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English Language (1EN0)

Paper 2: Non-fiction and Transactional Writing

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Paper Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-9. This was the second 'extraordinary' November examination for 2021, which replaced the cancelled summer series for 2021.

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 the text for a speech to be given to peers persuading them to volunteer with a charity, or an article for a newspaper with the title 'Celebrate the good things in life!'.

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

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. Candidates had been prepared and all had, at different levels, developed the skills of interpretation, analysis and evaluation.

Candidates also used what they learned about different text types to feed into their transactional writing. As the specification identifies:

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

Candidates had 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:

- confused the texts, answering questions on Text One using Text Two and vice versa
- showed an insecure grasp of language and structure with 'feature-spotting' or confusion of terms in AO2 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, and there was plenty of engagement with the ideas. The writing offered by candidates 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.

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, in this case experiencing difficulties.
- 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 cohesive and coherent way. 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.

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 either chose the wrong text or chose wrong lines.

Examples are included here that show a range of marks and ways of achieving these marks. Candidates can choose two quotations from the text, for example 'It is altogether curious' and 'the thing you have feared all your life'. Equally, words from the text can be used, for example 'different' or 'complicated'.

Candidates need to ensure that the answer is relevant to the question. Some interpretation is credited, for example if a candidate interprets 'feared' as scared or worried. This must demonstrate interpretation of the mark scheme wording, i.e. the 'own words' must be linked to a bullet point in the mark scheme.

Example 1

<p>SECTION A: Reading</p> <p>Read Text 1. Then answer Questions 1–3.</p> <p>You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).</p> <p>Write your answers in the spaces provided.</p> <p>1 From lines 1–4, identify two feelings the writer has about poverty.</p> <p>1 <u>It is the thing you've feared all your life</u></p> <p>2 <u>It is so all utterly different</u></p> <p style="text-align: right;">(Total for Question 1 = 2 marks)</p>

Examiner Comments:

This response achieves 2 marks. These are two valid points from the mark scheme. Spelling is not assessed on the Reading section of the paper.

Example 2

SECTION A: Reading
Read Text 1. Then answer Questions 1–3.
You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).
Write your answers in the spaces provided.

1 From lines 1–4, identify **two** feelings the writer has about poverty.

1 its hard to be in poverty

2 its feared

(Total for Question 1 = 2 marks)

Examiner Comments:

This response achieves 2 marks. The first is a valid interpretation of the mark scheme bullet point 'complicated'. Spelling is not assessed in the Reading section of the paper. Candidates also must ensure that they read the question carefully, and, in this case, do not simply select a feeling that may not be linked to poverty.

Example 3

SECTION A: Reading
Read Text 1. Then answer Questions 1–3.
You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).
Write your answers in the spaces provided.

1 From lines 1–4, identify **two** feelings the writer has about poverty.

1 that it was sudden

2 that it wasn't expected

(Total for Question 1 = 2 marks)

Examiner Comments:

This response achieves 1 mark. There is no mark awarded for 'sudden'. For point 2, while it can be argued that it was something the writer had anticipated, we have accepted the second point as an interpretation of how he thought it would be one way but was actually another (in other words, not as expected).

Example 4

SECTION A: Reading
Read Text 1. Then answer Questions 1–3.
You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).
Write your answers in the spaces provided.

1 From lines 1–4, identify **two** feelings the writer has about poverty.

1 Chaotic

2 emergency Curious

(Total for Question 1 = 2 marks)

Examiner Comments:

This response achieves 1 mark. This candidate starts out using Text 2, then realises and changes the second answer to 'curious', and they achieve a mark for this. It is essential to check the correct text is used.

Example 5

SECTION A: Reading
Read Text 1. Then answer Questions 1–3.
You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).
Write your answers in the spaces provided.

1 From lines 1–4, identify **two** feelings the writer has about poverty.

1 feared it there whole life

2 Thought it would be simple but its actually very
complicated

(Total for Question 1 = 2 marks)

Examiner Comments:

This response achieves 2 marks. There are 3 valid points made, but of course only 2 marks are available.

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 were acceptable. For example, 'cut down on smoking' was accepted. Although he can still smoke, there is implied understanding that he cannot smoke as much.

There were a few examples of only one mark being awarded, and, in some cases, this was because candidates had included something that the writer was still able to do. Responses must answer the question, which asks about what he is unable to do. Again, where marks were not awarded it tended to be where the wrong lines were used or where the wrong text was referred to.

Example 1

2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

- 1 "You stop sending clothes to the laundry."
- 2 "There are letters you want to answer, ^{and} ~~but~~ cannot, because stamps are too expensive."

(Total for Question 2 = 2 marks)

Examiner Comments: This response achieves 2 marks. These are two valid points from the mark scheme.

Example 2

2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

- 1 send clothes to the laundry / wash his clothes
- 2 Buy food.

(Total for Question 2 = 2 marks)

Examiner Comments: This response achieves 1 mark. The first point achieves a mark, but the second does not, as he is not 'unable' to do this (he has to make changes to what he buys, but is able to buy food).

Example 3

2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

1 Because his meals are ~~difficult~~ difficult.

2

(Total for Question 2 = 2 marks)

Examiner Comments:

This response does not achieve marks as it does not answer the question. It is not something he is unable to do.

Example 4

2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

1 Can't pay for to have ^{their} laundry done.

2 Cannot buy cigarettes or tobacco.

(Total for Question 2 = 2 marks)

Examiner Comments:

The first point achieves a mark. The second does not, as he is not 'unable to do' this (he has cut down). Had the candidate said 'smoke as much as he used to', that would have been valid.

Example 5

2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

1 everything is too expensive. six francs income.

2 tobacco is very expensive can't buy himself a cigarettes. (Total for Question 2 = 2 marks)

Examiner Comments:

No marks have been achieved here as initially the question is not answered and then an incorrect point is made (he can buy cigarettes). The quotation 'six francs a day' is also in line 6, which is not part of the question.

Example 6

- 2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

1 He is unable to have margarine

2 He is also unable to smoke

(Total for Question 2 = 2 marks)

Examiner Comments:

No marks have been achieved here. The writer **is** able to have 'bread and margarine' and is not 'unable to smoke'.

Example 7

- 2 From lines 8–16, give **two** things the person in the extract is unable to do because of his situation.

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

1 cannot buy stamps because they too expensive

2 cannot buy horse head bread because it is
~~easily carried~~ harder to store and carry around.

(Total for Question 2 = 2 marks)

Examiner Comments: 2 marks are achieved with two valid points.

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.

The quality of the points made on the effects of language/structure was a good discriminator. 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, for example 'the word 'complicated' suggests that poverty is more complex despite it being the lack of something.' This emphasises how much this candidate had engaged and thought about the text.

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 answers made reference to both language and structure, with examiners noting that quite a few offered more structure points than language. There were many features to choose from a range were offered in responses. Candidates considered the language used to express fear and danger, the metaphor 'net of lies' used to emphasise the trap of poverty, negative language used to emphasise the impact of poverty, personification used to relate negative experiences of poverty, the use of the present tense to give immediacy/impact/show ongoing nature of the situation. In terms of structure, the majority made reference to the use of short/long sentences or to short/long paragraphs, with some identifying the use of lists and repetition. Some of the points on the effect on the reader was less successful for structure (some candidates struggled to explain why they thought the writer had used a 'long sentence'), but there was some idea of use for emphasis, to reinforce the impact of poverty or to layer description for the reader.

The majority of responses were able to use terminology appropriately. Most answers were quite detailed, with apt quotations and referencing offered (references do not have to be quotations). There was some occasional misunderstanding of the writer's situation, with a few candidates saying that he was homeless.

The majority of responses were, at least, explaining and therefore in Level 3 and above. This question discriminates well especially in this paper, where reference to the whole extract is needed, as it is important to consider what references the candidate wants to use and consider what examples are most significant for comment. Discriminating references are seen where a candidate picks out specific examples across the extract that link to their point, not just where they comment on every feature seen.

Example 1

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

In this text the writer uses language and structure to interest and engage the reader, this by speaking about a world wide problem and knowing what it's really like ~~being~~ living in poverty. As the writer says, you find yourself having to lie and being in a net of them. The writer uses the ~~word~~ ^{phrase} "net of lies" which is a metaphor. He uses this to show how many lies he says and gets tangled in them. This has an effect on the reader and makes the ~~your~~ reader appreciate their life a lot more and ~~more~~ understand the meaning of poverty and what it can ~~cause~~ do to your lives.

Examiner Comments:

This response achieves 4 marks, just into Level 2. It is fairly basic response that meets all the Level 1 criteria. The opening sentence rephrases the question and offers a short, general introduction. The response discusses the phrase 'net of lies' and comments on the impact on the reader. This just moved the response into Level 2 – it is more than limited and basic.

Example 2

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.

4 para

(15)

The writer uses metaphors to engage the reader to really show how bad poverty is. From the start it tangles you in a net of lies, this language technique really makes the reader feel what the author is talking about as it allows them to picture what George Orwell (the author) felt like.

Another technique the writer uses to engage the reader is by using a range of different sized paragraphs. The first and last two paragraphs in the extract are short and snappy which is very contrasting to the second paragraph. The second paragraph is explaining the effects poverty had on him. The sentences are long, and slow which are almost draining, this emphasises to the reader how he felt during poverty. This really interests readers as it allows them to get feel what Orwell did.

'Everywhere there is good insulting you'. Personification Orwell used this to show what it was like having good everywhere but not able to eat it, because you have no money. It engages the reader into the piece of writing as using such as descriptive technique, and using an adverb that many people have felt before, insulting, allows them to truly feel what he felt.

Another way Orwell interests the reader is by comparing 'You discover what its like to be hungry.' Obviously, he knows everyone has been hungry, but his comparing what he thought hungry was when he had money, to what hungry really is. This makes the reader think, am I really hungry?

Examiner Comments:

This response achieves 8 marks. It follows a clear format, making a point, identifying supporting references and concluding with a comment detailing the effect on the reader. The candidate identifies a linguistic device, metaphor, in the first paragraph. It is a relevant point, but the candidate does not explain it in any detail. There is an attempt to talk about the effect on the reader. The comment on effect is quite simple, 'allows them to picture what George Orwell (the author) felt like'.

The second paragraph looks at a structural feature in a discussion about paragraph length. The point, about the start and end of the extract having shorter paragraphs than the rest of the extract, is rather vague. However, when the candidate discusses the draining effect of poverty being mirrored through the long sentences, there is definite explanation. In the third paragraph the candidate identifies personification, 'food insulting' and writes about what that means. The last paragraph makes a point about comparison but does not explain it in detail.

Overall, there is a focus on achieving effects and influencing readers. Explanation of effect is not always developed and clear, for example, 'this really interests readers as it allows them to feel what Orwell felt'. 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.

Example 3

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 uses adjectives, such as "feared" to indicate that his situation currently is not good and that he knew that he would come to this situation one way or another.

The writer also uses (superlatives) emotive language, like "extraordinarily complicated" to show the reader how utterly bad his state is and that he is really struggling constantly.

The writer uses contrast to show how he thought poverty would be, and how he will handle it, but in the phrase "You thought it would be quite simple; it is extraordinarily complicated", we can clearly see how his mind has changed, now that he finds himself in the current situation. He admits that at first he thought he could deal with poverty and that it would not be that hard, however once he finds himself truly dealing with it, he finds out that it's extremely difficult.

George Orwell also uses onomatopoeia, like seen in "plop and it falls plop!", imitating the sound the bug makes while falling into the milk. This gives the reader a sense of empathy with the writer, as his last resource of food is contaminated and will be need to be thrown away.

We also see ~~(the usage of a list)~~ that the writer makes a list of all the food he sees through the shop's windows. "whole dead pigs, basket of hot loaves, great yellow blocks of butter, strings of sausages, mountains of potatoes, vast cheeses like grandstones" which demonstrates the reader how much he's craving all of the items from the list, and that makes the reader feel pity for the man. He also uses various language devices in the list, such as simile "vast cheeses like grandstones" or hyperbole "mountains of potatoes" to suggest how dearly all that food seems to him.

Examiner Comments:

This candidate starts by incorrectly referring to 'feared' as an adjective, but that does not take away from the rest of the response. The comment on 'extraordinarily complicated' works reasonably well and the point is explained.

The candidate then starts to make a variety of points, explaining clearly the effects of language in the first three paragraphs and structure in the fourth. The selection of references is appropriate and relevant. In the third paragraph the candidate explains the part of the extract where the bug falls into the milk and there is then some exploration of the impact on the reader and how the reader would feel 'empathy' for Orwell at this point.

All the Level 3 criteria are met. The reflection on effects, for example empathy and pity towards the end of the response, just nudges it into Level 4 with a mark of 10.

Example 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)

The writer uses strong adjectives and verbs to describe his feelings about poverty. This is illustrated when the narrator states "utterly different, extraordinarily complicated." The use of strong adverbs and verbs highlights that poverty is very tough to live with as it isn't simple as he thought. This suggests that he is going to suffer because of how poor he is. ^{Furthermore,} The adverb "utterly" indicates that that poverty is totally different and very complicated to live around people as 'you are telling lies and expensive lies' which would affect the relationship between him and the places he used to visit. ~~The~~ This engages the reader as it makes the reader anticipate that there is a tough way ahead.

The writer also uses simile to express his feelings towards the food ~~that~~ that he keeps passing by. This is portrayed when the narrator explains "not cheese like grindstones." The use of simile implies

that George is sombre as he sees the huge pile of food in front of him while he has "bread and margarine in (his) belly". The emphasis on how horrific and terrible the life of the poor is as it suggests the suffering of him and the ~~bad~~ destruction of the relationships between him and the stores he used to visit such as the "to-be-chemist". Furthermore, the noun "grindstone" suggests the plentiness of food as there is a lot of it everywhere, which shows his struggle through poverty. The writer also uses personification as the narrator describes "there is food insulting you in huge" implies that the quantity and the quality of food hurts him as he couldn't afford it. The verb "insulting" highlights that he is getting bullied and punished as he couldn't afford the food. This engages the reader as we can sense the feeling of being Godly towards George about ordinary ~~everything~~ or every day things.

The writer also uses long sentences to describe and give the reader an idea about poverty. This is illustrated when the narrator explains "You have thought so much about..... extraordinarily complicated." The use of long sentences ~~gives~~ builds up towards the story of the ~~poor~~ poverty line which also builds tension. This suggests that ~~there~~ George is about to go through. The writer continues the use of long sentences as ~~he~~ he discusses and

describes how in detail about the ^{life} living of poor people as they are being degraded mentally, of holding their lives ~~not~~ ~~not~~ that they are telling to all people, physically, because they also do not eat well, can not cut their hair because they can not afford razor. Moreover, the verb "complicated" highlights the huge difference of what people think about poverty and how they anticipate that it is ^{easy} going poor. This engages the reader as the reader can anticipate ~~and~~ ~~and~~ ^{understand} and understand the life of the poor.

Examiner Comments:

In this response there is exploration of various features identified, for example the opening paragraph identifies the writer's use of verbs and adverbs, homes in on the specific use of 'utterly' and considers how this reveals Orwell's changed perspective on poverty plus the effect on the reader who will now 'anticipate that there is a tough way ahead'. The writer's depiction of food and its changed significance in Orwell's life is then explored and again there is a consideration of the effect of language on the reader ('we can sense the feeling of foreboding').

A consideration of the use of long sentences is less successful, and at times the expression is not as clear as it could be. The response meets the criteria for Level 4 without approaching the level of analysis necessary for Level 5. Throughout most of the response, detailed references support points made, an exploratory approach is adopted, and the use of language and structural features to influence readers is thoughtfully considered. A mark of 11 is achieved.

Example 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)

George Orwell uses a lexical field of harshness to establish an atmosphere of hardship and poverty to create a tone of apprehension for the reader. For example, this semantic field includes adjectives like "secretly", "fearful", "mean disasters" and "difficulty" to portray the harsh, rough and unforgiving nature of poverty and the working class to the readers which creates both an establishment of fear and tension but also sympathy and intrigue about the hardship and adversities of poverty in Paris.

Omnell also establishes a repetition of personal pronouns structured to engage the reader and place them into his position as he tries to survive with six francs a day in the poverty viddled areas of Paris.

This memoir also establishes the repetition of the adjective "lies", "expensive lies" and "net of lies" to further emphasise the dramatic almost impossible to escape grasp of poverty as the character is forced to "stop sending clothes to the laundry" and he further emphasises how even something as innocent and as food is "governed by lies". This creates a tone of dread as he barely survives and the moral conflict and guilt of lies he faces grows.

Orwell also further integrates a cyclical structure that starts with the initial, unexperienced view of poverty described as "curious" though this resolves in his memoir as by the last line, he has become one of the people trapped and governed by poverty and he has experienced the hardships of survival. ~~to~~ ^{Orwell} ~~rooms~~ in on his inner thoughts as he becomes aware of who he has become, this can be shown with the quote "A smouldering self-pity comes over you" in comparison to the earlier, optimistic and light curiosity and naivety as the reader empathises with this harrowing acceptance and suffering the character was undergoing in this experience.

Furthermore, Orwell ~~uses~~ integrates a desperate, almost taunting personification of the food that he cannot access with the quote "Everywhere there is food insulting you in huge, wasteful piles" and "whole dead pigs" and "mountains of potatoes" which exemplifies how haunted and desperate for food and an escape from poverty he is. "Insulting" and "wasteful" along with the adjective "mountains" serves successfully to emphasize this ever present desperation and desire and the reader can infer from this proud, privileged display of wealth and food, the greed and lack of self awareness of the upper classes as they display their food and the people in poverty suffer.

(Total for Question 3 = 15 marks)

Examiner Comments:

This response achieves 15 marks. The answer opens with a confident analysis of the lexical field of harshness. Short quotations are isolated, a tone of apprehension and tension is mentioned and the cumulative effect on the reader is discussed. The response considers the context of the extract in terms of poverty and class and thereby gives a confident textual overview and responds to the extract with personal engagement. Further analysis of language and structural features follows, including consideration of Orwell's repeated use of personal pronouns, repetition of the adjective 'lies', and the cyclical structure of the extract. The change in tone and perspective from naïve to experienced and from light-hearted to 'harrowing acceptance' is convincingly outlined.

Further analysis based on the writer's use of food as a vehicle to exemplify his suffering and deprivation (and that of others in poverty) concludes the answer. Reference to how the reader is influenced sustains the high quality of analysis. 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'. Quotations are acceptable, such as 'We moved into temporary accommodation for a couple of years', 'ground floor flat', 'damp and mould'. Own words are also accepted, for example 'her dad was disabled so they were on the ground floor'.

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

Example 1

4 From lines 7–10, identify **one** feature of the places where the writer lived.

We moved into temporary accommodation for a couple of years

(Total for Question 4 = 1 mark)

Examiner Comments:

This response is a valid quotation from the text and achieves a mark.

Example 2

4 From lines 7–10, identify **one** feature of the places where the writer lived.

It was a small pipe and could have even used to flood with raw sewage

(Total for Question 4 = 1 mark)

Examiner Comments:

This response achieves 1 mark with another quotation from the text.

Example 3

4 From lines 7–10, identify **one** feature of the places where the writer lived.

There wasn't enough space for a table

(Total for Question 4 = 1 mark)

Examiner Comments:

This response does not achieve a mark as this is in line 6, not the lines from the question.

Example 4

4 From lines 7–10, identify **one** feature of the places where the writer lived.

It was a ground floor flat because her dad was disabled.

(Total for Question 4 = 1 mark)

Examiner Comments:

Although a slightly longer response the mark is achieved with 'own' words (paraphrase from text).

Example 5

4 From lines 7–10, identify **one** feature of the places where the writer lived.

"a ground floor flat"
that had damp and mould"

(Total for Question 4 = 1 mark)

Examiner Comments:

2 valid points are made here (damp and mould), but there is only 1 mark available.

Example 6

4 From lines 7–10, identify **one** feature of the places where the writer lived.

housing association flat

Examiner Comments:

A mark is achieved for a different example from the text.

Example 7

4 From lines 7–10, identify **one** feature of the places where the writer lived.

he lives in Poverty Paris.

(Total for Question 4 = 1 mark)

Examiner Comments:

This is a rare example of where no mark can be awarded, as this answer is from Text 1.

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'.

Again, candidates should be encouraged to be succinct in their answers where only one mark is available.

Example 1

5 From lines 16–19, identify **one** feeling the writer had when she lived in hotels.

She wrote that it was "exhausting".

(Total for Question 5 = 1 mark)

Examiner Comments: This response is a valid quotation from the text and achieves a mark.

Example 2

5 From lines 16–19, identify **one** feeling the writer had when she lived in hotels.

The writer was very upset as she was starving and doesn't have enough money for supplies.

(Total for Question 5 = 1 mark)

Examiner Comments: Again, this is a rare example of where no mark can be awarded, as this answer appears to be from Text 1.

Example 3

5 From lines 16–19, identify **one** feeling the writer had when she lived in hotels.

Working hard, going to university and get a good job will prevent him from homelessness.

(Total for Question 5 = 1 mark)

Examiner Comments: Another rare example of where no mark can be awarded, as this answer is from incorrect lines – lines 14 and 15.

Example 4

5 From lines 16–19, identify **one** feeling the writer had when she lived in hotels.

She could not focus on her job.

(Total for Question 5 = 1 mark)

Examiner Comments: The mark is achieved here.

Example 5

5 From lines 16–19, identify **one** feeling the writer had when she lived in hotels.

Often with no laundry, no wife, no fridge

(Total for Question 5 = 1 mark)

Examiner Comments: The mark is achieved here.

Question 6

As with Question 3, examiners felt that the selection of the text material was appropriate, and candidates seemed to be familiar with it. Candidates were able to select and discuss some points the writer used to show the negative impact of homelessness.

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. These responses would have benefitted from a more sustained evaluation of the points.

The majority in the mid-levels were able to comment clearly and explain theme, ideas, events and setting. The level of evaluation moved between straightforward: 'The writer is successful in showing that homelessness is negative' and more critical, with consideration of the impact on different groups of people talked about in the text.

Textual support, whether quotation or reference, was evident for many of the responses. Candidates engaged in particular with the ideas surrounding the writer's difficulty in completing homework, the poor conditions of the housing and also the idea of shame that caused some to hide their homelessness. There was a great deal of empathy for the writer. Many focussed on the personal with some success.

Candidates at the higher levels were at least analysing and at best evaluating ideas, setting, 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 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 showing the negative impact of homelessness. At this level candidates recognised the obvious development within the text from personal experience to a wider impact of homelessness.

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 comment related to their own opinions about homelessness. Nonetheless, there were many personal responses which showed a sound grasp of the effects of homelessness on education, mental health, hygiene and the fact that it forced people to lie.

Candidates also wrote well about the use of statistics. 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 to demonstrate the negative impacts of homelessness of a broad range of different people at different stages in their lives. This demonstrated more of a detached critical overview (Level 5).

Example 1

6 In this extract, the writer attempts to show the negative impact of homelessness.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully shows the impact homelessness had on her to the reader, this is evidently shown in the quotation 'Being homeless again was something I was fearful of' telling the reader that she was scared of it, after she had previously been before. Another negative impact that homelessness had was that her and her sister were not able to do their homework on a table, consequently forcing them to do it on a bed. This is shown in the quotation 'I remember trying to do my homework on the bed because there wasn't space for a table' the impact homelessness had on her was also demonstrated to the reader in the quotation 'Four of us in a single room' this tells the reader, that although they had

Shelter there wasn't enough room
for all four of them to
have their own personal
space.

Examiner Comments:

The candidate starts off with an opinion about the impact of homelessness and supports it with a reference from the text. However, the rest of the response comments on and provides examples of negative impacts of homelessness, but does not offer any evaluative comment. This places the response at the bottom of Level 2 with a mark of 4.

Example 2

6 In this extract, the writer attempts to show the negative impact of homelessness.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract the writer attempts to show how the negative impact of homelessness, This is successfully achieved by how the text is structured and built with some key information for a reader.

The writer starts off by mentioning how she was homeless growing up which will immediately grab anyone's attention. The writer then goes on to describe the meaning and reasoning why, this was ^{because} her dad was disabled and lost his job, when she was 11 she lost her house.

The writer includes how her whole childhood was no where near good and how she kept getting moved house to Rooms. ~~and~~ This would obviously would be affecting her mental and ~~ps~~ physical health. This again makes us Readers think and makes us possibly Reflect on our life or maybe even try to ~~try~~ imagine what it is actually

like in the writer's shoes.

The text then includes that she went to university and got a job but still the writer is homeless. This will make the reader shocked and again make them think, The writer goes on to explain how hard it is even with a job.

Explaining to us Readers that a house/home is very expensive so she has to spend weeks at a time in hotel that her wages pay for. No Fridge or Wifi and even often without laundry. The writer said "It is exhausting and expensive not having a permanent space, and so hard to focus on your job".

This extracts point is very successful on getting the point across and has affected many readers who were not as knowledgeable about being homeless and the struggles it comes with.

Examiner Comments:

The response opens with a generic introduction and a brief summary of the text. The candidate follows the narrative of the text, implicitly addressing the question of the negative impact homelessness has on the author from childhood ('growing up') to adulthood ('hard to focus on your job'). This is accompanied with

personal comments ('this would obviously be affecting her mental and physical health' in paragraph three) which shows the engagement with the text. Paragraph four offers some explanation of the effect on the reader. Judgement about the text overall is straightforward. References are appropriate and relevant, not developed. This is a response that fulfils all criteria from Level 2 and with explanations of the events and settings edges into Level 3 with a mark of 7.

Example 3

6 In this extract, the writer attempts to show the negative impact of homelessness.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The ~~the~~ writer powerfully depicts the negative impact of homelessness throughout this extract. In the beginning, ~~the~~ the writer states ^{major} important factors that have impacted her life. "The phrase "I was homeless growing up" instantly ~~of~~ tells the reader they have had a bad experience about living when they were young, creating a sense of sympathy for towards the reader, as they see she has been effected negatively from this situation from a young age. She had multiple problems along with it. ~~the~~ The writer states the "dad was disabled" effectively interpreting to the reader he couldn't support them, which adds another layer of negativity about homelessness because he can't change the ~~situation~~ situation.

furthermore, the writer successfully illustrates the negative effects in the extract. The writer ~~constant~~ uses the first person narrative, to engage the reader as it is stating someone is going through it and it is a real problem, as some people turn a blind eye to this situation. The constant use of "I" and "we" clearly implies to the reader

that ^{her} she and her family were going through this problem, ^{together} not ~~it wasn't just her.~~ ^{just her.} This creates an ~~same~~ atmosphere of negativity as we see her whole family is going through this problem and no one is able to support her, this is also shows how vulnerable they are as they might look into making money in dangerous ways. Clearly showing the ~~reaches the~~ ^{negative side effects} poverty has amongst the people going through it.

Additionally, the author uses ~~a~~ professional organisations ^{throughout this extract.} to ~~increase the atmosp~~ ^{the writer} ~~the~~ purposely uses expert organisation to show that the authority know your situation but won't offer help. We see this in the phrase 'Westminster environmental health'. ~~The writer also use the derogative~~ "we were evicted." this highlights the fact the authority didn't care about the housing associations fault, "as they don't fix it" but evicted the poor people. This powerfully engages the reader as they can see the people in the wrong ^{wasn't} ~~but~~ punish but the vulnerable people were, this makes them think about the ~~cruel~~ cruel, self-hearted people working for the authority. This shows the negativity the people going through poverty face, as they end up in worse situations.

Moreover, the writer uses statistics and facts to show the ^{theme of} negative impact of homelessness.

We see in the statistics that ^{as} more than "33,000 families holding down a job despite having nowhere stable to live." This successfully shows the negative impact as it engages the reader with the numbers and proves to them it's a real thing which thousands of families go through, which leaves the setting of being ~~not~~ negative in the reader's mind.

Examiner Comments:

The candidate adopts an effective structure presenting the ideas from the text and how the homelessness affects firstly an author as an individual ('I was homeless growing up'), then on the level of a family ('her and her family ... together, it wasn't just her'), followed by community ('Westminster environmental health') and finally society ('33,000 families'). This approach offers the whole text analysis rather than word level analysis and results in a well-informed judgement about the text. The response is sustained in focus, demonstrating an understanding of how homelessness is shown to have a negative impact. References fully support points made. The response meets all Level 4 criteria with a mark of 12.

Example 4

6 In this extract, the writer attempts to show the negative impact of homelessness.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract, the writer's attempts to show the negative impact of homelessness is extremely successful.

The article begins with a dramatic tone for the introduction to establish this harrowing, unpredictable nature of homelessness with the short, powerful sentence of "I was 11 years old" to establish this tragedy and how young it can really affect people.

The writer successfully describes the living conditions that she experienced at such a young age to create tension and to truly

display the negative impact of homelessness. For example, the quote "with four of us in a ~~two~~ single room" and "it was very chaotic" shows further how cramped and unsuitable of a place it is to grow up in poverty without the privilege of a safe home and good living and thriving conditions.

The writer further successfully links this striking recollection of her young life in extreme poverty with the quote "I remember trying to do my homework on the bed because there wasn't ~~a~~ space for a table". This powerful description and memory further creates sympathy and a powerful sense of self awareness. As many readers will have the privilege and space to complete work unlike the writer.

The writer also further successfully shows the negative impact of homelessness, and the unpredictable nature of homelessness with the quote "working is sold as the route out of homelessness" which the reader can interpret as social stability and a sense of hope, before the ~~reader~~ writer contrasts that statement with personal accounts. For example, the quote "No one at his workplace is aware of his living conditions." successfully shows the reader the secretive, unknown nature of poverty and homelessness and how "A lot of people hide it out of fear and shame" which shows a disconnect and ~~an~~ ~~un~~ ~~der~~ ~~stand~~ ~~ing~~ ~~of~~ ~~the~~ ~~reality~~ ~~of~~ ~~the~~ ~~situation~~ ~~and~~ ~~the~~ ~~impact~~ ~~it~~ ~~has~~ ~~on~~ ~~mental~~ ~~health~~.
drastic impact on mental health.

Furthermore, the powerful impact of "But the mental toll of keeping up that pretense is huge" serves successfully to further emphasize how hidden the impacts of homelessness are as well as the writer subtly creating an atmosphere of shame to reflect the shame and guilt these working people face in society due to the grasp of homelessness and lack of empathy and understanding from people ~~to~~ in society about the life changing, traumatic situations homeless people endure as only the rhetorical question "if you don't have shelter as your bottom line, how is anything else, including work supposed to function?" shows successfully.

(Total for Question 6 = 15 marks)

Examiner Comments:

The response provides a detached critical overview fully developing and evaluating ideas from the whole text. There is a sustained focus on the question

and the response is mature and confident. Phrases such as: 'successfully links this striking recollection' and 'Furthermore, the powerful impactful quote of', demonstrate the sustained focus on evaluation throughout this response.

The ability to use apt and discriminating references to support points is demonstrated in the comments on the third page of the response about secrecy, for example. This response is rewarded with 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 these experiences of poverty. Most candidates picked up on the similarities of fear and danger linked with poverty and homelessness, the need for lies and secrecy, with people hiding their situations and experiencing feelings of shame and sadness experienced because of their situations. 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 described other people's perspectives of 'difficult experiences' in Text 2, compared to Orwell's wholly autobiographical account, for example 'Both accounts are personal, although Text One appears less personal through the use of second person voice and Text Two clearly starts out to put the writer at the heart of the extract'. Candidates again were able to demonstrate personal engagement with the two texts and draw on this for their comparison. Most were aware that both texts present experiences that could happen to anyone, regardless of background, education or work, that both texts present how difficult situations are managed through lies and deceit and how both suggest difficulties cause physical and emotional consequences.

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 the difficulties of poverty/homelessness. Lower-level answers which listed points sometimes achieved more range but failed to develop comments sufficiently.

Responses at Level 2 considered one or more obvious comparisons between the texts, and in some cases they were not always accurate comparisons, for example 'they are both about being homeless' (Orwell is not homeless), 'both cannot wash clothes' with comment on events or ideas like not being able to do something. 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, with quite a few responses drawing on the use of statistics in Text Two but not always relating this to the difference in perspective to Text One. The best responses were able to look in a detailed way at how the writers differed in their chosen narrative voice (Orwell's direct address versus Navanayagam's use of first person) and the ways these impacted on the reader. Some candidates, again, suffered from lack of focus on the question. It is not ideas and perspectives broadly, it is about a specific area, in this case ideas and perspectives about experiencing difficulties.

Example 1

7 (a) The two texts show personal experiences of poverty.

What similarities do these experiences share in these extracts?

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

one Text 1 is a ^{Memoir} autobiography and ⁽⁶⁾
text 2 is a ~~documentary~~ article

Text 1 is mainly about him where as
in text 2 its about him and a few
other people.

They are both have the fear of
shame of being poor or homeless.

Text 1 shows how bad he has
it where as text 2 shows
how bad homelessness has increased.

Text 2 is homeless and trying to
find out about others situation where
as text 1 shows how bad his situation
is.

Text 1 is old (1933) where as text 2
is relatively new (2018)

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Text 1 is more personal where as
text 2 doesn't get into too much
detail.

Text 1 is a auto biography where as
text 2 is a article

Text 1 has longer paragraphs and more
personal details where as text 2 has
small paragraphs and little detail.

Examiner Comments:

7a: It is important to remember in responses for 7a, the question requires the candidates to explore similarities, in context of the **personal experiences**. In this response, the candidate comments mainly on differences, in more than one point. There is a valid point around 'fear' and 'shame' as similarities of feelings is a valid point, and 1 mark is achieved. If not repeated in 7b, differences can be rewarded in the mark for 7b.

The 7b response lacks development and does not show a range of comparisons. There is attempt at comment on structure, but this lacks development and does not explore the question. However, this is a response where some points in a) can be awarded for b), for example 'Text 2 is homeless and trying to find out about others...' and 'text 1 shows how bad his situation is'. A mark of 3 in Level 2 is achieved.

Example 2

7 (a) The two texts show personal experiences of poverty.

What similarities do these experiences share in these extracts?

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

(6)

In both texts, both people have bad experiences with homelessness. In both texts, they both experience not being able to afford proper nutritious food nor are either of them able to be happy given their financial issues.

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

In text 1, the writer takes a more story book approach to writing about poverty, however in text 2 the writer uses a more auto-biographical approach with facts. The ideas the writer used in text 1 is that poverty is non-enjoyable, however in 2, she's trying to show what the experience of poverty is like first hand. The texts are both similar in the way of describing to the reader what poverty is like first hand and also what you may entail being in poverty. However, they are different in the sense that the writer of text number two took a factual approach, demonstrated in the quotation

'this has increased by 43% since 2013'. Text 1 took a more story telling approach to it, as shown in the quotation 'you have spent your money on a half litre of milk'

Examiner Comments:

In the 7a response the candidate does focus on the similarities and identifies and begins to comment on one similarity - 'bad experience'. The candidate continues to qualify this, 'not being able to afford nutritious food' and links it to their happiness. No evidence is offered, and a mark of 1 is achieved.

The 7b response lacks development and does not show a range of comparisons. There is some comment on the writer's approach and reference to style. There is some repetition of points. The comparisons include: 'story-book approach' and 'autobiographical approach with facts', 'poverty is non-enjoyable' and 'show what the experience of what poverty is like first-hand'. The comparisons are obvious and there is comment on structure, so the first 2 bullet points of Level 2 are met and a mark of 4 is achieved. To move into Level 3 the candidate would need to have developed their response further.

Example 3

7 (a) The two texts show personal experiences of poverty.

What similarities do these experiences share in these extracts?

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

(6)

In text 1 George talks ~~he~~^{about} how he can't take his clothes to the laundry ~~is~~ because he has to spend money on it. "Stop sending clothes to the laundry" in text 2 the writer talks about when him and his sister go to a hotel ~~and~~. "often with no laundry" shows they had to get cheap hotels and couldn't do laundry. Both texts have similarity of both can't afford to do laundry may suggest ~~that~~ they have not had clean clothes in a long while.

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

In text 1 the writer shows all the things he had to stop doing since he went into poverty. "cut down smoking... letters ~~you~~ you want to send but cannot... stamps are too expensive. ~~the~~ The ~~reader~~ ^{writer} shows all the difficulties of George by -showing everything he can't do ~~be~~ know because of it.

In text 2 the writer shows how they all kept moving around to stay in. "moved into temporary accommodation... housing association... Series of hotels" This explains how much times and different places they had to move because of their difficulties.

~~the~~ The writers both showed their experience difficulties by a list of what happened as they ~~became~~ ^{went} ~~to~~ ^{into} poverty.

In text one the writer becomes poor after getting robbed, but in text 2 the writer grew up being homeless. In text one the writer mentions "money is stolen from his lodgings in Paris..." explains how people can live in the city spending just six francs a day." This shows that George ~~was~~^{became} poor because he got robbed and he's kind of proving a point to people that he can live of only six francs a day.

~~But~~ However in text 2 the writer was homeless and poor from a young age ~~so~~ which of been much harder on him because he was young and he couldn't do anything. The difference from both texts of how they both became ~~poor~~ into poverty.

Also in text 1 & George doesn't do anything to try ~~but~~ get more money or ~~to~~ get help with his living difficulties, and just lies to people about it. "All day

you are telling lies, and expensive lies" This shows he just lies about everything and no one ~~will~~ know he has difficulties. But in text 2 since the writer was ~~homeless~~^{homeless} from a young age he tries his best to help not be homeless again "becoming homeless again was so fearful... went to university and got a job" This shows that he was scared of being homeless as it was a bad living situation and he tried his best not being in that situation again.

Examiner Comments:

There is one very clear similarity in the response to 7a, 'how he can't take his clothes to the laundry', and 'go to a hotel, often with no laundry'. The candidate then comments further and makes the link to the fact the hotels are cheap, hence no laundry. This satisfies Level 2 as there is a sound understanding and clear synthesis between the two texts. A mark of 3 is awarded.

In 7b a range of comparisons is made between the texts. The candidate takes one text, makes a point, explains it, and then compares it to the second text, using supporting evidence for each comparison. There is a range of comparisons between the texts, including explanation of writers' ideas and perspectives. Two bullet points in Level 3 are met, but to move more securely into the level, the candidate would have needed more of a range. The response achieves 6 marks in Level 3.

Example 4

7 (a) The two texts show personal experiences of poverty.

What similarities do these experiences share in these extracts?

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

(6)

Both texts show that poverty causes a lack of opportunities in life. For example, in text 1 it says 'There is letters you want to answer, ~~but~~ and cannot, because stamps are too expensive.' In text 2, it states 'But if you don't have shelter at your bottom line, how is anything else, including work, supposed to function?'

Both texts show that it's difficult living in poverty. 'it is extraordinarily complicated.' In text 2 it says 'I remember trying to do my homework on the bed because there wasn't space for a table.'

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

In text 1, the writer literally quotes that living in poverty is difficult. 'it is extraordinarily complicated'. Whereas in text 2, the writer gives examples of how it's difficult about living in homelessness. 'I remember trying to do my homework on the bed because there wasn't space for a table'. This shows that both writers share similar perspectives, but they are presented differently. This shows that text 1 is more formal, whereas text 2 is more informal.

In text 2, the writer uses statistics whereas in text 1 there's no statistics. For example, text 2 quotes 'Exclusive analysis shows that more than 33,000 families are holding down a job despite having nowhere stable to live'. This suggests that text 2 may be writing to an older audience as they're using more complex features like statistics. Therefore, ~~text 2~~ the purpose of text 2 is to inform the reader, whereas text 1 is ~~more~~ trying to show the reader his experiences, which shows that there's some ~~differences~~ differences between the texts.

Both texts use persuasive features to present their difficulties. In text 1 it quotes "In text 1, the writer is using second person, whereas in text 2, the writer uses first person. For example, in text 1 it quotes 'You discover.' Whereas in text 2 it says 'I remember.' This shows that George Orwell is trying to make the reader feel what he experienced, whereas in text 2, the writer is trying to show what he experienced. This shows that both texts are different as one is sharing experience whereas the other is trying to make us feel his experience.

Both texts use persuasive features to present their difficulties. In text 2 it states "But if you don't have shelter as your bottom line, how is anything else, including work, supposed to function. In text 1 it quotes 'The tobaccoist keeps asking why you have cut down your smoking. Text 2 uses a rhetorical question which persuades us into not wanting to be homeless. Similarly in text 1, the writer uses his own experience to persuade us into not living under poverty. Therefore both texts are similar, as they both show negatives in order to persuade us.

Examiner Comments:

Two comparisons are made in the response to 7a: the lack of opportunities and the difficulties of living in poverty. Supporting evidence is given from each text but little explanation is offered. In fact, there is more quotation than synthesis of the texts. This moves beyond 'limited' but doesn't quite meet all the criteria for Level 2 and therefore has a mark of 3.

The 7b response considers a range of comparisons. Paragraph 1 looks at a similarity – the difficulties of living in poverty but then considers the different manifestations of this – complicated life/homelessness. This is followed by a fairly detailed (and perhaps slightly laboured) explanation of the different purposes/perspectives of each text and their effects on the reader. The final point about the texts both serving as a warning against falling into poverty is a slightly unusual but valid one. This is a secure Level 3 response, given a mark of 7.

Example 5

7 (a) The two texts show personal experiences of poverty.

What similarities do these experiences share in these extracts?

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

(6)

~~In text 1, the writer talks about how he can't afford~~
In text 1, not being able to send clothes to the laundry is mentioned, ~~with~~ - 'You stop sending clothes to the laundry' which suggests he can't afford it due to his ~~an~~ situation. In text 2, similarly the writer mentions how there was often no laundry in the hotel - 'series of hotels (often with ~~no~~ laundry)'. Both writers couldn't afford to have clean clothes.

In text 1 and text 2, both writers talk about emotions and feelings. In text 1 the writer says - 'the thing you have feared all your life'. In text 2 the writer says - 'It was very chaotic' and in line 18, they say 'it is exhausting'. They are both talking about about feeling, emotions related towards being poor, homeless or poverty. Both extracts talk about having less or no money, in text 1 - 'I was homeless growing up'. In text 2 - 'Your first contact with poverty'.

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

In text 1 the writer uses the word 'you'. He talks about his own his experience but repeatedly says 'you' or 'your', like in line 1 - 'your first contract with poverty' or in line 19 - 'your hair wants cutting, and you try to cut it yourself'. The writer uses the word 'you' referring to the reader, using direct address. But throughout the whole text we know he is talking about his very own experience with poverty. Whereas in text 2, the writer uses the first person word 'I' and second person 'we', making it sound like a more personal experience. Both texts ^{similarly} are talking about personal experiences with poverty. ^{yet} Text 1 uses direct address word 'you' talking and including. Whereas text 2, uses first person word ~~you~~ 'I' and 'we' when talking. They use different techniques.

NEW PARAGRAPH

Both texts are personal experience based on less money but written in different ways. Text 1 is a Memoir from 1933 - 'George Orwell (1933)' and 'a memoir of his time...'. Text 2 is an article it has personal experience, ~~and other people stories~~ and other people's ~~stories~~ stories, experience and satirical facts. Shown in line 40 - 'Exclusive analysis shows that more than 33,000 families' and ~~it~~ in line 32 'we met another woman who works in teaching and...'. In text 2 the writer also includes from another person's experience in line 35 - 'night on a town hall floor, get up, get dressed in her car, and put on ~~to~~ make up to make it look like she'd had a lovely night's sleep'. The writer uses ~~to~~ phrases like 'make it look like' and 'lovely night's sleep' to emphasize on the idea that it's not real, she fakes to look like she has a good living condition. Makes ~~the~~ ~~reader~~ ~~sympathize~~ ~~emphasize~~ ~~emphases~~ emphasize on the reader sympathize for people in these sort of situations. ~~Similarly, in text 2 the~~ ~~writer~~ ~~talks~~ ~~about~~ in line

~~Start~~ In text 2, the writer in line ~~23~~²³ to 25. ~~'Discover extreme precariousness of your sex frames a~~ 'Spend your last money on half a litre of milk, and are boiling..... bug..... it falls plop! Straight into the milk..... throw the milk away'. ~~There~~

~~There~~ The writer talks about how he has to throw away milk because of a bug, this makes the reader sympathetic feel sorry for him because he also highlights that it was his 'last money'. Both writers use emotive ~~Both writers~~ language and ~~phrases~~^{phrases} to make the readers emphatic.

Also in ^{text 2,} line 39, the writer use ~~exp~~ a rhetorical question - 'supposed to function' it includes the reader to think. Whereas in text 1, there is direct address to reader and gets the reader thinking.

Text 1 is about one person, whereas Text 2 is about a family. The writer in text 2 says - 'my dad', 'my sister' 'we'. In text 1 it

only says 'you' - talking about one person.

Also in text 2, they go home less because of ~~his~~ her dad - ~~they~~ 'lost his business'. whereas in text 1 he goes into poverty by getting money stolen. ~~Rob~~ - 'when most his money is stolen. Both end up poor less money in different ways.

In text 1, ~~then~~ he has a home still. In text 2 they are homeless and get help from the government - 'placed in a housing association.

They are both set in different times one in 2018 and ~~20~~ 1933. Different times, different times of being poor or homeless.

~~Text 2 set in London~~

Text ~~2~~ 1 set in Paris - 'poverty in Paris'

Examiner Comments:

The 7a response is a full response, which develops two clear similarities: 'couldn't afford clean clothes' and 'talk about emotions and feelings'. The final point is less successful, and the quotations do not quite support it. There is more than 'sound understanding' so the response moves into Level 3 with a mark of 5.

For 7b a very detailed response is offered which makes a range of comparisons, although the explanations are rather prolonged in the early part of the response and then somewhat rushed, almost listed, towards the end. All the criteria for Level 3 are met but it lacks the wide range of comparisons to move to Level 4. It achieves a mark of 8.

Example 6

7 (a) The two texts show personal experiences of poverty.

What similarities do these experiences share in these extracts?

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

(6)

- Both texts display negative emotions from poverty.

TEXT 1 = "A snivelling self-pity comes over you"

TEXT 2 = "A lot of people hide it out of fear at shame."

- Both texts share experiences of lacking basic necessities.

TEXT 1 = "you run out of soap and razor blades"

TEXT 2 = "no laundry, no wi-fi, no fridge."

- Both texts display secrecy of poverty.

TEXT 1 = "You discover... the secrecy attached to poverty"
"you dare not admit it."

TEXT 2 = "no one at his workplace is aware of his living conditions."

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

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~~ writers present experiencing difficulties from a shameful and guilty secretive perspective to emphasise the fear and desperation that poverty and homelessness create. The writer in text one successfully displays this secrecy for example: "but of course you dare not admit it - you have got to pretend that you are living quite as usual" and further powerfully emphasises the repetitive "lies" and how poverty "from the start it tangles you in a net of lies".

Similarly, the writer in text two also successfully presents this sincerity of homelessness and the inherent embarrassment that society places upon people going through hardship and working class struggles. For example, the quote "she would spend the night on a tower hall floor, get up, get dressed in her car and put on her make up onto make it look like she'd had a lovely night's sleep. But the mental toll of keeping that up that pretence is huge." further develops this hidden illusion and behind the scenes of public life struggling that both writers successfully exemplify with dramatic language and striking short sentences.

For example, text one includes the repetitive quote "All day you are telling ties, and expensive ties" to show this guilt and self awareness.

Similarly text two includes the short statement "No one at his workplace is aware of his living conditions" to create dramatic irony and portray this shame.

Both texts also successfully depict the harsh capitalist system and being unable to access basic human necessities like food and hygiene necessities. The writer in text one successfully shows this poverty with the ~~the~~ emotive quote. "There are letters you want to answer, and cannot, because stamps are too expensive." and "Your linen gets filthy" and "You stop sending clothes to the laundry."

This successfully emphasises the deprivation and harsh conditions that people in poverty have to try to survive in.

Furthermore, this theme of negative emotion and lack of basic needs being met can be shown successfully in text two as the writer presents how homelessness can deeply affect young people growing up as well as working people despite "working is sold as the route out of homelessness". This bare necessities experience is powerfully shown via the short impactful statement of "I was 11 years old" and "I remember trying to do my homework on the bed because there wasn't a space for a table" to exemplify the perspectives of poverty.

(Total for Question 7 = 20 marks)

Examiner Comments:

The 7a response considers three interesting similarities between the texts: negative emotions; lack of basic necessities and secrecy. The selection of evidence is excellent and proves detailed understanding of both texts. A mark of 6 was given – synthesis is detailed.

In 7b the candidate considers a wide range of comparisons, moving comfortably through the text. There is secure exploration of ideas and perspectives from the outset and this is sustained throughout the response, with the beginnings of analysis, particularly in the last two pages. References are balanced across both texts, although occasionally lengthy (page 2). The response edges into Level 5 with a mark of 12 but is not quite sufficiently convincing to move further into the level.

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. One examiner this series identified 'Responses were often vibrant and written with a great deal of enthusiasm'.

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:

'candidates recognised that addressing an audience is key to a successful message; candidates employed a range of techniques and structures in order to do this and it was very pleasing to see this.'

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 AO6, 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:

- misuse of homophones
- 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'
- inappropriate vocabulary such as 'gonna', 'wanna'.

Question 8

Examiners felt that most candidates attempted to make their writing persuasive using a variety of different techniques and understood how to adapt their writing to appeal to their peers. Most followed a similar sort of format with a charity being introduced, and then reasons given as to why it was important to volunteer. The idea of giving a speech seemed to be something the candidates were quite familiar with. Examples of examiners comments are:

'From their responses, one could safely assume that many of the candidates may be involved with charities or are familiar with it. Suitable and varied ideas were provided with sound factual knowledge.'

'easily able to imagine what volunteering entailed and give realistic responses.'
'The form of a speech was utilised well and structural features were largely successful and suited the form.'

'Students were able to produce fairly imaginative responses to this question with ideas ranging from general charity work to more specific causes.'

'Many of the speeches were lively and conversational.'

There were a variety of responses with a wide range of ideas included. References to specific charities or activities were not always specific but the message of supporting others through various means and/or organisations was consistent throughout. The more successful responses had a clear idea about a specific charity. This enabled candidates to be more focused, whilst those who ranged widely stayed rather vague and lacked commitment to the cause.

The most successful responses saw candidates adapt their tone throughout, with a clear 'voice' that appeared to speak to the reader, as well as candidates that focused on a particular charity. The vast majority of candidate wrote in an appropriate style and fit the form of a speech- there were a couple of instances where the layout appeared to suggest the candidate was writing an article.

The less successful responses tended to lack that detail or personal touch - with some candidates writing discussing the idea of charities in general, or inviting the audience to volunteer for a charity without stating which charity it is. Varied sentence lengths and punctuation also played a role here in enabling the most successful candidates to establish and sustain an effective tone throughout.

Generally, most candidates produced appropriate and relevant speeches, pitching appropriately to their peers using some rhetorical devices and scoring in Level 3.

The livelier pieces which achieved Level 4 and above, showed better evidence of crafting for effect and used a wider range of rhetorical devices such as personal anecdote and emotive language.

Example 1

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

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

Write your answer to Section B here:

Have you ever gone? "I need a drink. let me go to the kitchen and get something" Well what happens is you can't do that? you will be kind upset. We need to make this stop everyone deserves to be able to get a drink or is you would like to help out donate to your local charity

Examiner Comments:

A05: The response does show awareness of audience, in the direct address of the opening questions, while the purpose is made clear in the final statement. There is a little development of the single idea of 'get a drink', comparing the audience's ability to do so with those who cannot. These factors combine to suggest a mark of 5 in Level 2.

A06: There is some range of correctly spelt vocabulary, for example *kitchen*, *something*, *everyone*, *deserves*. The answer attempts some variety of sentence structure through the use of question marks, and quotation marks are present for direct speech. There is insufficient material to provide evidence for a higher mark than 4 in Level 2.

Example 2

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:

Hi my name is Ellen, I'm here today to talk about charity and volunteer work.

Charity work and volunteering sounds boring but it isn't as you get to meet new ~~pp~~^{people} on a daily ~~weather~~ whether they are old or young and you are able to experience new things in life. Such as charity events and travel to different places.

I use to volunteer for St. John's ambulance most Thursdays and I loved it as I learnt all new life skill such as how to apply a dressing to a wound and how to professional speak to someone no matter the Circumstance.

You can volunteers for places such as Red Cross, Cancer ~~Res~~ Research, British heart foundation and many more.

Thankyou.

Examiner Comments:

A05: The introduction shows clear awareness of audience and purpose, with this supported by the use of 'you' in the rest of the answer. There is order to the

information included, through paragraphing, but there is rather limited development of the ideas and connections, thus preventing a move to Level 3, even though the answer fulfills all the criteria in Level 2, hence a mark of 9 at the top of Level 2.

AO6: There are quite a number of spelling errors, for example *experience*, *wond for wound*, *professional*, *cercomstance*, with insufficient range of vocabulary to balance this. Sentences are straightforward, showing control but with limited variety of punctuation. For these reasons, the answer warrants a mark of 6 at the top of Level 2.

Example 3

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:

g. Good morning ~~brothers~~ ^{year} ~~and~~ ^{year} 10
~~general~~ ^{and} " today I just would
like to talk about ~~charity~~ ^{charity}.

~~Charity~~ ^{what is} charity? Charity is
the people ^{who are} in ~~need~~ ^{our} of help
and are living in crucial
condition. ~~complicated~~ ~~business~~.

We should all be feeling
A grateful and happy that we
have hot meals provided a roof
over our heads everynight.

There is an amazing charity
that would help over hundrends of
family's and children over the
world that need food, water,
clothes, etc. over the years these
kinds of charitys have worked and
helped people and ~~are~~ the people
~~would~~ help earned amazing rewards
you can ~~part~~ join them and help.

Did you know over 70% of families who are ~~in~~ⁱⁿ need of help have little babies and ~~children~~^{teenagers} around your age?

These ~~children~~^{teenagers} would wish to be in your position ~~at~~^{at} the moment and would give everything up for it.

~~After this assembly~~^{never a} ~~at~~^{at} the end of the ~~month~~^{month} I will take volunteers on a trip to Kenya, Africa so you can help all the families out there that are ~~in~~ⁱⁿ need of our help, make some families feel happy and grateful for us ~~congratulating~~^{helping}.

The trip would be 100% safe for you ~~just~~^{just} and you will have amazing experiences while having helping ~~them~~^{receive} family's out.

~~to~~ You will get to do a lot of great activities, ~~to~~ we will be building a few wells for families, you can take school

Supply for student ~~studying~~
sto ~~stuc~~ studying their and
you will be safe and
have a lot of fun. you would
also experience their living
conditions and you can ^{witness}
for your self ~~their~~ how they
live their lives compared to
you.

you would also learn a lot
with this trip and can make
you feel more grateful and
feel happy and useful that
you have helped over hundreds
of family's their.

I will send out letters to everyone
and the first 25 student who
want to ~~part~~ join and come on
this trip would be coming.

thank you all for listening
hope you have a great day.

Examiner Comments:

A05: The answer establishes and sustains a sense of audience and purpose, with a pleasant, friendly tone and style to engage the listeners. The ideas presented are appropriate, with information connected, showing development and some variety, supported by clear paragraphing. These factors suggest a mark of 13 towards the top of Level 3; there is nothing to indicate the more deliberate organisation and management which would progress the answer to Level 4.

AO6: There is a range of issues within the answer. Spelling shows a considerable number of errors, for example greatful, hundrends, charitys, although many are errors which are repeated (family's for plural, their for there). Take the repetition of the errors into account (we do not penalise for the same spelling error repeated) and the variety and range of the spelling when evaluating the mark. Punctuation is not always secure, but, again, there is variety to counterbalance this, for example the use of questions. It is useful to compare the answer with S9A, given a mark of 6 in Level 2, confirming that this is just into Level 3, with a mark of 7.

Example 4

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

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

~~What's the point of volunteering?~~ What's the point of volunteering? It is so boring. ~~I assume that~~ ^{was} when I ^{was} ~~was~~ ^{younger} a teenager, I had those exact same thoughts. No matter ^{what} anyone had said to me, ~~they~~ ^{it} didn't change my mind. So you are probably wondering what made me change my mind? ~~Firstly,~~ Firstly, I had gone out of my ways to try to do ~~research~~ my own research. To my surprise, I had found a ~~story about how~~ a heartwarming, touching, life-changing story about how a volunteer had single-handedly saved a life and they were the same age as ~~me~~ ^{us me}. I thought to myself. If they can do it, so can I! I have been ~~a~~ volunteering for ~~almost 20~~ ^{about a year} years and I'm proud to say that I've ~~saved~~ ^{helped} countless ~~of these~~ people and ~~saved~~ a few lives.

Another question you are probably wondering is how does it benefit me? ~~Whenever~~ ^{Not to worry, there} there are loads of benefits.

One benefit is the contentment and happiness you find in the heart. I'm telling you that your outlook on life will change as you ~~help~~ ^{completely} help those more vulnerable, poor, sick than you. // A ~~profes~~ professor from Oxford said, "Volunteering boosts your overall happiness by 50%."

Another benefit is ^{that} it helps improve your communication and teamwork.

skills. These skills will be vital when you or when you have to do public speaking or work on a project with other people.

How can you get started? Think about how you can ~~best~~ help others ^{best}. Is it ~~cooking~~, ~~talking~~ cooking for those who are homeless; talking with those that feel lonely; helping those who ^{are} sick, and maybe those who are unsure with decisions. Once you ~~find out~~ figure out what you want to do, find a charity that provides those services. Let me give you a warning! Don't delay! I repeat, don't delay. The more you delay, the ~~harder~~ ^{easy} it'll be to give up on volunteering. ~~One~~ ~~study~~ ~~says~~ that says, "If you delay

~~before~~ One study says, "If you delay something, the chance of you not doing it increase by 10% every day." As you can see, it is imperative to start volunteering as soon as possible.

Before I finish up, I would ^{like} to give you a ^{short} story. When I was younger, ~~me~~ ^{our} my family would sometimes go days without eating. The pain is still etched in my ~~stomach~~ heart. My ~~stomach~~ ^{grows} ~~that~~ However, if it wasn't for a ~~kind~~ ^{kind} volunteer ~~that~~ those volunteers who were giving food away from their own money, ~~and~~ I wouldn't be here today. ~~I am a~~ ~~believe~~

~~of that if~~ you help someone ^{etc} then surprisingly
a few years later, I had met those same volunteers
who needed help with food. Just like they were there for
me, I was there for them.

One last thing before I go. When you help someone
in their time of ~~of~~ need, then someone will ^{help} you in your
in your ~~your~~ time of need.

Examiner Comments:

A05: The writing is shaped from the outset, showing strong awareness of audience and purpose, for example through the use of rhetorical devices such as the questions which initiate each paragraph. The tone here is effective, in that it is quite challenging: 'What's the point of volunteering?' '.....how does it benefit me?' The speaker responds to the challenge, managing information thoughtfully and relating the benefits of experiencing charity work, including some personal anecdote. There is a nicely rounded conclusion. The answer does not have the subtle sophistication needed for Level 5, but the organisation of material, the management of the argument and the effective tone suggest a mark of 17, towards the top of Level 4.

A06: There is a wide, well-selected vocabulary, with confident spelling throughout. There is a range of well-managed punctuation, including questions and quotations. Sentence structures are managed for deliberate effect, for example 'Don't delay I repeat. don't delay'. However, the answer does not quite achieve the extensive vocabulary and the more sophisticated range of punctuation suggesting Level 5, so remains at the top of Level 4, with a mark of 12.

Question 9

This produced such a variety of responses. Generally, candidates enjoyed the subject and had plenty of material upon which to draw, and examiners felt that it was very positive to see personal and enthusiastic responses. Candidates seemed really aware of the audience as there were some extremely emotive responses and humour was also used to enhance responses. This question was answered in lots of different ways about lots of different things - holidays, friends, family etc.

Most candidates described celebrating their family and friends; some argued that we should be grateful for having homes and food when much of the world is less fortunate.

Examiner comments include:

'Some excellent responses - open to interpretation with many different reasons given as to how life should be celebrated.'

'A response I remember which I thought the candidate had used for deliberate effect successfully was something along the lines of ' giving/receiving presents (however selfish that may sound, everyone loves presents).'

'There was little adherence to the expectations of form, but as articles are so broad these days it didn't cost the candidates.'

Successful responses featured a wide range of writing techniques including imagery and structural features. The most successful answers (across this question and Question 8) were planned beforehand with a list of bullet points and therefore had a firmer sense of direction from the outset.

The less successful responses did not embrace language devices enough in order to make their articles read like articles. Many were creative pieces and autobiographical, however understanding of what constitutes a newspaper article was absent too often. Some responses were too loosely structured and therefore struggled to achieve cohesion. Those candidates that chose to celebrate having a home or suggest not taking life were granted, rather than something personal to them were able to develop more with tone but as a result, a lot of responses were a similar format.

Examiners felt that this question enabled great discrimination across levels. The best responses were ones that were personal and heartfelt - the less successful tended to be ones that discussed things in abstract or almost philosophical terms. Most candidates attempted a number of rhetorical questions and moved through a set of features.

Example 1

Chosen question number: Question 8 ✕

Question 9 ✕

Write your answer to Section B here:

~~celebrate the good~~
"Celebrate the good things in your life"
Life is short and of course no one can
~~live again~~ go ~~to~~ back to the past
again. Have you ever thought to celebrate
a good moment in your life? What
was it? Have you had some photos to
keep them into the memory?

I ~~like~~ think, all the people should spend
their life celebrating with their family
or lovers. As a result, I ~~am~~ always
celebrate the good things in my life
Such as starting studying at university
and achieved my dream which is being a
pharmacist in ^{the} future. finally

After many ~~difficulties~~ ^{difficulties} in my life, I went
to university. This is important for me because
~~in my life~~ I ~~finally~~ did the thing that
~~I have~~ I have ~~to~~ tried to build it
after many and many years. Although the
life wasn't kind with me, I kept

Challenging all the time. I would spent my life in ~~try~~ trying to be positive and smile because I want to feel happy. I appreciate ~~the~~ the things that made ^{me} strong, which ~~are~~ ^{were} being in poverty, ~~living~~ ^{living} in different ~~and~~ culture and learning new language. Oh wait! You think that was simple quite to be done, but I worked hard, didn't sleep night and spent days to heard the people ~~are~~ around me saying "Hiba is a successful person".

Always try to be proud of yourself because ~~you~~ you ~~are~~ ~~desert~~ ~~desert~~ deserve that and I deserve it and all the people too. try to save ~~the~~ some photos to show it to your children in future and teach them how they can be like you in their future.

What you are waiting for? Enjoy your life and celebrate and believe in yourself. Think now about a fancy life. Don't kill your moment.

Examiner Comments:

A05: Whilst not wholly consistent, there is some selection of both content and stylistic devices to suit audience and purpose. The rhetorical questions immediately address the audience and the register and tone are mostly appropriate, showing a clear attempt to engage the audience. Ideas are not particularly well connected, which 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: 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 - appreciate and poverty, for example. There are spelling inaccuracies throughout and there is a lack of control of sentence structures. Tenses are used inconsistently, such as studying and achieved. Taking a 'best-fit' approach, a mark at the top of Level 2 is appropriate.

Example 2

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

Celebrate the good things in life!

What are the good things

Family. Family is one of the most important thing in your life. So are your friends. Your family and friends will ~~be~~ always be there for you. You can hang around together, go to the movies, eat food, have a sleep over loads. Studies show that the 73% of kids and adults that have good interaction with their family and friends always end up with a better personality and a better job. So who's ready to go call your mom and ask her for a coffee later? Or go to your friend's house and have a sleepover?

Home happiness ^{and} healthiness. Where you live is also a very important thing to celebrate. This is because it is where you live. This is where memories happen. This is where you grow as a person. So do your bit to make your house that little ~~bit~~ bit extra homely. Buy that cushion you

wanted last week or even buy some new paint go a different colour. Maybe pink? Or even a bright yellow? Go crazy! Do your little bit to make your home feel friendly and welcoming.

Your job is the 3rd most proven thing that is a good thing in life. This is because it's time away from your kids, time to have a break, time to have a laugh with your colleagues another time. Make every shift at work worth well. So go to that Christmas party, revise, do your best and earn that promotion. Enjoy your work ~~as~~ as it's your passion. Celebrate your work and have fun at work!

Why are these important to you?

Your family will forever be important to you. This is because they will be there for you through anything. Whenever you need them they will be there. Be kind to your family invite them ~~and~~ round for a BBQ. ~~as they are~~ They are important as these part of you now so always love them. Your friends are most important to you because they are your emotional support. They have been there for you when you needed them in any situation.

and they will continue to be there for you. So celebrate them, celebrate each and every good time.

You might think why is my home important? But it is because this is where you rest at night letting all your worries disappear. So the next time you're getting ready for bed just remember to be grateful of what you have.

We have done many tests citizens and 28% of them say they are jobless so you have to try and do everything you can to keep your job. Imagine if you didn't go to work Monday ~~to~~ to Friday 9-5. Then what would you do? Ask yourself that and that is why it's so important for you to keep your job.

How can I appreciate these?

You can appreciate your family and friends by involving them in your life more. Talk to them about anything they will always be there for you.

You can appreciate your home by keeping it tidy even if you are rushing. Make time for your house. Make your house smell nice at Christmas time ~~and~~ and buy the new scent. Wood Burning only £4.99. Do your little bit and make it a home.

Your job must be appreciated too. This is because even though you have a good job you might lose it one day. So always be on time, always do your best and always have fun.

Celebrate all your good things in life and carry on being amazing!

Examiner Comments:

AO5: This is a low-Level 4 response. The response is set out in the form of an article and the bullet points in the question are addressed. The tone is a mixture – it is definitely clear, but it is also effective at times, such as the end of response: 'Celebrate all your good things in life and carry on being amazing!' Paragraphs are used throughout, but ideas are not always managed successfully, with some repetition. The response meets all of Level 3 and some effective touches move it into Level 4.

AO6: All the criteria for Level 3 are met. Varied vocabulary is employed accurately and consistently. There are a few spelling errors – the spelling of *around*, *cushion* and *passion*, for example. Sentence structures are adapted, such as the one-word sentence, questions and exclamations, contributing positively to purpose and effect. Sentence structures are not always fully secure.

Example 3

Chosen question number: Question 8 Question 9

Write your answer to Section B here:

"Celebrate the good things in life!"

My family and my friends have supported me throughout my 16 years living.

Whilst there is still great hardship and adversity to endure, I know and I am certain that the inherent good "things" in my life will be loved and appreciated whilst I can.

During the most difficult and ~~hardship~~ traumatic events over the vast three long years, one thing has remained, sturdy, reliable.

Love and support from the people who we surround ourselves with.

Try listing the events of the past years that have caused you upset or great stress. Many of our readers will be able to pinpoint at least one split moment of goodness and support. Maybe that support is yet to be discovered but I urge you to appreciate those moments of comfort and those people who bring you the most undeniable happiness.

It could be your grandma, or your parents or your friends. No matter the circumstances, no matter the background, you can discover this extraordinary goodness.

Have you ~~+~~ complimented someone today? Have you asked some ~~g~~ one you love and care about how they are coping during covid-19?

In my strange pathway of life, there has always been one solid rock - a dependable, loving person - who no matter the disaster or melt down, has always stayed by my side.

My ~~parent~~ mother.

Despite what we were struggling through and despite the pain and tears we have collectively supported each other through, we have remained solid. Protected from the world and its terrifying wrath.

Even when I was a child, I would remain glued and attached to my mother. Still to this day, the love I feel for her is indescribable, an unbreakable bond created the day I came into this world.

Through my years at nursery, I would cry and stress when my mother had to leave my side to venture without me to work... But I always knew that she would return to pick me up at the end of the day with a toothy grin and a bone crushing hug to indicate how much she missed me too.

When I was being bullied in secondary school and everything seemed turbulent with no where to find my grounding, there was my mother. A shining beacon of light, my protector, my hero even.

Now readers, I ask you: what is your grounding beacon of light? What is your goodness?

I make sure to acknowledge everything and celebrate everything that brings me this goodness but most importantly we should remember to appreciate our loved ones. The people who have seen us grow, who have brought us up as their own and who have dedicated their lives to taking great care of us.

Have you told that person or thing how much you love them? Have you appreciated those who have brought you happiness?

Reflect.
Appreciate.
Celebrate.

Examiner Comments:

A05: This is a coherent and cohesive response, crafted for the purpose and audience, with direct address and rhetorical questions used deliberately. While

not always complex, the ideas given are coherent and sustained. The reader is given the feeling that a simple idea is being presented and used in a complex way, as they are almost manipulated into feelings of guilt and need to be more proactive with family. There is a definite, effective sense of shaping and the examples are cohesive and deliberately used to clarify ideas. There is a sustained use of tone, style and register and the consistent focus on purpose and audience, while not always subtle/sophisticated, warrants a low-Level 5 mark of 21.

AO6: This is a mid-Level 5 response, achieving 15. Vocabulary is used strategically: *adversity*, *wrath* and *turbulent*. Spelling is accurate throughout, and punctuation is accurate and precise, including ellipsis. Some sentences have been clearly selected to achieve particular effects: the three one-word sentences at the end, for example. There is some extensive vocabulary, but further evidence (and sense of strategic use) would be needed for a mark at the top of the Level.

