaper being in a position to help etc.)

**Tone:**

Many students wrote convincing and sensitive responses. Sometimes there was an overuse of rhetorical questions which would have suited a speech better.

'The tone adopted was almost universally one of seething rage; one fears for the editors of tomorrow.'

Write your answer to Section B here:

To my local newspaper,

My name is Josh, I am 17-years-old and my ethnicity is half-Turkish, half-Lebanese. I have lived most of my life in England, having spent more time here than in Turkey or Lebanon for educational reasons, and can fully agree with your statement that discrimination still exists today as I have felt victim to it before, and still do.

Discrimination is, in my words, judging someone based on a personal quality that they can't control. This can be anything from height, race, religion, facial features, etc. This is the more serious side of discrimination however there is another side which I believe is a very big problem in schools, having experienced it myself multiple times in the past. This 'other side' is the exclusion of an individual or group of people from a gathering or an event because of either who they are or where they are from. An obvious example of this would be children

not being allowed to join with another kid's kids' game of football or any other activity or not being allowed to join somebody's friendship group. This form of discrimination also includes bullying, verbally and physically. This takes a massive toll on the lives of children.

Of course, discrimination is everywhere in the world and not just in schools. It can be in work environments, competitive environments or just out in public. The affect discriminatory behaviour has on people can be dire, sometimes fatal. Some victims may not be bothered by it as much as others, whereas some may go as far as to take their own lives due to the unbearable feeling of worthlessness. Worthless. Worth less. That is exactly how these people feel when they are excluded, bullied, picked on, disliked, struggling to find a job or ~~even~~ having a struggle to even walk through an airport just because of their ethnicity, religion, facial features, height, strength, qualities, upbringing, etc. People may go on about their lives, ignoring the small-mindedness of others, while others may go on to take their lives - we have heard of it happening before. Sometimes being a victim of discrimination

helps to fuel the fire inside a person, making them strive to be even greater than everybody else around them. Other times all it does is whittle away at the mind and soul of a person until there is nothing left.

Like I mentioned at the beginning, I have fell victim to discrimination in the past myself, and still do to this day. Only difference now is that it happens more in the real world than in the world of ~~old~~ education. I used to be excluded from friendship groups just because of my ~~past~~ personality - ridiculous. Now I'm liked by everyone, as I stayed focused on one thing and that was to strive to be better. People realised their words didn't hurt me and they soon grew to love me. However, as I get older I start to realise just how real discrimination is in the outside world as well. Something that has happened more and more frequently is me being stopped at the airport, along with my uncle and cousins too. ~~I~~ I take a wild guess that it's because of our facial features more than anything else. Fairly dark skin, big bushy beard and eyebrows, dark curly hair - it's clear what I'm hinting at here. ~~Terror~~ Safety against terrorism has grown immensely since the



9/11 attacks. Due to this, when airport security see a bunch of big arab men speaking or shouting in Turkish Arabic, they're going to have one thing on their mind. Although I respect people's concerns for safety, the world needs to understand that every group and religion has their extremists, Islam has ISIS, Catholicism had the KKK, but we are not all the same-we do not share the same mindset.

As much as we all hope that ~~disappear~~ the discrimination of others goes away we need to accept the fact that it never will. No matter how much we teach on equality and how much we enforce into our daily lives, there will always be one person that doesn't like how a person looks, how they act, or what they believe in or where they're from. ~~The best~~ At this point it is just a part of human nature. The best we can do is look the other way and retaliate by showing these people how great we really are, no matter of our race, religion, looks, qualities, height, strength, capabilities, upbringing or interests. Showing love to those who deserve it and nothing to those who don't is the strongest action to help humanity.

Thank you for taking the time to read and understand my opinion on this matter. It is something that means a lot to me and I appreciate you listening to it all. Thank you, again.

From,



AO5: This letter shapes audience response with subtlety and precision e.g. 'Of course, discrimination is everywhere in the world'. Sophisticated tone, style and register is sustained throughout e.g. 'As much as we all hope that the discrimination of others goes away...' This is fully appropriate to purpose and audience. The use of the first person, 'Like I mentioned at the beginning...' creates empathy and engagement with the reader. The candidate manipulates complex ideas throughout, e.g. 'Something that has happened more and more...anything else.' A wide range of structural and grammatical features are used to support coherence and cohesion, e.g. the personal address and the final paragraph.

AO6: The candidate uses an extensive vocabulary strategically: 'whittle', 'immensely', 'ethnicity', with very rare spelling errors. Punctuation is employed accurately to aid emphasis and precision e.g. '...feeling of worthlessness. Worthless, Worth less.' A range of sentence structures are used accurately and selectively to achieve particular effects such as 'The best we can do is look the other way and retaliate by showing these people how great we really are, no matter our race, religion, looks, qualities, height, strength, capabilities, upbringing or interests.'

Whilst there are errors, a response does not have to be error-free to achieve full marks.

Write your answer to Section B here:

Dear Sir,

I am writing to give you my views about the newspaper report that you have published earlier this week about "Discrimination still exists today; nothing can be done about it," ~~ex~~ I strongly agree with you as I have experienced many discriminatory practices in my life.

Firstly people are discriminated against their age, race, religion, sex and sexual orientation. Usually people who are dark coloured face a lot of discrimination in school or sometimes work, ~~to~~ this negatively affects ~~a~~ them as they are made to feel belittled, and not nice about themselves, this can lead to depression, low self esteem and these could have ~~anxieties~~ anxieties from meeting new people or ever going to school if they are young. This could further

result in them having no education. Secondly people are discriminated against their sex, people may not be treated equally, this may be because of them being a male and could be judged if they for example like the ~~work~~ ~~put~~ things women do. Women could not be allowed to do certain jobs as they might be thought as weak. People could also be judged if a man married a man or a woman married a woman, this could lead low self esteem and wanting to go outside or not being themselves.

People could be judge by their age, for example children may be told that they are not allowed to play in the park because they are too young, this could destroy the lives of young children, and could lead to a self harming and low self esteem.

finally all discrimination could be overcome by teaching children at a young age about discrimination

and how it affects the lives of  
individual.

Thank you

Yours sincerely



**ResultsPlus**  
Examiner Comments

AO5: This candidate meets all the criteria for Level 2 but moves into Level 3 through the selection and development of appropriate ideas, for example the different types of discrimination identified - racism, sexism, ageism - and the explanations of how these may affect people.

The tone is appropriate - 'this could destroy the lives of young children' and the register is suitable e.g. 'this negatively affects them as they are made to feel belittled'. Ideas are connected logically through the use of adverbs - 'Firstly, Secondly' etc. and help make meaning clear for the reader. Some ideas lack clarity and development - the example provided for age-discrimination could have been more securely and convincingly made. As such, the response achieves the bottom of Level 3.

AO6: There is accurate spelling of some irregular words: 'individual', 'self esteem'. However, there are several spelling errors which mean the candidate does not achieve higher in Level 3. Punctuation is generally accurate, although not particularly varied, hence the mark is just into Level 3.

Write your answer to Section B here:

Dear Mr Smith,

I have been made aware of the article you recently published with the title 'Discrimination still exists today; ~~not~~ nothing can be done about it.' I am therefore writing to you to inform you of my beliefs on the matter and explain why you are wrong.

You are correct, discrimination definitely does still ~~exist~~ exist, particularly in certain areas such as the North of England where it is much more common.

Discrimination ranging from <sup>racism</sup> Racism to <sup>homophobia</sup> Homophobia and even sexism occurs every single day. It needs to stop! Hate like this can cause significant grief to someone and ruin their lives. As I'm sure you are aware it has resulted in many suicides up and down the country.

You however stated "nothing can be done" this is incorrect.

Do you not agree discrimination has been significantly reduced in the last 40 years? Do you not agree if we can continue we can reduce discrimination further?

I know that if we stand together with the aim to educate people, particularly in areas where it is more common we can reduce discrimination, if not stop it.

If we help people to understand that you cannot judge someone on the colour of their skin, their religion, sexuality or gender but who ~~they~~ they are as a person. If we showed them that people are equal and therefore should all be treated equally. I am certain we could reduce the issue of discrimination further and make society a better place for everyone, ~~for~~ ~~only~~ especially those directly affected.

AO5: This response meets all the criteria for Level 3 and moves into Level 4 as there is clear evidence of the candidate organising material for particular effect, for example, 'Do you not agree discrimination has been significantly reduced in the last 40 years?'

There is an effective use of tone, 'It needs to stop!', and style 'I know that if we stand together with the aim to educate people...' There is some evidence of structural features being used deliberately to guide the reader through the response, for example: 'You however stated "nothing can be done" this is incorrect' and the concluding sentence finishes the response cohesively. Some ideas could be developed more thoroughly, so a mark just into Level 4 is most appropriate.

AO6: The candidate uses a wide and selective vocabulary such as 'homophobia', 'particularly' and 'significantly' with only occasional spelling errors. Sentence structures are often managed for deliberate effect, for example the repetition of 'If we...' in the final paragraph. While this has a slight lapse in clarity, there is sufficient evidence of conscious crafting to warrant a mark at the bottom of Level 4.



Write your answer to Section B here:

Dear Sir/Madam ~~of local the local newspaper~~

I am writing this letter to inform you of my views and beliefs about discrimination and how I think equality can be promoted.

One thing I believe ~~atte~~ after reading your newspaper article "discrimination still exists today; nothing can be done about it" is that us as a community can do something to ~~stop~~ try and stop discrimination. This is by promoting equality for all races, ~~eg~~ and beliefs.

One way I believe we can promote equality by having a community club where all races can come together without being worried that they will be discriminated. This can be done one day a week in the town hall for free. I believe this can work to bring down racism as different races come together as family and friends.

Another way we can promote equality is by making lessons for primary, secondary and college student to teach them about discrimination and how it affects everyone around them.

It has been proven that eighty out of a hundred people believe discrimination is about directed only to races only. Discrimination varies from ones beliefs, race, clothes, how they look ~~at~~ and ~~to~~ how poor they are. I heard of an incident where a ten year old boy was being bullied for not having the same shoes as the rest of the students.

Discriminating affects people in different ways. The person who is being discriminated can lead to a life of depression, alcohol, drug and abuse, isolation and maybe even suicide. I believe we can help people by having a website where they can go for help, such as phone numbers to contact it they are being bullied.

Another way of promoting equality is by making school have uniforms. This can

prevent discrimination as students will be wearing the same uniform, which can decrease the chance of someone being bullied because of what they are wearing.

Once again, I will state that as a community we can bring down discrimination and bring equality back to our city.

Don't you Sir/Sir/Madam think we need to stop discrimination?

Yours Faithfully



**ResultsPlus**  
Examiner Comments

AO5: This is a very methodical response which works through and meets all the criteria for Level 3. There is appropriate use of direct address throughout, as evidenced at the beginning of each paragraph. Material is clearly structured and connected and ideas are developed appropriately, though without the cohesion and crafting of a Level 4 response.

AO6: All the criteria for Level 3 are met. Vocabulary is varied and appropriate, but not particularly selective and there are a number of errors e.g. 'think' rather than 'thing', and the omission of 's' at the end of some words such as 'lesson' and 'student'. Sentence structure is clear and accurate, but without the range to meet Level 4 criteria.

## Section B

Both writing questions proved to be popular and almost equally answered and responses often followed the bullet points. The questions enabled the candidates to write effectively about interesting topics. Responses to both questions were quite mature, often commenting on anxiety and stress caused by being unsettled or discriminated against. Generally, both titles worked well and gave candidates scope to either persuade, advise and explain.

AO6:

### **Vocabulary:**

Vocabulary seemed to be thoughtfully employed. Fairly ambitious vocabulary e.g. crucial/controversial/implement. Vocabulary was varied and occasionally wide and selective.

### **Sentence structures:**

Spelling: incorrect spelling of fairly basic vocabulary, such as your for you're. Spelling was not always accurate – often the less complicated words seemed to cause more problems especially homophones and double consonants. Sometimes candidates seemed to randomly miss the endings of words.

Punctuation: there remains a lack of ambitious use of punctuation to create effects on the reader to get into Level 5. Punctuation proved problematic for many, with commas regularly used instead of full stops. There was not always a range of punctuation used and there were many examples of problems with sentence punctuation e.g. comma splicing and generally missing full stops. Another issue was inconsistent capitalisation – missing capitals at the beginning of sentences and for the first person pronoun and then capitalising random words in the sentence. Examiners noted:

'Varied sentence lengths and punctuation also played a role here in enabling the most successful candidates to establish and sustain an effective tone throughout.'

'Better responses displayed excellent vocabulary choices - although overall the use of vocabulary and sentence construction was consistently at a level 3 and above.'

Do:

1. show flair or individuality in your response
2. think about crafting and planning
3. make your handwriting clear as this can limit marks if the response cannot be read
4. incorporate more creative techniques into your writing e.g. simile, metaphor, alliteration, onomatopoeia
5. create a voice and sustain this
6. organise responses to show cohesion and coherence
7. make sure you proof-read as this displays thought about the writing process.

# Paper Summary

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

- For short-answer Questions 1, 2, 4 and 5 ensure that you are responding briefly and on the lines specified.
- 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 – link these back to the point being made. Discriminating references are seen where you pick out specific examples across the extract that link to your points, not just where you comment on every feature seen. Answer on the right text for these questions!
- 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 writer shows different opinions? 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 the ideas of the writers and their perspectives on something specific, i.e. discrimination.
- 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.
- Proof-read your writing and take care throughout with accuracy of 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.

## 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>



