

Examiners' Report November 2020

GCSE English Language 1EN0 02

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November 2020

Publications Code 1EN0_02_2006_ER

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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 November examination for 2020, which replaced the cancelled summer series for 2020. Candidates took the paper that was due to be taken in Summer 2020.

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.

This focus of this component is:

Section A – Reading

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

This paper features two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts is literary non-fiction. The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. The specification identifies that:

Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary 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 is 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 review of an interesting or exciting event or an article for a magazine expressing views on competition.

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

It was also clear that candidates used what they learned about different text types to feed into their transactional writing. As the specification identifies:

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

It was pleasing to see that candidates had been given the opportunity to practise a range of non-fiction writing techniques and planning and proofreading skills.

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

- evidence that the majority of candidates had understood the content of and ideas in the texts
- completion of the questions in the paper and coverage of all of the assessment objectives
- the inclusion of judgements at different levels for AO4

- the ability to make at least some meaningful comparisons for AO3
- writing that showed a range of ideas and suitable tone, style and register for audience and purpose.

Less successful responses:

- showed an insecure grasp of language and structure with 'feature-spotting' or confusion of terms in AO2 responses
- struggled to comment on, explain or analyse structural points in terms of their effect on readers in AO2 responses
- had a lack of evaluation – in the sense of deciding on an opinion - for their AO4 responses
- failed to support points using appropriate textual evidence, or used textual evidence that did not support the point being made
- lacked focus on the question in Question 7 - a) and b) both ask a specific question, not just similarities between the texts and ideas and perspectives broadly
- lacked organisation in their writing
- connected but did not develop ideas enough in their writing
- lacked accurate spelling and secure control of punctuation.

It was clear that candidates had been able to understand the ideas in at least one of the texts. Their own writing often showed interest, enthusiasm and a range of ideas and had a clear sense of purpose and audience in the voice and ideas used.

Overall, examiners were impressed with the performance of candidates and with the range of responses they saw.

Question 1

Candidates, in the main, achieved two marks in this question.

The questions are designed with ramping in mind and to encourage achievement and this question showed the confidence of candidates in reading the lines given and finding the information.

This question requires understanding of AO1: 'identify and interpret'. The important advice for this question is to read what is being asked for and select the correct information.

The few candidates who did not achieve any marks chose wrong lines, picking examples in the main from lines 1-5. It is important to remember that the first question will not always ask candidates to refer to the first lines.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 "There was still a bit of bumping"

2 "Mary didn't respond immediately to my change of pace"

(Total for Question 1 = 2 marks)



Two marks are achieved here using quotation from the text.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 'She was in Zola's blind spot'

2 didn't respond immediately to change in pace".

(Total for Question 1 = 2 marks)



Two marks are achieved here, even though the first is a quotation and the second is presented as a quotation but is misquoted. Quotations do not have to be accurately copied from the text.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 "There was still a bit of bumping"
- 2 "when the tumble took place"



One mark is awarded for the first point, a quotation from the text. The second point is not a reason why Mary Decker falls, it repeats that there has been a fall.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 "yelled in unison "she's down"
- 2 ~~Mark~~ "but I didn't see Mary's fall"



This is an unusual example of a response that does not achieve marks at all, because it is not taking points from the correct lines. It also does not answer the question set (two reasons why Mark Decker falls).

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

- 1 Zola's leg sli^{ck}ed out sideways, tangling with Mary's leg.
- 2 Mary was in Zola's blind spot.



One mark is awarded here for the second point. The first point is not in the lines identified in the question.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 Mary was in Zola's blind spot.

2 Mary didn't respond immediately to my change of pace and when I saw she wasn't coming with me I picked up the pace. I cut inside.

(Total for Question 1 = 2 marks)



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Examiner Comments

There are at least two valid points here. The second point is quite long, but there is selection from the lines and the candidate has also circled 'I cut inside' (they would have achieved two marks even without that circling, however).

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 Mary was in Zola's blind spot.

2 But I didn't see Mary's fall and my conscience is clear.



ResultsPlus
Examiner Comments

One mark is achieved for the first point. The second point is not a reason why Mary Decker falls.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 "when the tumble took place, Mary was in Zola's blind spot."

2 "There was still a bit of bumping."



ResultsPlus
Examiner Comments

Two valid quotations are given from the relevant lines.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 She got bumped into multiple times

2 They were very competitive and this caused her to fall



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The candidate has used own words here, which is valid. One mark is awarded for the awareness of bumping, even though the spelling is incorrect (spelling is not assessed in the reading section of the examination). The second point is not relevant to the lines or the fall, even though it could be argued that the runners are competitive.

1 From lines 6–11, identify **two** reasons why Mary Decker falls.

1 They were running



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Examiner Comments

This point is technically correct, they were running, but the point made must be relevant to the question. Running is not a reason why Mark Decker falls identified in the lines specified.

Question 2

In the majority of cases candidates achieved two marks in this question and there were a range of responses to choose from.

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 interpreting the gash on her leg as being a cut or graze, were acceptable. Again, where marks were not awarded it tended to be where the wrong lines were used, the wrong text was referred to or where the full lines had been written out.

There were few examples of only one mark being awarded, perhaps because no other answer had been given, or the same answer written in two different ways, for example 'gash on her left leg' and 'a bloody reminder of the incident' are not both credited as they are the same thing.

These examples show different ways of achieving two marks, with quotations from the text and own words, for example 'Zola knew someone fell but she didn't know who'. As the question refers to both Mary and Zola, the tears associated with the two different runners can be credited with two marks: 'tears in her eyes', 'in floods of tears'.

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 " a gash on her left leg "



One mark is awarded here as only one point is made. It is always worth making at least one point, if possible.

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 She is reminded by the gash on her leg

2 She was emotional



Interpretation of the information is valid, and therefore the answer achieves two marks. The gash on the leg is valid, and the fact that 'she was emotional' is a valid interpretation of either runner crying/in tears.

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "Now running with a gash on her left leg..."
- 2 "... On her back, in floods of tears..."



Two valid quotations are given from the text for two marks.

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "Now running with a bloody gash on her leg"
- 2 "Mary was lying, at this stage on her back, in floods of tears"



There are actually three correct points here in the quotations used, so two marks are awarded.

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 A bloody reminder of the incident

2 And tears in her eyes.

(Total for Question 2 = 2 marks)

Now running with a gash on her left leg-



Two valid points are made, and the candidate did not need to add 'Now running with a gash on her leg'.

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 Mary was lying, at this stage on her back, in floods of tears and surrounded by medics and cameramen.

2 She glanced ~~was~~ down at her crumpled idol.



Examiner always look to see if there are two correct answers in one point, which in this answer there is. There are three correct points made under number 1. This is fortunate, as the point made under number 2 is not relevant and not in the lines specified in the question.

2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

1 they were surrounded by cameramen

2 Zola knew someone fell but she didn't know who.



Two marks are achieved here using some of the candidate's own words.

- 2 From lines 17–21, give **two** ways the writer describes the impact of the fall on Mary and Zola.

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

- 1 "floods of tears"
- 2 "tears in her eyes"



Two valid points are made. It is not necessary to name which runner is which, and both are valid answers in the mark scheme as both runners are in tears.

Question 3

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

Structure was a good discriminator in this question as candidates had been encouraged to look for obvious structural points such as sentence types and repetition. There were some very generic comments that did not explore how structure is used to engage, for example 'the writer has used paragraphs to make it easier to read'. However, there were many candidates who successfully commented on the punctuation representing pace and excitement.

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

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

The best responses showed detailed and confident analysis of language and structure, weaving this with how techniques interested and engaged the reader. The best responses to this question think about the type of text the extract is from, and how this is designed and created for the reader it is written for. Most candidates were aware that the extract captured the pace and immediacy of the events and were able to infer the effect on the reader of the commentary-like approach. The best responses explored, for example, the idea of the short sentence 'she's down!' as a symbol and were able to analyse the impact of specific words, for example 'crumpled idol'. Points made about the reference comparing the incident to 'the slashing of the Mona Lisa' showed some interesting analysis, with the more successful responses drawing parallels between the workmanship of producing great art with the resilience and training required to be a successful Olympian. The reference to motorway wreckage was also popular. The best responses also engaged with the tragic and emotive nature of the event, understanding its overall tone and purpose and then linking language and structure points to these.

This question discriminates well especially in this paper, where reference to the whole extract is needed, as it is important to consider what references the candidate wants to use and consider what examples are most significant for comment. Discriminating references are seen where a candidate picks out specific examples across the extract that link to their point, not just where they comment on every feature seen.

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)

It describes the event like you are there, a lot of detail. There are metaphors involved, describing words, punctuation, includes what the character says, dashes starts a new paragraph with words like "immediately" which creates suspense. There is also short sentences includes the characters feelings "tears in her eyes"

The text opens a new paragraph with either a word or sentence that engages the reader. It has sentences like "I was prepared to die for victory" and "With a lap and a half to go" "in a moment of madness" "sensing victory" it also includes the information/statistics "200m" "400m".

From the start of the text, making its way down to the bottom, each paragraph was getting more and more interesting as it went on. And by saying "Now there was only two athletes capable of winning-" makes the reader glued to the text.



This is a fairly basic response that meets all Level 1 criteria. It refers to both language and structure, with some valid references. Although there is a tendency to 'feature-spot' there is a little bit of comment on the effects ('creates suspense'/'makes the reader glued to the text'). It just edges into Level 2.

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

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

Support your views with detailed reference to the text.

(15)

At first the writer uses language such as "Plunging forward violently". The verb plunging indicates how quickly she was falling. The writer then uses the ^{simile} metaphor "as if she had caught her feet on a grip wire". This phrase grabs the reader's attention and makes him imagine the terrible fall.

Soon after the writer uses the phrase "she's ^{down!} ~~down~~". This proves to me and makes me the reader believe the fall was bad and hurtful. Interestingly the writer uses the adverb 'immediately'. This ~~adverb~~ adverb shows how quickly attention was needed. This engages the reader to be thinking what will happen next.

The writer engaged me as a reader when saying "more mental than physical". The writer uses contrast to describe Mary's pain which as a reader I know. The writer talks about the fact the chance to win gold has gone for Mary which gets the reader in their feelings because of feeling bad for Mary.

"~~Now~~ NOW running with a gash on her left leg"
The writer uses language and structure well here because
the writer links back the fall by talking about the
gash on her leg. ALSO, the language is good because
he uses the verb 'running' which proves to me May
will not give up ~~at~~ which then in my opinion makes
the reader want to keep going with May.

The quote "I was prepared to die for victory" engages
the reader very much. This is because it ~~means~~ means a
lot and ~~she~~ shows lots of courage and me as a
reader ~~enjoys~~ enjoys how enthusiastic she is.



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This answer follows a clear format, making a point, identifying supporting references and concluding with a comment detailing the effect on the reader. There is a focus on achieving effects and influencing readers, often linked by "me" to the candidate's personal response. In each instance, the comment on effect is quite simple e.g. 'grabs the reader's attention' or 'engages the reader to be thinking what will happen next.' Explanation of effect is not always developed and clear, for example 'grabs them in their feelings.' Reference to structure is made on the second page, when 'the writer links back to the fall.'

The answer meets the Level 3 criteria, with explanation of the text, reference to language and structure, and use of relevant quotations. The mark remains in the middle of Level 3, rather than at the top, because of the simplicity of the comments identifying effects on the reader and the rather limited treatment of structure.

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

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- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer engages the reader by explaining to us to extent of Mary's injuries. This is suggested in the simile "the American stumbled as if she had caught her feet on a trip wire." Furthermore, the noun "trip wire" tells us that the impact of the collision must have been explosive and excruciating. As the reader ~~we~~ feel horrified and disgusted by Mary's, because of the pain she has endured.

The writer ~~portrays~~ ^{seriousness of} the ~~reactions~~ ^{from} the audience with the use of an exclamation mark. We are shown this in the quotation "She's down!". The significance of the exclamation mark here describes to reader that her fans are worried and are perhaps in disbelief that the world champion USA runner ~~is~~ will be able to compete.

➤ In addition to the writer's efforts to engage the reader, we are then told ~~the extent~~ how bad to an extent ~~the~~ Mary's wounds are. This is shown by quotes such as, "gash on her left leg", and "Surrounded by medics." The word gash connotes pain, blood, and violence, referring to the agony Mary is feeling and quite possibly hatred towards Zola, making Zola appear as the antagonist to not only the reader, but the audience of the stadium. Shown in the quote "the crowd's boos were breaking Zola's spirit."

However, ~~the~~ towards the middle to the end of the text, the writer engages us by changing focus. This is shown when Zola's team-mate is referenced "her British team-mate and Romanian were focused on winning medals." This quote perhaps foreshadows that Zola will persevere and overcome the crowd. As the reader we feel enticed to keep reading to find out whether Zola will win an Olympic medal.



This response makes a variety of points, explaining clearly the effects of both language and structure. The selection of references is appropriate and relevant and the candidate makes use of the whole passage. All Level 3 criteria are met. The first paragraph on page 2 begins to explore the impact of language in more detail and lifts the response just into Level 4.

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)

Firstly, the writer uses structure to interest and engage the reader. This is shown by "a gash on her left leg - a bloody reminder of the incident - and tears in her eyes." ~~This is~~ ^{The Rule} of three she describes what is happening in detail, and engages the reader through showing how horrific the accident was for both people involved. This shows that the writer has used the rule of three to engage and interest the reader.

Subsequently, the writer has also used language to interest and engage the reader, through the use of ^{similes} ~~metaphors~~. "Mangled wreckage on a mangled hard shoulder" and "she looked as stunned as someone who had ~~stared~~ slashed the Mona Lisa in a moment of madness." conveys the idea that the ~~car~~ accident was horrific, and really tells the reader how tragic the accident ^{was}. The use of the ^{similes} ~~metaphors~~, showed engaged and interested the reader through the reader being able to picture how bad the crash was, and how badly it must have affected John and Mary.

Consequently, the use of "She's down!" in the text interests and engages the reader. This is because the use of the exclamation mark ~~shows~~ shows the shock in which people are because of the crash in the race. This structure point emphasises to the reader how ~~not as a shock~~ much of a deal this is and how much it matters. This engages and interests the reader ~~through showing the~~ by allowing them to interact and imagine what it would be like to watch the race and hear that being shouted.

Notably, the use of emotive language engages and interests the reader. This is shown through "I was prepared to die for victory". Considerably, the writer ~~also~~ used this to attract the audience to see how much the runners wanted to win and how competitive the race was that they would even "die" ~~to~~ to win it. ~~The way~~ the quote captures how this is engaging and interesting for the reader through the ~~surprise~~ surprise of the commentaries, explaining what has happened to Mary.

Lastly, the use of metaphors in ~~the~~ ~~way~~ the writer ~~uses~~ ~~words~~ ~~and~~ ~~phrases~~ why it is engaging and interesting for the ~~at~~ reader. "Zola's pencil - thin ~~my~~ left leg" tells the audience how easy it would be for someone to ~~injure~~ injure themselves because of how skinny their legs are. This would engage and interest the reader through ~~building~~

building up to the point where something is about to happen, which leads to the reader knowing how dangerous it can be, and leading to us how a little thing can lead to someone being hurt so badly, it can cost them the race, physically and mentally.



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The answer makes reference to interesting and engaging the reader at the beginning of each paragraph, keeping a very clear focus. There is a strong balance between language and structure points, with each firmly supported by detailed and appropriate references. There is exploration of the various features identified e.g. in the paragraph that discusses the use of similes. The comment is developed, with the accident considered 'horrific' and 'tragic', affecting both the readers and the athletes. The reader is far more involved, in terms of comment, as when 'She's down!' allows them to 'imagine what it would be like to watch the race and hear that being shouted.'

The approach in this answer is rather formulaic, but it is a formula that works and it covers the bullet points in Level 4, but does not reach the analysis required for Level 5.

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)

~~The writer presents the emotional impact felt by~~
The writer detailed description of the collision is used to engage the reader. The writer states that Mary tripped as if she "caught her feet on a wire", and described her "plunging forward violently", the use of the verb plunging connotes to an idea of a powerful and impactful movement which emphasises the severity of the forthcoming fall, this ~~was~~ caused an initial reaction of sympathy ~~about~~ from the reader as they would feel bad for Mary due to the fact she is going to get hurt badly as well the fact that she will lose her place in the race, the description of her falling is complemented with the harsh sound adverb "violent", this ~~emphasises~~ further emphasises the impact of the fall and the connotation of the word adverb result in the readers ~~not~~ to engage in the extract more as it could ~~pro~~ most likely cause them to think that Mary ~~is~~ is severely or extremely injured

which causes them to be more engaged as they would want to know now what happens to Mary text.

In the second paragraph the writer employs the use of longer sentences to engage the reader. The effect of the longer sentence is that the writer is able to describe the events that took place with more description and details, ~~so~~ this is effectively able to engage the reader as they are most likely curious ~~doe~~ about what happens to Mary from the first paragraph due to the ~~the~~ description of the fall being harsh and "violent", ~~so they~~ as a result the use of ~~doe~~ by describing everything in great detail for example "when the tumble took place "Mary was in Zola's blind spot" ~~this~~ gives more insight to why the ^{collision} events happened to the curious reader and therefore cause them to be engaged which is combined with dialogue from Zola who states "Mary didn't respond immediately..." which allows for a more personal perspective view ~~doe~~ about why the accident happened from someone that was involved, this engages the reader as the readers are most likely reading the extract as they are interested in sports or the accident and therefore

Or PK; some sort of sport and therefore
resonated greatly with the idea of losing something
you have worked hard for which causes them
to be more engaged.



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This is a very detailed response, which fully explores a range of points. Expression is sometimes long-winded but nevertheless, the candidate sustains focus on the impact of language and structure. There are glimmers of analysis as the response develops e.g. towards the bottom of page 2 (engages with idea of reader's expectations) and again towards the bottom of page 3 (analysis of 'flash'). This was therefore placed just into Level 5.

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)

~~The~~ Henderson successfully uses juxtaposition in the opening and ending of the extract. The extract begins with a traumatic experience being described of ~~se~~ Zola "struggling to keep her balance"; ~~it~~ instantly captivating the reader. However it abruptly ends with an 'unexpected victory' from two other athletes; juxtaposing the atmosphere from ~~begin~~ the beginning of the extract to the end. This subtle change in mood ultimately intrigues the reader as they do not expect it.

Subsequently, the writer attempts to use hyperbole to engage the reader. The phrase "plunging forward violently" creates vivid imagery of the athlete falling, however she only tripped and did not "plunge". The adverb "violently" has subtle connotations of danger and pain; as it would only describe a major accident. Ultimately, the reader is suddenly surprised by this, compelling them to continue reading and find out if Zola gets back up.

Furthermore, the writer uses listing and long sentences throughout the extract to describe Zola's accident and interest the reader. "Now running with a gash on her left leg - ... surrounded by medics and cameramen", is an extremely long sentence filled with ~~the~~ hyphens, slowing the pace of the sentence further. ~~the~~ Multi-clause sentences suggest the ~~writer's~~ writer's intention in effectively making the reader slow down ~~and~~ while reading, causing them to sympathise with the character. Ultimately, the slow pace of the sentence also reflects the ~~the~~ Zola's slow pace in ~~the~~ running and how her injury will slow her down.

The writer purposefully also uses dialogue to demonstrate Zola's strong emotions towards the situation, effectively engaging the reader. "As Zola came past the scene of the accident, she glanced down at her crumpled idol"; this signifies how astonished ~~the~~ Zola was feeling, ~~the~~ making the reader sympathise with her. The scene also being described as an accident also suggests how ~~the~~ significant ~~the~~ this was as ~~the~~ the word 'accident' ~~has~~ has connotations of terror and pain.

The answer opens with a confident analysis of structure, identifying the opening and ending of the extract, then developing the point through atmosphere and 'subtle change of mood.' Analysis of language follows, with the reference to 'plunging forward violently' allowing 'subtle connotations of danger and pain.' In the third paragraph, there is detailed analysis of 'listing and long sentences', with hyphens slowing the pace, making the reader slow down.

Further analysis based on dialogue and language concludes the answer, again offering comment on how the reader is influenced, sustaining the high level of discussion. In each paragraph, the selection of references clarifies the points being made.

Question 4

In the majority of cases candidates achieved the mark available for this question and there were a range of responses to choose from.

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 interpreting that he was happy or joyful or that he felt a sense of failure, were acceptable. Where marks were not awarded in this question it tended to be where candidates had not understood their answer. In the examples given, he does not feel 'bitterness', he feels 'no bitterness', and he does not feel 'agony', as that was a feeling of the previous week.

Candidates should be encouraged to be succinct in their answers where only one mark is available.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"felt no bitterness at the outcome of my own race."



The mark is achieved here with a quotation from the text. Just including 'no bitterness' would have been just as successful.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"The important thing was not the winning but taking part"



The mark is achieved here with a valid quotation.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

Sir Roger Bannister had felt "great joy of that incredible moment the agony of the ^{previous} ~~previous~~ week was quite forgotten". This shows he was so happy such thoughts were forgotten. (Total for Question 4 = 1 mark)



This is a lengthy answer and would be equally as successful with a more minimal approach. The explanation is not necessary (either the quotation or the explanation would be enough).

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

agony



This does not achieve the mark as the identification and interpretation of information, which is the AO being assessed, has not been met marks. Sir Roger Bannister mentions 'agony', but this is not how he feels after the race, it is during the previous week.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"no bitterness"



This is a succinct response for one mark.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

He has great joy from winning the race



Had this candidate stopped after 'He has great joy' that would have achieved the mark, but they have written 'from winning the race', which is not why he feels joy. He does not win the race, so the identification and interpretation of information, which is the AO being assessed, has not been met.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

~~was~~ "Bitterness"



Unfortunately, the identification and interpretation of information, which is the AO being assessed, has not been met. Sir Roger Bannister feels NO bitterness, not bitterness.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

"the ordeal was over, and in great joy of that single moment the agony of the previous weeks was ~~gone~~ quite forgotten."



This is a lengthy answer which achieves the mark. It would be equally as successful with a more minimal approach.

4 From lines 5–10, identify **one** feeling Sir Roger Bannister has after the race.

was not winning but taking part - not the conquering but the fighting as well.



This is a lengthier answer which achieves the mark. It would be equally as successful with a more minimal approach (for example, stopping after 'taking part').

Question 5

In the majority of cases candidates achieved the mark available for this question and there were a range of responses to choose from.

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'.

Candidates should be encouraged to be succinct in their answers where only one mark is available.

5 From lines 22–24, identify **one** thing an athlete needs.

"a pair of running shoes"



This is a relevant quotation and achieves the mark.

5 From lines 22–24, identify **one** thing an athlete needs.

Administration of success not failure.



It seems the candidate is trying to say that an athlete needs the ability to produce success, which is generally valid. However, it is not valid within the lines given and therefore does not select or interpret information from the relevant lines.

5 From lines 22–24, identify **one** thing an athlete needs.

Food



This is an efficient, succinct response for one mark.

5 From lines 22–24, identify **one** thing an athlete needs.

You need to ~~be~~ be able to push yourself to the furthest "limit of exhaustion".



This is a mixture of own words and quotation and achieves the mark.

5 From lines 22–24, identify **one** thing an athlete needs.

A athlete only really needs one thing and that is determination.



The mark is achieved here. There is no need to add in 'A [sic] athlete only really needs one thing and that is' as the single word 'determination' would be enough.

5 From lines 22–24, identify **one** thing an athlete needs.

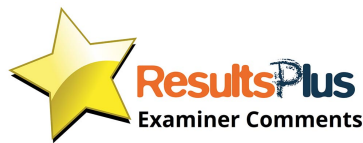
one thing that an athlete needs is "a pair of running shoes"



The mark is achieved here. There is no need to add in 'one thing that an athlete needs is' as the quotation is enough.

5 From lines 22–24, identify **one** thing an athlete needs.

'food'



This is an efficient, succinct response for one mark.

5 From lines 22–24, identify **one** thing an athlete needs.

"willingness to drive himself to the furthest limit of exhaustion"



This is a valid quotation which achieves the mark.

5 From lines 22–24, identify **one** thing an athlete needs.

willingness



This is another efficient, succinct response for one mark.

5 From lines 22–24, identify **one** thing an athlete needs.

An athlete needs determination



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Examiner Comments

The mark is achieved here. There is no need to add in 'An athlete needs' as the single word 'determination' would be enough.

Question 6

Candidates in the mid-levels were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of the pieces, normally 'successfully', with appropriate and relevant references.

The majority in the mid-levels were able to comment clearly and explain theme and ideas, although some attempted to comment on each one of 'SITE' which was more difficult, for example setting. The level of evaluation at this borderline grade was straightforward: 'The writer is successful in showing failure can be positive'. Most candidates focused on the idea that taking part is enough and winning is not everything, which at the very least lifted them to Level 2. Most candidates recognised how Bannister felt after defeat and could understand the hard work and mental rigour needed to compete and lose at international level. Most used a range of quotations in their responses to back up their ideas about success and failure. Most candidates agreed that failure was successfully shown as something positive and used paragraph 2 as evidence. 'Felt no bitterness' was probably the most frequently quoted phrase and one candidate said: 'embracing failure allows you to grow'. This was expressed by others in various ways, although sometimes candidates tended to look more at how the writer was expressing his ideas, rather than making a judgement about how successfully they were conveyed.

Candidates at the higher levels were at least analysing and at best evaluating ideas, events and theme. They were exploring and analysing ideas and events in the main, with well-informed and critical judgement and appropriate, detailed and discriminating references. The majority were able to analyse and evaluate events and ideas, theme and, in some cases, setting. The level of evaluation was well-informed and developed, with varied levels of evaluative language used and focus on the direction of the question, which was presenting failure as something positive.

The best responses were able to identify negativity, for example press attitudes, and then used as a counterargument, the example of the overall success of the games to show the importance of the wider picture and not just the individual achievement. Those responses sometimes went on to refer to the final paragraph as conclusive evidence of positivity, in Bannister's humble acknowledgement that a medal might have made him over-confident so his 'failure' made him a better person. Responses at the highest levels recognised that mixed emotions were also evident in Bannister's admission that he had failed and, in some cases, commented on the fact that it was a turning point in his life and then linked this back to the reader and the points that could be taken from this. One unusual response attempted to promote the view that the writer was 'unsuccessful' at turning failure into a positive. This was deftly done, commenting on the 'forced pity' elicited by the writer, as well as the fact that he should not be glorifying his loss.

At the lowest levels, candidates were at least describing and, at best, commenting. These candidates were describing ideas in the main, with limited judgement and references. The majority were able to describe, and some comment on, events and ideas. Some responses became focused on how to stay positive in failure rather than looking at the success of the writer. The level of evaluation at the lowest levels was limited, with limited evaluative language used. References were not always used successfully in validating points and less successful responses simply paraphrased the quotations selected.

The mark scheme for this question indicates that 'References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language.

There were responses that very successfully used language and structure (AO2) to underpin the evaluation, but language and structure sometimes took over. The focus must be on 'how well' for this AO4 question rather than 'how' – which is AO2. There were, however, fewer responses this

series using language and structure (AO2) to underpin the evaluation, and many candidates were able to decide on an opinion with confidence and the writer's success, explaining this clearly.

The quality of evaluative language was a good discriminator, as was the focus on the question. Responses that were in Levels 1 and 2 tended to indicate that 'the writer shows this successfully', which did not allow them to meet higher levels by evaluating texts critically, for example in terms of the audience and purpose of the text and how it may be successful or not successful in different ways.

Candidates should be encouraged to focus on what the question asks them to evaluate, not just evaluating 'the text'. The candidates at the highest levels often evaluated the writer's attempt at turning failure to a positive, perhaps being too focussed on what had gone wrong to be successful at being positive, as this drew more attention to the negatives. This demonstrated more of a detached critical overview (Level 5).

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer presents failure as something positive by saying ~~how it~~ saying how its the taking part not the winning, how its the fight not the conquering. These wise words just show if your negative about your loses then you will feel unworthy. And the feeling of unworthyness is what brings people down in life. So if you think of everything as a triumph then you will have a positive mind set. And then you will feel worthy.



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Examiner Comments

The candidate begins by making a limited judgement on the text. There is a valid reference to one section of the text but it is not developed. The response just meets the Level 2 criteria for 4 marks.

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully presents failure as something positive because in the first ~~paragraph~~ ~~para~~ paragraph it's talking about happiness. The writer using the word 'Happiness' portrays that ~~he~~ ~~the~~ Sir Roger isn't sad he had ~~lost~~ failed but is happy because he ran a mile in under four minutes. The writer is trying to show the reader you don't always have to ~~succeed~~ do anything successful to be positive and sometimes losing or failing is the best possible way to succeed.

The writer is successful in showing that failure is sometimes positive because throughout the whole extract it's showing how someone failed but it still ended ~~as a~~ happy. Sir Roger Bannister lost a race but still got knighted and become one of the

most wellknown and famous sportsment.
The writer telling us about this story
is inspiring because it shows never
give up when you fail because good
things can still happen.



The candidate starts off with a comment on the idea of learning from failure in the text. This is supported by the reference to 'happiness', although further ideas could be developed. The points in the second paragraph are from the introduction rather than the text. Straightforward opinions are offered. The response fulfils the criteria for Level 2 and is given a mark of 6.

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to present failure as a positive as on line 5 the writer says "not the conquering but the fighting as well" this quote is comparing the olympics to a war and saying "It doesn't matter if you lost or won at least you tried."

Another way the writer attempts to present failure as a positive he doesn't focus on negative things people were saying about him we see an example of this on line 15 "breaking the olympic record, could possibly be seen as failure" this tells me he only cares about what came out of the situation as a positive like breaking the record.

On the other hand, the writer uses a rhetorical question to question himself on line 19 "But what use was there in revealing the

speed of my last time trial before the games?" this quote tells me that he is questioning himself and doesn't know if he had failed or not ~~this isn't very positive~~

Another way he was not presenting failure in a positive way was on line 20 "the years of waiting would seem an eternity of hopelessness" this tells me that he is feeling hopeless and doesn't want to wait for the next olympics as ~~there~~ ~~would~~ he doesn't want to fail again

however towards the end of the text the wrighter says "The olympics games were a turning point in my life" he carries on to explain all the positives that have come out of the olympic games for him.

over all I believe that the wrighter presents failing in a positive way very successfully as he talks

about how he might have failed at winning but he didn't just focus on that he found things he achieved and focused on them more than the race. We see an example of this on line 22 when he said "the games were a great success" this tells us that ~~even though~~ he might have lost the race but he ~~see~~ won at other things like breaking the record.



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Examiners Comments

There is evidence of informed judgement about the text which increases as the response continues. Although the explanation is not convincing at times (for example in paragraph 3), it is present throughout the response. References are appropriate and supportive of the points made. Both sides are considered. This is a secure Level 3 with a mark of 8.

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Firstly, in this extract the writer presents failure as something positive quite successfully. I think this when it says "and felt no bitterness at the outcome of ~~the~~ my own race". This shows that he was prepared for anything, win or lose.

Next, in this extract the writer presents failure as something positive quite successfully, I ~~think~~ think this when it says "There was ^{some} criticism in the British press over my ~~failure~~ failure". This shows that the press have only been picking on the bad stuff he does, this makes the reader feel happy for him because he proved them all wrong.

Also in this extract the writer presents failure as something positive quite successfully, I think this when it says "And in great joy of that moment the agony of the previous week was quite forgotten". This shows that all the stress and

failure they ~~are~~ went through is ~~the~~ now gone and is ready to race. This makes the reader feel confident in him.

Furthermore, ~~in~~ in this text the writer presents failure as something ~~positive~~ ^{successful} quite ~~positively~~, I think this comes when it says "If we keep our own attitude other countries will respect us more and we shall still enjoy our sport" This shows although he came 4th he has still made a massive name for himself.

In this extract the writer presents failure as ~~something~~ something positive quite ~~successfully~~ ^{successfully}, I think this comes when it says "The Helsinki games were a turning point in my life" This shows that although he has not won it has still had a massive ^{impact} ~~to~~ on his life and will be forever ~~remembered~~ remembered.

Finally in this ~~extract~~ extract the writer presents failure as something positive, I think this comes when it says "The Games were a great success, no one action can wreck the Olympic movement"

This shows the passion that he has in ~~the~~ the Olympics and how much he loves it, this makes the reader feel proud of him as he has done it for his country.



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Examiner Comments

There is informed judgement and explanation with the candidate adopting a formulaic 'PEE' approach. The references are appropriate and relevant to the points made. The mark at the top of Level 3 reflects that the criteria for this level are being met but the response could be more analytical. A mark of 9 is awarded.

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

"I felt great admiration for the winner as he climbed the Olympic podium. He was a worthy victor, tougher as well as faster than the rest of us" The writer here successfully shows failure as something positive, this is done by showing that the narrator not as jealous they didn't win the race, but as admiring the winner due to them being deserving of winning. This is effective because it ^{Portrays to} ~~shows~~ the writer reader that losing to someone better than yourself isn't something to become jealous about; But rather, something to admire and to use as inspiration to work hard and to get better yourself. This ~~shows~~ ^{Portrays} failure as something positive by presenting it as an opportunity to be modest, developing character, and an opportunity to see what you can achieve with hard work.

"In the great joy of that single moment the agony of the previous week was quite forgotten" The writer here successfully presents failure as something positive through by showing to the reader that in the happiness of ~~it~~ and joy of a goal moment, all of the agony and hard work behind the moment

are forgotten. This is effective as it presents to the reader that in feeling admiration for the winner rather than jealousy, you'd feel more of a sense of joy; and in that sense of joy, you'd forget the struggle and hard work you'd put in and instead are happy for the winner. This also is effective due to the fact the reader could apply the same logic to things they face in life, to have a better outlook on failure, and to use failure as motivation to improve.

"Could we convince ourselves that we had not failed, that it was merely the astonishing ability of the others to beat us?" The writer here ~~successfully~~ successfully presents failure in a positive way, by describing failure not as our own shortcomings, but as someone else having put in more hard work and dedication and having gone further. ~~The writer~~ This is successful in presenting failure as something positive due to the writer presents the ability of others as 'astounding' due to the fact they've managed to do better and to achieve & admire what the other individual didn't; The writer shows this as something that should be celebrated and admired.

rather than something that should be associated
with pity and jealousy.



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Examiner Comments

The response adopts an unusual structure starting each paragraph with a quotation but shows detailed support for the critical judgement offered. This is sustained throughout the response, demonstrating an understanding of how failure is presented as positive. The analysis could be more evaluative, but provides sufficient evidence for a mark of 11 in the middle of Level 4.

6 In this extract, the writer attempts to present failure as something positive.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully attempts to present failure as something positive in text 2. The text as a whole is a positive one containing phrases such as 'Many things could have gone wrong before we even reached the final. The ordeal was now over, and in the great joy of that single moment the agony of the previous week was quite forgotten.' The fact that he is focussing on the positives of the situation shows how little of an effect the failure has had on him and how a great feeling of pride and relief overwhelms the sadness of the loss.

In addition to this point, the writer explains how it was a huge learning curve and how that although a loss was ~~of~~ acquired, the acquisition of knowledge was of greater

benefit, than the loss of a race.' The Helsinki Olympic Games were a turning point in my life, in more ways than one. Until then I had on the whole been successful in all the races that mattered to me. This, along with the quote 'I was not able to bear the responsibility on my shoulders, the terrible burden of having to win.' These quotes powerfully show the reader how, although losing is not the plan, the loss of something you care about can teach you more than the feeling of victory.

Continuing in the same vein, the great sportsmanship shown in the text, along with the complete lack of bitterness, show how losing is necessary to become a true 'winner.' 'Others had won and I had been ~~happier~~ ^{happy} for them.' This effectively shows how centred and sportsmanlike the Roger was and shows how he may have learnt more from

losing, than he would have were he to have won.

The use of hypothetical effects on Roger's ego, were he to have won, show how he truly ~~believes~~ believes that losing was a positive outcome. 'I do not find it easy to be overconfident but an Olympic victory might have easily have made me so.' The writer highlights this as ~~over~~ if Roger's ego were to have been inflated, he may have become ~~complaisent~~ complaisant and his learning as an athlete would have slowed. Again, this quote ~~is~~ successfully shows the reader that ~~the~~ failure, in this sense, can be positive.



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Examiner Comments

The response provides a detached critical overview fully developing and evaluating ideas from the whole text. The candidate is able to negotiate between taking a holistic approach to the text and homing in on specific aspects. The paragraph containing '...although a loss was acquired, the acquisition of knowledge was of greater benefit, than the loss of a race' is a good example of this approach. It gets the full mark of 15 in Level 5.

Question 7

Question 7a

Most candidates were achieving at least Level 2 for this question. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of the second bullet point of AO1: select and synthesise.

Responses in the mid-levels offered at least two or three similarities, demonstrating clear synthesis and valid evidence. Responses at the highest levels gave a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence. Even the lowest level responses were able to give at least one similarity, although with little synthesis or evidence. This series, as in previous series, some candidates suffered from not reading the question properly. The question is not about similarities between the texts, but similarities between events at the Olympic Games. Most candidates picked up on the similarity of both events having a link to winning, losing and Olympic competition. Some candidates did not include textual evidence which hindered their ability to go into detail and gain Level 3 marks.

This question requires understanding of the second bullet point of AO1: select and synthesise. In a minority of cases candidates attempted to examine differences, and these differences were credited in the answers to 7b (these are marked together the online marking system).

Question 7b

It was pleasing to see that in almost all of the responses marked, candidates had compared the two texts to achieve at least Level 2. The mark scheme for this question indicates that 'Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.' It was pleasing to see that almost all responses were able to compare texts, even at a basic level.

Responses at the mid-level considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made. The best responses explored the perspective about competing, for example Text One as a commentary and Text Two as a first-person narrative, the qualities of the runners and their attitudes to winning/losing, plus the journalistic review in Text One against the autobiographical nature of Text 2, negative versus positive tone. The best responses 'zoomed in on' language and explored the effect of winning and losing. In terms of the comparison element, candidates that weaved their comparison (for example including some points about feelings and missed once in a lifetime opportunities) rather than exploring one text in a paragraph then separately approach the next text, were successfully able to offer exploration and analytical comparisons of the texts as well as covering the 'wide', 'varied' and 'comprehensive' comparison.

Responses at the lowest levels considered one or more obvious comparisons between the texts, with comment on writers' ideas. At this level, the use of references was limited. Even at this level, there was an attempt to compare the texts. Some answers lacked support and developed into the candidates' own thoughts about success and failure. Lower-level answers which listed points sometimes achieved more range but failed to develop comments sufficiently. There were limited responses in this series at Level 4 and above for 7b.

Responses at Level 2 considered one or more obvious comparisons between the texts, such as they are in the Olympics, both runners lose their race, 'Zola was barefoot, but Roger had shoes on' and 'one is a girls' race and the other a boys' one', with comment on writers' ideas. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator.

The mid-level responses tended to focus more on perspectives as well as ideas, for example Text One taking a more journalistic perspective than the autobiography, the audiences for the texts being different and the lack of reflection in Text One which is evident in Text 2, which impacted on the writers' use of language and style. Some candidates again here suffered from lack of focus on the question. It is not ideas and perspectives broadly, it is about a specific area, in this case taking part in international competitions.

7 (a) The two texts show events at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

The athletes the articles where
were about ~~both~~ ^{all} lost.

All athletes had a bad time
~~breath~~ weather that be from
the press ^{or} ~~at~~ the crowds ~~at~~ in
the stands. Text 1: "The crowd boos
were breaking Zola's spirit but her
team mate and the Romanian were
focused on the medals."

Text 2: "One writer ended his criticism
with, 'I feel like swing British
athletes for breach of promise'"

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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 was a tragedy.

Text 2 said the game ~~was~~ were a great success.



7a – The candidate identifies one similarity – ‘All athletes had a bad time’ with supporting evidence from both texts. Sufficient additional comment is made: ‘weather that be from the press or the crowds in the stands.’. This goes beyond ‘limited’ into ‘sound’ understanding

7b – No comparison is made and only basic description is offered of the texts. This is sufficient for 1 mark in Level 1

7 (a) The two texts show events at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

Both ^{extracts} ~~text~~ present someone missing out on winning a ^{medal} ~~medal~~. In text one it states that "her chance to win gold had ~~disappeared~~ ^{disappeared} in a ~~flash~~". ^{The word "flash"} This emphasises how quick she missed out on being able to win gold. In text two it states "My only chance to win the olympic ~~title~~ ^{title} was over". This suggests Roger was unable to beat his opponents resulting in him losing the race.

Both text present that Zola and Roger both ^{have} ~~have~~ someone the look up on. For example in text one it states that Zola "glanced downed at her crumpled idol". This suggest that Zola looked up to Mary as she was her "idol" however, she "glanced down" on her which suggests she's better than her. In text two it ~~stated~~ states "No one could begrudge ~~him~~ his success". This suggests that everyone looked up to who ever beat Roger because they weren't jealous of him or his ~~success~~ success and were happy for him.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

You should write about:

VEST

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

Support your answer with detailed references to the texts.

(14)

The writers ^{both use} ~~uses~~ the theme of losing to present their ideas and perspectives about taking part in international competitions. In text one it states that "Morry's ~~was~~ pain was probably more mental than physical" emphasising that she wasn't bothered about the physical pain and her injury but that ~~she~~ "her chance to win gold had disappeared" suggesting that Jason thinks ^{it isn't that easy to} ~~they are~~ ^{hard to} compete and take part in international competitions. In text two ~~to Roger~~ Roger states his "only chance to win an olympic ^{title was} ~~race~~ over." Because this is a single short sentence it gets to the point and emphasises it is ^{heart breaking} ~~hard~~ when you get to that stage of competing internationally and working hard to get there to see it and not win.

Both writers present taking part in international competitions as successful and can lead to being happy. In text two it states "I had been happy for them".

7a – The candidate identifies two similarities about the events at the Olympic Games: ‘someone missing out on a medal’ and ‘Zola and Roger both have someone the look up on’. Each similarity is supported with appropriate and relevant evidence and the explanation for each comparison shows detailed understanding and synthesis.

7b – The response lacks development and does not show a range of comparisons. There is some explanation of the writers’ ideas and perspectives such as ‘...emphasises it is heart breaking when you get to that stage of competing internationally...’. There are valid, but undeveloped references. As all level 2 requirements are met and bullet 2 of level 3 is evident, this achieves a low mark in Level 3.

7 (a) The two texts show events at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

They both show the outcome of a race and the psychological effects on the athletes ~~to~~ who've participated. In text one this is shown with the quotes 'Sensing victory, Puccio ran her final lap to win as Sly took a hard-fought silver medal.' Followed by 'It was almost as if she was postponing the moment when a fresh nightmare of accusation and counter-accusation would begin.' Conversely, text two shows this but in a far more ~~upbe~~ up-beat and positive manner. 'I felt great admiration for the winner as he climbed the ~~to~~ Olympic podium. He was a worthy ~~winner~~ victor, tougher as well as faster than the rest of us.' This shows how Zola gave up while Roger accepted improvement was needed.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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 one expresses their view of international competitions as extremely competitive and ~~important~~ important, while the writer of text two focusses more on the positive aspect of taking part and supporting one another. Examples of these would be the confounding quotes of 'I was prepared to die for victory' in text one and that of 'No nation can wreck the Olympic movement, when to run costs an athlete no more than food and shelter, a pair of running shoes, and willingness to drive himself to the furthest limit of exhaustion.' In comparison, text one shows how victory means absolutely everything to the athletes,

so much so, that they are willing to sacrifice ~~their~~ their lives for even a chance at it. Text ~~two~~ however, shows how the joy of competing and how thankful Roger is to be able to, greatly outweighs any worries of losing. 2

The two texts contrast in their vocabulary as ~~one~~ ^{text} uses far more ~~positive terms~~ such as negative terms such as 'crumpled' 'chaos' and 'nightmare' whereas text two is far more positive using such terms as 'relief' 'great success' and 'worthy victor.' These words when dropped into a text help the reader understand the writers intentions with the extract and set the scene.

7a – Two points of similarity are made in the opening sentence: ‘...both show the outcome of a race and psychological effects on the athletes...’. The outcome of a race similarity is supported by relevant evidence from both texts ‘sensing victory...’ and ‘he was a worthy winner’. The similar psychological effects are also supported by evidence ‘it was almost as if...’ and ‘I felt great admiration’. Whilst these two similarities could be interpreted as differences, both are strong emotional effects, which is an acceptable approach.

7b – A range of comparisons are made between the texts. Each point takes one text and then compares with the other, using supporting evidence for each comparison.

There is some explanation of ideas and perspectives, but this is not always secure or fully convincing. The references are mainly appropriate. More of a range is needed and there is an over-reliance on quotations.

7 (a) The two texts show events at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

Both texts talk about the Olympic games. In text 1 this is shown through 'Jiy took a hard-fought silver medal' which tells the reader they're at the Olympics. In text 2 it is shown through 'he climbed the Olympic podium' which clearly shows they're at the Olympics.

Both texts show strong emotion throughout. For example in text 1 the writer talks about the 'floods of tears' which shows how upset Mary was. Similarly in text 2 the writer says 'eternity of hopelessness' which also shows very strong emotion.

Finally both texts show the runners missed a winning opportunity. In text 1 this is shown through 'chance to win gold had disappeared in a flash'; similarly in text 2 the writer says 'My only chance to win an Olympic title was over.' ^{Both} ~~This~~ shows the disappointment of failure.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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)

Firstly both texts have a similar audience. Text 1 talks about the 'inside of the track' and 'around the arena' this shows us that text 1 is about a sport or running. Similarly in text 2 the 'Olympic podium' is talked about. This also shows that it is about sport. The noun 'Olympic' shows that it is talking about a very professional sport. This gives the idea that both texts were aimed towards people with an interest in sport.

Text 1 and text 2 have different tones. In text 1 it is written in third person, this is shown through names 'Mary', 'Zola', 'Sly', 'they' being used. This gives text 1 a more factual and formal tone. However in text 2 it is written in first person, 'I felt great admiration'. This gives text 2 a personal and informal tone.

Text 1 and text 2 both have different attitudes. In text 1 it is shown through 'the crowd's boos' that failure is seen as a negative thing. The 'boos' show the disappointment of the crowds. However in text 2 it is shown through 'I had found new meaning... not the winning but the taking part' ~~that~~ that you must see the positives in failure. It shows he is grateful he could take part. Therefore text 1 shows disappointment whereas text 2 shows gratitude.

Both text 1 and text 2 have a similar effect on the reader. In text 1 the writer says that Sig was 'prepared to die for victory' this shows the passion that is felt towards the sport of running. The verb 'die' is very dramatic but effectively shows passion. Similarly in text 2 the writer talks about 'the great joy of that single moment' this shows the reader the emotional effect that sport has on the competitors. Therefore both texts leave the reader feeling passionate about the sport as it's clearly shown the importance of running on the sportsmen and women.

7a - The candidate offers three similarities: both texts are at 'the Olympic Games', both have 'strong emotion throughout' and in both 'the runners missed a winning opportunity'. Each similarity is supported with appropriate and relevant evidence and the explanation for each comparison shows understanding and synthesis.

7b - The response considers a wide range of comparisons. There is evidence of some exploration of the writer's ideas and perspectives, 'similar audience', 'tone', 'attitude' and there is consideration of the reader. It is balanced in its approach, including the use of references.

7 (a) The two texts show events at the Olympic Games.

What similarities do these events share in these extracts?

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

(6)

The similarities that these text have are similar in a way. ~~Both texts~~ Both texts are about running in the olympics and something bad happening in the race but both are shown in different ways, in text 1 an athlete is badly injured and in text 2 he loses the race. Another similarity is both ~~texts~~ athletes in the texts, Mary and roger, both lost there one chance to win ~~the gold~~ gold in the olympics. Both athletes ~~prob~~ most probably shared the same ~~feel~~ feeling in the same way on the inside but different way on the outside.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about taking part in international competitions.

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 texts have similar ~~view~~ and different perspectives and ideas about taking part in the olympics.

In text 1, the athlete ~~is~~ Mary Decker⁴ was in pain but not just because she had injured her hip ~~because~~ it was also because she had lost her chance to win gold for the one time she could. Whereas, in text 2 Roger Bannister also loses his one chance to win gold in the olympics but the difference between the texts is that Roger wasn't in pain about losing, he kept a positive attitude and is grateful that he actually got the chance to take part and was happy for the winner.

Both texts are similar with the criticism they ^{athletes} were given. In text 1, the writer

says "The crowds boos were breaking Zola's spirit". ~~Thus~~ In text 2, the writer says "One writer ended his criticism with I feel like suing British athletes for breach of promise". Both texts are similar with the criticism of the crowds and news but Zola Budd in text 1 let the criticism and boos get to her and bring her down ~~were~~ were in text 2 Roger does not let it get to him and carries on staying positive when one of the most important things in his life he lost.

Another similarity the texts have is staying positive but only in 1 paragraph in ~~the~~ text 1. In text 1 the writer says "British team mate and the Romanian team mate were focused on winning medals. Both texts uses the positivity more than the other text but two team mates in text 1 kept a positive mindset and carried on when the crowd was booing and trying to bring them down ~~missing~~ but they didn't stop trying to achieve ~~more~~ their goals and win for their team.

Both ideas and perspectives of the texts are similar but also different. Text 1 is making the reader feel worried ~~and~~ because of the injury and give them the idea that they won't win. Whereas, in text 2 the writer doesn't build up the fact he never one, he tells the audience at the start. Also, text 1 talks ~~of~~ the reader through the race and what is happening but in text 2 he doesn't really talk about the actual race itself ~~as~~ like text 1 does.

The way the ~~two~~ texts are presented and written are completely different. Text 1 is written by a sports writer and is presented negatively because of the injury's and the crowd. On the other hand, in text 2 it is written from a first person perspective and is an autobiography. Text 2 is presented as positive and the writer is being honest about the feelings he felt and what he thought.

7a – The candidate identifies one similarity, ‘both are about in the Olympics and something bad happening’. This is supported by evidence from Text 1: ‘the athlete is badly injured’ and in Text 2 ‘he loses the race’. The candidate attempts a second similarity: ‘both Mary and Roger both lost their race’ – this is not supported by evidence from the texts and is a repeated point, but there is enough development of understanding to move from ‘limited’ to ‘sound’.

7b – The answer sustains the focus on the question making a wide range of comparisons between the texts. There is a secure exploration of ideas and perspectives throughout, such as the emotional response of Roger and Mary, ‘criticism the athletes [received]’ and the perspective the text is written from. The references are appropriate and balanced across both texts and support the points being made.

Question 8

Writing

General Comments

The writing question is the final section of the paper. Candidates are advised to spend about 45 minutes on their writing and there are 40 marks available on both papers. Considered in the overall % of the marks available on the papers, this is significant. Examiners are always impressed by candidates' writing, and by the development they are able to achieve in the time they have, their individual style and level of thought and creativity. In an examination situation and a paper of this length candidates do incredibly well to produce a response to an unseen question.

The first bullet point in the mark scheme is where examiners go first. Has the candidate written appropriately for audience and purpose? Candidates should consider who their audience is and what they are writing to do and for, in order to create a voice that is appropriate, effective or sophisticated. What do they want to do with their writing? Do they want to shock their reader? Advise and support them? Argue a case for something? Once they are clear on this they can ensure they sustain this voice. A lively, excitable voice can be difficult to sustain successfully throughout, and equally a straightforward tone which is essay-like and ends with 'In conclusion' can be pedestrian and unsuccessful.

It was pleasing to see that this series, even at the lowest levels candidates were able to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The main areas that discriminated the writing responses were:

- whether candidates could meet both parts of the first part of bullet one in the mark scheme for AO5 – for example they often expressed ideas to achieve in Level 2, but these ideas lacked the order for the second part of that bullet. In Level 3, they may have connected ideas but not developed them.
- The consideration of purpose and audience to achieve the high levels in AO5.
- the success of tone, style and register in AO5.
- the spelling of basic vocabulary in AO6, for example homophones, double consonants
- the accuracy of punctuation and use of varied punctuation in AO6, for example comma splicing, missing apostrophes, missing capital letters at the beginning of sentences, random capital letters.
- the use of a range of sentence structures for AO6
- strategic use of vocabulary to achieve Level 5 in AO6. This is seen where candidates really consider their reader and their message in the choice of words.

Use of vocabulary, punctuation and sentence structure are areas centres had focussed on.

Examiners were impressed by the range and quality of responses. One examiner wrote:

'Some encouraging skilled use of wider vocabularies and less evidence of clichés and conventional expression. AO6 was much improved in many cases.'

As with previous series, some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy. A key message to centres is to focus on crafting and organisation whatever the nature of the task. Overall for A06, most candidates were able to write in a manner that was easy to comprehend. Better candidates were fluent, used paragraphs well and had a good use of a range of vocabulary as well as grammatical features and punctuation. Weaker responses had frequent errors, did not use paragraphs and wrote in a manner which was hard to follow (consider the need to express and order ideas at least). Better responses used a wide range of accurate and ambitious vocabulary. They were able to write using complex and simple sentences and had a range of paragraph structures, used for effect, including the use of short paragraphs for impact.

Weaker responses did not use punctuation or paragraphs, used very simple vocabulary and often had many spelling errors of simple words. Common errors were:

- frequent use of the small 'I' for the personal pronoun
- not using paragraphs
- a lack of punctuation in sentences (for example no full stops, few capital letters and a lack of commas around clauses)
- basic spelling errors such as the wrong 'to', confusion of 'were/where' and 'there/their'.

Question 8

The genre of review is broad and therefore examiners expected to see a range of approaches. Examiners noted there seemed to be a lot of enthusiasm for this question and some extremely enjoyable responses to read. Examples of examiners' comments are:

'There were some enjoyable reviews to read amongst the responses I saw and the best offered a lively and sometimes humorous style which brought their chosen events to life for the reader.'

'I really enjoyed marking this question - it gave candidates the opportunity to talk about really positive and exciting experiences in their lives and I found it quite a joy to read about some 'normal' life events. Lots of candidates were able to score highly by talking about passionate support for football teams and memorable matches and this passion was conveyed in their writing.'

'I was struck by how many candidates included believable emotions in their pieces and many were a delight to read.'

There were a large range of topics written about here, and it was obvious that many candidates were writing from the heart about experiences that were dear to them, with football matches and music concerts amongst some of the more popular options. The range was wide, although almost all candidates had something to write about. Some of the events reviewed included concerts, football matches, boxing fights, local events and firework displays. Most responses were positive, with candidates expressing their feelings of excitement, joy and anticipation.

The best responses pinpointed interesting details (for example 'the freshly mown grass of centre court') to create a sense of the drama of the event. I liked: 'The time for handshaking, the time for laughs and jokes had been and gone...' as the starting whistle of a football match was about to sound. There were some responses that approached this as a review very clearly, offering a number of stars, which was a useful touch. Those achieving the higher marks offered a clear and engaging voice, with subtle details woven through. The most successful responses used the present tense as though the reader was at the event and provided some evaluation of what was good or bad. More assured writing tended to begin in 'media res' and this gave the candidate more scope to build up a detailed review. The most successful responses saw candidates adapt their tone

throughout, with a clear voice that appeared to speak to the reader. Stronger responses had original ideas and wrote intelligently to set the scene of the event whether it was a concert or a funny anecdote with the family.

The less successful responses tended to be more narrative, and frequently spent too much time building up to the main event. Some reviews lacked any evaluative element of what the candidate thought and felt about the event. The less successful responses ran out of ideas, but many were able to add description to aid the reader. Some of the less successful responses had little sense of audience and became narratives about an interesting day out or a good holiday the candidate had been on. Some chose film and online game reviews which showed only their enjoyment of the experience and did not consider a wider interest.

The majority of answers approached this task as a personal account without any opinions as you might expect in a review. This worked well for some of the responses, who went into some detail in their 'experiences'. Some did not, however, develop their response to move higher into Level 3 and above.

Write your answer to Section B here:

It was a Saturday morning, ~~there~~^{Jacob} and his friend Tom ~~are~~ were on there way up to the biggest Stadium ever, the Wemb-ey Stadium. The ~~big~~ huge red and white stadium could fit around 100,000 people in.

It was 2:30 pm when Jacob and Tom where on there way to see England vs Finland. Jacob was skinny and tall with blue eyes and clear clean skin. He had short ^{brown} hair with big ears. He wore ~~casual~~ casual clothes with an expensive watch on his wrist. Tom was the same except from he wore the whole football kit with ^{red and white} a wig on top of his head. The weather was clear and sunny with bright blue sky with not one cloud to be seen. It was 2:45 pm and the big game kicked off at 2:50 pm. ~~Jacob~~ Whilst Jacob and Tom where walking towards the stadium big fire works.



AO5: This is a fairly brief Level 2 response. There is some use of structural and grammatical features - two paragraphs and some time markers - and ideas are expressed in order. Audience and purpose are not fully established as the approach is narrative. However, there is an awareness of the reader shown in the attempt to build description and atmosphere ('bright blue sky with not one cloud to be seen').

AO6: The candidate uses a range of correctly spelt vocabulary e.g. *stadium*, *expensive*, *skinny*. There is evidence of control regarding the punctuation of sentences. This is better than basic and, even though it appears unfinished, warrants a mark in the middle of Level 2.

Write your answer to Section B here:

I had just come from the Chelsea vs Manchester United final, the views and energy was ecstatic as rivalry filled the air. We watched both clubs perform their national anthems and shake hands ready to go to war. ~~We watched~~ As the ref blew the whistle the game started and Chelsea were already looking dominant as they passed the ball around in a sensible manner, we could see the tension and desperation of winning on both teams. Chelsea had taken the lead in the first half with an astonishing goal by Eden Hazard who was their captain, ~~to~~ Chelsea were more relaxed after scoring a goal and had gone ultra defensive to maintain their lead. As Eden Hazard scored the United fans sunk quietly into their seats in disbelief, the atmosphere was quiet on the United stand but buzzing on the Chelsea stand, as they cheered on their team helping them keep a positive attitude to playing.

In the second half, ~~now~~ Man United were coming back stronger and much more organised as they

~~applying~~ applied much more pressure to break through Chelsea and win the game.

Will they make it happen? We thought to ourselves as their ball control had improved and momentum was intact.

~~We could see~~ Manchester United had plunged in a goal in the last 10 minutes of the half leading Chelsea into worry, as both teams held on to the draw, they went into Extra time as it was a cup final that none of them were ~~unwillingly~~ willing to lose.

Both teams on the edge of their seats watching in horror to see who takes the lead.



AO5: This candidate meets all the criteria for Level 3 and moves into Level 4 through the organisation of material for particular effect and the use of tone and register. The tone is effective from the outset ('the views and energy [was] ecstatic') and interest for the reader is built through the contrasting fortunes of opposing fans ('United fans sunk quietly into their seats in disbelief...buzzing on the Chelsea stand...')

AO6: The response meets all Level 3 criteria. There is adaptation of sentence structure for effect ('we could see the tension and desperation'; 'ball control had improved and momentum was intact'.) The candidate uses a fairly wide variety of vocabulary e.g. *dominant*, *astonishing*, *momentum*. Spelling is mostly sound.

Write your answer to Section B here:

Last November I went to the fireworks show in Egham. I had purchased my ticket with one of my friends who came along with me. As the Saturday ~~rolled~~ slowly approached I could - for some reason - feel myself becoming more and more excited. Saturday finally came I met up with my friend at around 7pm. It was pitch black. As we got to the place that was holding the fireworks show I was both blinded and deafened by all the bright spotlights and music that was on. ~~We~~ ~~I~~ walked to the entrance and handed ~~our~~ tickets ~~to~~ and in our tickets to the man in the small wooden booth. I was in ~~sheer~~ ~~awe~~ - struck with sheer awe and more blinding lights. The crowd was ~~also~~ absolutely massive. You ~~can~~ could barely walk I got without slamming into someone. As we walked further on I noticed most of the field was 1: extremely muddy and dirty. 2: It was again pitch black. The spotlights were only being used to light up the entrance. - I sighed as I stepped in a puddle of mud and decided

To turn on my phone's flashlight. Sadly my phone ~~does~~ isn't equipped with an industrial size flashlight so I could still barely see 2 feet in front of me. As we approached the very front of the field I was immediately surprised by the fact that the fireworks were being shot up into the air from a primary school. Luckily I had managed to find a slight dry spot just before the fireworks started. As I sat down I was immediately booted in the back by someone blindly walking. He apologised profusely and walked on. Around 2 minutes later the music stopped and a countdown for 5 seconds started blasting. 5... 4... 3... I looked at my friend and looked back as I saw a massive explosion go off in the air. Everyone was surprised as the countdown hadn't even ~~start~~ finished yet. Soon after another one popped off into the air. As the fireworks went off I sat in awe. Just staring up into the sky. Some were brighter than others, some were louder than others and some were bigger than others. Around 5 minutes in everything stopped and an announcement came on the speakers. "Hello everyone. I hope you're all enjoying your evening so far. We have had some difficulties

with the fireworks and we are working very hard to support it. fix the issue. We should need around ~~5 minutes~~ ~~minutes~~ ~~minutes~~ 5 mins to fix. We are very sorry this happened." The crowd boomed in unison as we and my friend were laughing at the fact that they needed to "Fix a firework."
~~A~~ My friend jokingly said "Of course this happens the ~~at~~ only time we're here." ~~we~~ ~~A~~ Time went surprisingly fast and ~~in a second~~ ~~seconds~~ another announcement played. ~~This~~ ~~to~~ "enjoy the show." At that exact moment the largest firework I have ever seen exploded in the air and made several shapes. More shapes followed after that. Squares, triangles, hearts, etc... A little time went past and the last firework shot off. FIZZZZZ...
~~BANG~~ BANG! That was by far the biggest one of the night and left the entire crowd cheering. ~~A short time after the show had finished, a group of~~

AO5: This is a mid-Level 4 response. The candidate organises material and stylistic devices for particular effect.

A lively and effective tone is adopted, 'struck with sheer awe and blinding light'; 'the crowd booed in unison as me and my friend were laughing'. There are touches of humour. Appropriate ideas are connected even though paragraphing is not explicitly evident (there is potentially a clear paragraph break on the final page after 'Fix a firework'). While paragraphs are not obvious, there is a clear organisation to the writing.

AO6: A wide and selective vocabulary is used throughout: *equipped, profusely, slamming*. Spelling is mostly correct. Punctuation aids clarity and sentence structures are managed effectively including deliberate use of short sentences: 'It was pitch black' is later followed up with 'It was again pitch black.'

PAFT

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

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

Write your answer to Section B here:

The crowd were electric waiting for the band to come out. ~~The~~ Inglatable unicorns and balls were all around, people sighting to volley it up. Waiting in anticipation for ~~the~~ Kasabian, Victoria park was alive. As people attempted ~~to~~ to make their way to the front, clambering over bodies, the crowd began ~~to~~ ^{to} surge forward.

Hippies with long hair and headbands, girls glittered up and showing as much skin as possible and teenage boys trying to look ~~as~~ cool ~~as possible~~ and desperately trying to get served without an ID. ~~The~~ Everyone was gathered as one. I felt slightly out of place stood near the front as a married thirty three year old man. ~~The~~ Intensifying with every second, the crowd were ready. ~~The~~ Flares and bright colored smoke ~~gas~~ bombs were being distributed in friendship groups all around, the crowd were ready.

As the backing track for "I'm on fire" came on girls screamed and boys cheered. Serge entered

the stage and congealed over the crowd, ~~from~~ illuminated by tens of luminous red
glows surrounding me, the crowd was moving like
a wave. People pushed forward from the back sending
me stumbling, and then every body pushed back. Girls
were ~~so~~ shouting the lyrics ~~from~~ ^{on} top of their boy
friends shoulders, and boys shoved each other around
in mosh pits. ~~The~~ ^{As the} drummer bashed the drums I was
jumping up and down to the beat, the ground vibrated
with the base and everyone sang along. As
everyones favourite song came to an end everybody
cheered ~~the~~ hysterically. I was happy to ~~share~~ have
shared that special moment with sixteen year old
boys and hippies I had never met. I felt happy.
Throughout the evening I maintained a high of
euphoria and happiness. The stress of journalism
was forgotten as well as the children. Alive
~~would~~ be the way I summed up the crowd, even
after dancing with strangers, spilling drinks and
salling over, as Kasabian finished their last song
the crowd still chanted, "we want another! We want
another!" I ~~was~~ was not sure my tired and battered
body could survive another gruelling mosh pit
but on I chanted.

The crowd often do play a large part of an

event such as a concert, and this was no different. Kasabian are special as they bring together so many demographics. The "oldies" swayed at the back, reminiscing about their youth, whilst their teenage children ran riot at the front. I would highly recommend ~~any~~ Kasabian concert, the friendliness and authenticity of the band, radiates around arenas and forces everybody to be happy.

The band's music is also even better in real life, to when you are screaming the lyrics in the car to drop off the kids at school, and I encourage you to go to a concert. ~~The~~ The band were well organised, and the lighting helped to add more intensity to the performance. Thank you for reading and Kasabian are currently touring the UK. Do you want to miss out?

AO5: This is shaped from the outset and the candidate adopts an effective tone, style and register which is sustained throughout the response. The imagined persona - a 33-year-old father/journalist - is sustained and a credible voice is adopted in an engaging, deliberate way, a sophisticated skill for a 15/16-year-old to manage effectively. The review is coherent and cohesive with ideas- while not always complex, but certainly relevant and fully developed- managed effectively throughout. The definite conclusion ends the review confidently, sustaining the voice and viewpoint throughout. A secure Level 5 response.

AO6: This fulfils all the criteria for Level 4 and moves into Level 5 as, while there are some spelling errors, these do not detract from overall meaning. An extensive vocabulary is strategically used: *anticipation, intensifying, luminous, gruelling, demographics*. A range of sentence structures are used selectively to achieve particular effects and punctuation is largely accurate and aids emphasis and precision.

Question 9

Examiners reported that Question 9 provided an array of responses and candidates clearly engaged with the question. Ideas ranged from exploring the concept of 'survival of the fittest' and evolution through the social dynamics of everyday life. The subject inspired the candidates who chose this task and many had lively opinions to offer.

Many candidates appeared to write about their own experiences, either at school and needing to compete to be the best (with grades, girls, popularity) or writing about times when they, or loved ones, competed. A lot of candidates stuck to writing about competition in sport and seemed very aware of the pros and cons.

Candidates were able to consider a wide range of areas where competition impacts on life, and many were able to achieve well into Level 4 because they had a wealth of ideas to write about. There were a lot of interesting ideas about the mental harm that can be done to young people who are forced to be too competitive and some lively arguments which were developed well. Many candidates recognised the value and importance of competition in many aspects of our lives: job interviews ('It's about putting the best people in the best jobs'), GCSE exams, beauty pageants or family board games. There were, understandably, many comments that also delved into the impact on our mental health of being overly competitive or feeling the need to be competitive (even if that was not what people really wanted.) Some really involved discussions on this from the effect competition has on driving forward change and excellence to its effects on mental health.

A number of approaches were taken with this task. Many candidates focused on sport alone or just football in particular. Most responses were well-structured with a clear opening and a concluding paragraph. In answering the question, the most engaging responses adopted a lively approach and provided specific examples rather than discussing competition in general. Candidates tended to feel that they needed to use facts, statistics and references from experts. Occasionally, these were not necessarily as convincing as providing specific examples from their own experience. Some candidates attempted to use a listing approach, but this meant that points were insufficiently developed. Some candidates produced an integrated examination of the benefits and drawbacks of competition in its widest sense. Some responses addressed this as a discursive essay, as led by the bullet points. The use of anecdotes and examples helped some candidates to adapt this form more successfully. Many candidates talked from experience of the negative effects of competition in schools and included both school games, and judgements made on people on the basis of what shoes and technical devices they owned. A lot of discussions were based on experience which gave answers validity.

The best responses were detailed and perceptive, exploring the concept of competition and how it was, in prehistoric times, essential for survival. These often then went on to delve into modern life and tease out situations where competition is, again, essential, but in a different way and a failure to 'compete' means weakness. They came up with a good variety of appropriate examples, some very subtle. Most of the more successful responses, however, took a wider-ranging view of competition in life and considered, for example, education, jobs and even relationships. The better responses were able to offer anecdotal evidence to support arguments. Statistics were invented and interviews with winners/ losers/ friends of either or both added extra depth to the writing. There were also some strong feelings evident: 'Competitive people are self-centred maniacs who live to diminish others'; 'my mother's constant nagging to top the class in every test is the catalysing fuel that encourages my desire to succeed'; 'competition stalks me'. The best responses showed clever uses of humour and subtlety in their responses and even bringing in current affairs such as the Presidential races. Others approached this as a fairly comprehensive article, featuring opinions and statistics from the field of science to support their ideas. Often this approach resulted in a more developed response, with a clearer and stronger voice emerging from the text. Where candidates did well was when they had a clear sense of reaching out to their reader through structure and language choices. Most understood the form and purpose of the piece and the best

responses had topics that truly spoke to the reader for example, competition in school, work and social media – understanding the personal ideas that needed to weave through the piece.

The less successful responses used more ‘add-on’ rhetorical questions and other persuasive devices that did not necessarily suit the question. Less successful responses tended to choose ideas about competition but were not able to organise ideas and points. In some cases, it turned into an underdeveloped anecdote about a competition they had faced. The less successful responses were able to use elements from the texts to gain ideas of what to write about and in some cases use some as evidence in their own writing. Those that achieved lower marks tended to not offer much development beyond the quotation – focusing on explaining it or rewording it, for example. However, many were at the level of sharing their own experiences or giving examples of failure/competition without developing them. Candidates would be advised to have a clear purpose and point of view in their writing.

Write your answer to Section B here:

~~Life can be competitive like many things~~
Your Job could be competitive like many things in life but Surgery, Surgery is a ^{battle} ~~field~~ ~~fight~~ ~~esp~~ especially for interns. Who gets to scrub in, who gets the major trumas? it's life ~~and~~ or death it's what ~~Surgen~~ ~~Surgens~~ live for, what they breath for you want a ^{bottle} ~~bottel~~ of perfume for christmas? they want a brain tumor the size of a grapefruit in your temporal lobe.

On-call time, O.R. time it's all included in who will make the better Surgen and who in all though all will have what it takes to save lives.

O.R time especially if you can't ^{handle} ~~handel~~ a 24h surgery then the job isn't for you.

Surgens thrive for competition for example who can do a better running whip stitch? It's all to make them better Surgens. Help them to save a life, someones got to do it.

Competition is how they make it or

break it. Can't ~~handel~~ handle the heat? then it's not the job for you.

Get something wrong and ~~you~~ they could inevitably kill somebody and that's on them.

Surgeons have to be on their ~~best~~ best game 100% of the time, no room for mistakes.

That's why competition is relevant, fall back or become lazy it just can't happen any attending will tell you. Practice makes perfect.

That's why competition is key!

AO5: Whilst not wholly sustained, there is some selection of both content and stylistic devices to suit audience and purpose. The personal pronoun immediately addresses the audience and the register and tone are mostly appropriate showing a clear attempt to engage the audience. The attempts at humour are stylistically appropriate for the form and there is some attempt to connect appropriate ideas, for example the section concerning the 'running whip stitch... it's all to make them better surgeons'. Some 'shoe-horning' of 'competition' affects the overall fluency but paragraphs are used and there is a clear sense of a conclusion. There is sufficient evidence for a low Level 3 mark of 11.

AO6: All of Level 2 criteria are met and this moves into Level 3 as there are some deliberately varied sentences used positively for purpose and effect - the questions, for example, in the first paragraph. There is some varied vocabulary - *trumas* [sic], *battle field*, *thrive*, for example. The accuracy of spelling is inconsistent ('especially' is spelt correctly once and then incorrectly later on) and some sentences are lacking clear punctuation which, while they do not detract from meaning, do suggest some lapses in control which keeps this at the bottom of Level 3.

Write your answer to Section B here:

I have recently heard the statement 'Competition is sport, or in any area ~~of~~ ^{of} life, is not good for anyone' and I was intrigued since I disagreed with it at first, but thinking about it made me recollect some memories and I started to realise that maybe it is true. I will share my opinion with you on this statement.

First of all, there are certain moments where we can be competitive and others where we cannot, so running against my brother to see who would get to the street lamp faster, is different from performing like saving CPR and seeing who's 'best' at it, so let's dive in to the ^{positives} ~~positives~~ and negatives of competition.

Us as humans thrive on competition, it is after all what brought us here - natural selection - ~~hence~~ hence competition ⁱⁿ life should be important as it gives us that motivation to move forward as a whole. For example, I have been rejected from countless ^{amount} ~~amount~~ of jobs but yet here I am, ~~we~~ competed for a spot and I won. ~~A~~ ^A recent study showed that competition for an item or a position increases your motivation to work hard, so next time you have to finish that English essay, just make it a competition between you and your friends with a Dairy Milk bar as a reward and then observe at how hard you can work.

→

On the other hand, competition can be harmful since some people might want all the fame and glory. This is where people can go too far since it changes the whole personality and you become egotistic and no one wants that. It is shown that 5% of all competition winners end up using their fame and glory in ~~bad~~^{horrible ways} and using their title as a way to show-off ~~it~~.

I was stuck at this point thinking about all the possibilities of where ~~the~~ competition leads to more bad than good than ~~that~~^{I had} as eureka moment, teamwork! In sport competitions there is no one-man-team, everyone has to ~~do~~^{do} their bits, for example in football, the defenders have to be able to put in a challenge and recover, midfielders have to be there to help the transition of play and attackers to ~~score~~ score goal, and of course the goalkeeper to stop the attackers from scoring. Now if we took one out the whole team crumbles. In competitions these players have to rely on teamwork so that they can ~~score~~ score the goals and win the whole competition.

Personally, I would say competition is necessary for us to thrive no matter what age, but should people abuse their power to win ~~at~~ that's where things go bad and sadly, sadly there have been cases in the past of this happening. ~~It's not good for you here~~ // As this is all coming to a conclusion I am left to remind you that ~~to~~ always compete for that top spot and if you fail, try, try again.

AO5: The opening tone and style is a little 'pedestrian' - and perhaps not effectively adapted to form - however this quickly strengthens as the response goes on. The 'real-life' anecdote in the second paragraph demonstrates a personal, measured response and a clear sense of the candidate organising material for particular effect; the humour is effectively used to suit the tone and register.

The inclusive address to the audience is another effective way of adapting style and tone to suit purpose and audience and is used in a controlled, deliberate way. The third paragraph then starts to consider much more interesting ideas and, while not fully complex, they are nudging the top level here which elevates this response to the top of Level 4. These ideas are then deliberately managed through the balance between them and the 'real-life' examples, directly addressed to the reader - the English essay for example. This candidate also considers the counter argument in a cohesive, measured way. Alongside this, there is a clear, effective sense of voice running throughout - the 'eurika [sic] moment' focuses this very clearly on the purpose and intended audience and the conclusion is used deliberately to sum up all that has been said. This fulfils all the criteria for Level 4.

AO6: All the criteria for Level 4 are met. A wide, selective vocabulary is employed accurately and consistently and there are very few spelling errors - *memories, motivation, transition*, for example. Sentences are managed for deliberate effect and punctuation clarifies meaning throughout.

Write your answer to Section B here: "Competition in sport, or in any area of life, is not good for anyone".

Competition - Something everybody experiences. Whether it be grades in a test or who can look the best, we've all experienced competition haven't we?

Each with our own experiences of competition, I'm sure we all know the impact it can have ~~on~~ even from a young age on our lives. What if I told you that you experience competition every day. Every single day! Even in the ~~absence~~ ^{absence} of absence of interaction with people, it's something that can still be experienced.

Your body and brain are constantly in competition. Take for example when your brain knows you ~~want~~ ^{need} to get up in the morning but in contrast your body wants to stay in bed; that is competition between your brain and body, who is going to win, what will overpower the other. You wouldn't have thought of that would you?

What I'm trying to say is that, yes there is

very high ~~competitio~~ competition in sport, but in everyday life too.

You may be able to name the negative effects of competition; Arguments with friends, rivalries between countries, issues at work. Everybody wants to be the best. It's what we're taught from a young age. As my mother said 'Strive only for the best'. What sort of pressure are we expected to put on ourselves? Too much I'd say.

~~Of~~ Of course there can be positives to being competitive; wanting to get the best grade so ^{therefore} revising more or striving for your dream job. Without competition would this be possible? If we took away all other students and there was no competition to get into Medical school for example, would people still have to urge to do it. Is it just because you want to be better than everyone else.

I've known people in my life that have driven themselves insane. Mentally insane. You begin asking yourself whether it is worth all the worry and anxiety to get to where you want to be. ~~Goals~~ Goals are something that can be achieved without competition. That's what I believe.

//You are probably asking yourself where you'd find the motivation without competition. ~~#~~ Surely if it's something you're doing for yourselves, motivation should not be an issue. If you're telling me that you need others to compete against then is it something you truly want?

We asked 200 medical students at the University of Oxford whether it was something they were doing for themselves or competing to be better than everyone else. 60% of those students couldn't give a definite answer. That is concerning. If you're in medical school, it has to be for the correct reasons, does it not?

If you're the kind of person that puts pressure on themselves to be the best, competing with others, why not try to make a change. Today! Stop constantly worrying. Stop comparing yourself to others. Do everything for you and you only. That may sound selfish; I'm not telling you to be a horrible person, I'm telling you to do what is in your best interest. That's not to say you can't worry about others, that's a normal human trait; just stop being so hard on yourself.

In conclusion I'm going to tell you that, where competition may be useful sometimes, the majority of the time you're forced to put ~~unnecessary~~ unneeded pressure on yourself.

Take time to think about what you really want.



AO5: This response is shaped from the outset with the direct address to the audience and the rhetorical question used deliberately. While not always complex, the ideas given are coherent and sustained and the 'real-life' examples give credibility to the central argument. There is a clear sense of shaping (the paragraph beginning 'Of course', for example) and the examples are cohesive and deliberately used to clarify views. There is a sustained use of tone, style and register and the consistent focus on purpose and audience, while not always subtle, warrants a low Level 5 mark.

AO6: This fulfils all the Level 4 criteria and moves into Level 5. Vocabulary is used strategically: *insane, motivation, majority*. Spelling errors are rare and punctuation is accurate and precise. Some sentences have been clearly selected to achieve particular effects: the end paragraph with the '200 medical students', for example, uses a range of sentences accurately and selectively - simple sentence moving into a complex sentence/rhetorical question.

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 selecting information, not just writing out a section. Highlight the relevant lines in your extract booklet and read the question carefully. Ensure you answer on the correct Text as well as correct lines.
- For Question 3, it can be tempting to look out for the usual features of language (alliteration, personification, simile, metaphor) and structure (lists, repetition, short sentences, questions). These can be commented on well. The best responses, however, think about the type of text the extract is from, and how this is designed and created for the reader it is written for.
- In Questions 3 and 6, where reference to the whole extract is needed, it is important to consider what references you will use and consider what examples are most significant for comment. Discriminating references are seen where you pick out specific examples across the extract that link to your points, not just where you comment on every feature seen.
- For your evaluations, remember that you evaluate every day, and more so than ever with online feedback and posting of opinions and ideas online. Read the question carefully – what is it you are giving your opinion on? What do you think about whether the 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. taking part in international competitions.
- When you are writing, always think about your reader, what ideas you want them to understand and how you want them to react at different parts of your writing; then choose the most useful 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. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy: spelling, punctuation and grammar.
- Focus on timing during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question.

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>

