



Examiners' Report **June 2022**

GCSE English Language 1EN0 02

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-9 of Paper 2 of the Pearson Edexcel Level 1/Level 2 GCSE in English Language (9 – 1). This was the summer examination for 2022, the first full examination series since 2019.

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). Question 7 is on both texts.

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 an article for a magazine about travelling to different places or a letter to the Headteacher or Principal giving thoughts about exploration of the planet.

The Assessment Objectives for this paper are:

Section A: Reading

AO1:

- Identify and interpret explicit and implicit information and ideas (Q1, Q2, Q4, Q5)
- Select and synthesise evidence from different texts (Q7a)

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Q3)

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q7b)

AO4: Evaluate texts critically and support this with appropriate textual references (Q6)

Section B: Writing

AO5:

Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Q8 or Q9)

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q8 or Q9)

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q8 or Q9)

General overview

It was clear that candidates were all able to respond to unseen 20th – and 21st century non-fiction in the examination. They were able to read substantial pieces of writing, including whole and extended texts that make significant demands in terms of content, structure and the quality of the language. Throughout the qualification, candidates had been prepared very well and all had, at different levels, developed the skills of interpretation, analysis and evaluation.

It was also clear that candidates used what they learned about different text types to support their transactional writing, which is advised in the specification.

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

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

- evidence that the majority of candidates had understood the content of and ideas in the texts and engaged very effectively with these
- 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
- the use of a variety of vocabulary and sentence structures in writing.

Less successful responses:

- struggled to comment on, explain or analyse structural points in terms of their effect on readers 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
- confused which texts they should respond to for Questions 3 and 6
- lacked organisation in their writing
- connected but did not develop ideas enough in their writing
- lacked accurate spelling and secure control of punctuation

Examiners reported that the paper was well received and the texts were understood and engaged with by the vast majority of candidates.

Their own writing often showed interest, enthusiasm and a range of ideas and had a clear sense of purpose and audience in the voice and ideas used.

Overall, examiners were very impressed with the performance of candidates and with the range of responses they saw. As Principal Examiner for this paper and Chief Examiner for the specification, it was a privilege to read such accomplished work and to see the engagement, interest and significant hard work in the responses candidates had completed.

Question 1

The majority of candidates 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.

Examples are included here that show different ways of achieving these marks. Common example seen were 'The vehicle slewed around' and 'wedging my foot in a crack in the ice', although all of the answers from the mark scheme were seen. Some interpretation is credited, for example 'the sledge slipped' as an interpretation of what happens to the vehicle.

The few candidates who did not achieve any marks chose wrong lines or did not answer the question. Candidates must ensure that their answer responds to the question being asked, for example 'suddenly slewed' is not a clear response to the question, nor is 'a crack in the ice'.

1 From lines 1-3, identify **two** things that happen as Swan tows his sledge.

- 1 ~~At first from the sledge~~ "The vehicle suddenly slewed around"
- 2 ~~Swan also~~ Swan thought he wasn't going to survive saying "this time you've had it"
- (Total for Question 1 = 2 marks)



2 valid points are made. This is a slightly longer response.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 'Crack in the ice'

2 'heard the ligaments in my knee snap'



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Examiner Comments

1 mark. The question asks for things that happen as Swan tows his sledge, and the text says he wedges his foot in a 'crack in the ice', which suggests it is already there.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 'Vehicle suddenly shewed around'

2

(Total for Question 1 = 2 marks)



ResultsPlus
Examiner Comments

Only 1 point but this achieves a mark.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 ... got his foot stuck

2 ... He snapped his knee

(Total for Question 1 = 2 marks)



2 valid points from the mark scheme.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 ... the vehicle suddenly steered around

2 ... He wedges his foot in a crack in the ice



2 valid points from the mark scheme.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 simple accident

2 vehicle suddenly steered around

(Total for Question 1 = 2 marks)



2 valid points from the mark scheme.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 The ~~man~~ sledge slipped

2 His knee ligaments snap

(Total for Question 1 = 2 marks)



2 valid points. 'Sledge slipped' is valid interpretation.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 The sledge slides around.

2 His foot gets wedged in a crack in the ice.



ResultsPlus
Examiner Comments

2 valid points. The first point is own words but is valid interpretation.

1 From lines 1–3, identify **two** things that happen as Swan tows his sledge.

1 "the vehicle ~~steer~~ suddenly slewed around"

2 "I heard the ligaments in my knee snap"



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.

Question 2

The majority of 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 'shot of adrenaline'. Although this is fear acting 'like a shot of adrenaline' this is a reasonable interpretation, as is 'Determined' or 'determination'.

In the minority of cases where marks were not awarded it tended to be where the wrong text was referred to. There were very few examples of only one mark being awarded, generally because the same answer was written in two different ways. For example 'fear' and 'frightened' are not both credited as they are the same thing.

These examples show different ways of achieving two marks, with quotations from the text (which meets the 'identify' part of AO1) and own words (which meets the 'interpret' part of AO1), for example 'I was truly frightened', 'searing pain', 'He felt vulnerable and like an injured animal'. Either quotations or own words are acceptable.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 "He was 'truly frightened'"
- 2 He felt "closed in"



ResultsPlus
Examiner Comments

2 valid points are offered.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 "I was truly frightened"
- 2 ~~He was truly frightened~~ "Searing pain"



ResultsPlus
Examiner Comments

2 valid points are offered.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 "I was truly frightened"
- 2 "a shot of adrenaline"



ResultsPlus
Examiner Comments

2 valid points – the second point is valid interpretation.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 Frightened
- 2 pain



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.



ResultsPlus
Examiner Tip

This is a positive way to approach this question – it is brief.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 He feels "truly frightened"
- 2 He felt vulnerable like and feels like a "injured animal"



ResultsPlus
Examiner Comments

2 valid points are offered – the second is valid interpretation.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 "I was truly frightened"
- 2 "fear"



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Examiner Comments

1 mark as these are two ways of saying the same thing.



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Examiner Tip

If a candidate had 'fear' as point 1 and 'fear acted like a shot of adrenaline' as point 2, this would achieve 2 marks.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 'For perhaps the first time in my life I was truly frightened.'
- 2 'The pain and the icy cold wind closed in on me like a pack of wolves around an injured animal', the writer feels surrounded and vulnerable.



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Examiner Comments

2 valid points. Although this is lengthy, there is some selection from the lines.

2 From lines 7–11, give **two** feelings the writer has following the accident.

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

- 1 Swan says he feels "truly frightened"
- 2 Swan feels like an injured animal surrounded by predators



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Examiner Comments

2 valid points are offered.

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. The majority of candidates were able to pick out both elements of language and structure in the text using well-selected references. ‘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 simile ‘like a pack of wolves around an injured animal’ was most commented upon as was the onomatopoeia of ‘snap’, emotive language and use of facts and statistics. Structural comments were mostly focused around the short sentence to begin and the use of dashes and ellipsis to emphasise points. One examiner commented:

‘This year, it was evident that candidates were using more subject terminology and working hard to analyse the effect of techniques on the reader.’

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

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

The best responses showed detailed and confident analysis of language and structure, weaving this with how techniques interested and engaged the reader. These responses think about the type of text the extract is from, and how this is designed and created for the reader it is written for. The most successful responses tended to analyse the use of imagery in a developed way, for example frequently used was ‘the icy polar wind closed in on me like a pack of wolves around an injured animal’. The discriminating factor was how well the response presented the effects of language or structure – at Level 4 going into detail about how language and/or structure is being used in the text and at Level 3 just explaining that the choices ‘do a specific job’. Responses at the top levels were commenting on both language and structure consistently, confidently and succinctly – often looking at the interrelationship between them. In the very best answers there was understanding of the text as a whole rather than exploration of particular moments.

Less successful responses made were quite generic comments and explanations when writing about the use of punctuation. 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 the higher levels by looking in more details at how these are used to achieve effects and influence readers.

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

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

The writer Robert Swan and two other explorers use language such as "slewed" to use in the context of how Robert Swan had his accident.

The word "slewed" is an engaging word for such a basic meaning of "slid".

The writer uses this to make his magazine less boring.

Robert Swan uses structure to tell us that ~~in~~ even if you're in a team in the middle of nowhere it's every man for themselves because the writer was left by Gareth Wood and Roger Mear.

Robert told us he felt no emotions, that the pain and icy polar wind made him feel nothing. He was frightened but that didn't stop him from

getting in the state of fear to the point of only feeling adrenaline.

The Structure of this magazine Article is to Show that no matter how close your team is the South pole is cold and everyone is on their own at some point.

Robert knew that from when he got hurt he'd be on his own. His two team mates didn't seem to care, so they carried out the mission even though Robert was hurt and Gareth had blisters that wouldn't heal. Roger was the only man left.



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Examiner Comments

This answer meets all of the Level 1 criteria. There is identification of both language and structure, although the structural point in paragraph 2 has no supporting evidence and the structural point on page 2 is mostly a repetition of the same point. The use of references is fairly limited, although there is a comment on language with a valid reference in the first paragraph. Throughout the response, the candidate does comment on the events in the text and their effects on the reader. There is just enough here to lift it to the bottom of Level 2 with a mark of 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 has used language ~~and~~ features and techniques by using quotes from the people in the text which ~~explains~~ ^{tells} their opinion on the situations ~~happening~~ ^{happening} however the writer also uses structural techniques by telling the reader about the environment around the characters and what they are feeling ~~getting~~ ^{getting} the reader interested to read more and somewhat of a ~~idea~~ visual picture of a icy cold South pole.



This is a basic response. It describes the text a little, in that there is reference to the environment of the 'icy cold South pole', however, until the final line this could be any text as is it not specific enough to this one. There is limited comment on language, using 'quotes', but the reference to structure is not structural, it is content. It meets bullet point 1 in Level 1, and part of bullet point 2 where 'quotes' are identified, so 2 marks is the 'best-fit' here.



Length is not necessarily an indicator of quality.

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)

At the beginning of the extract, the writer uses a ~~short sentence~~ ~~to introduce the~~ range of sentence lengths to introduce the circumstance. The short sentence 'It was a simple accident, but a costly one' immediately captivates the reader, creating a sense of urgency and ambiguity, as well as setting the pace of the action. ~~The writer couples this with the adverb 'suddenly'~~ The adverb 'suddenly' reinforcing the unexpected and hasty accident that would eventually 'cost' them ~~the~~ a smooth-sailing journey. The writer ~~couples~~ contrasts the fast-paced action with the slowly intensifying 'searing pain' the narrator experiences, exasperating the urgency of their expedition as well as the immense pain he ^{suffers.} ~~experiences~~. The simile 'pain and an icy polar wind closed in on me like a pack of wolves around an injured animal' exposes the narrator's fragility as he's left to the mercy of the brutal 'icy... wind' and the undeniable pain leaving him 'motionless', ~~signifying to~~ alerting the reader to his detrimental circumstance and emotionally ~~captivating~~ captivates them as 'it was every man for himself'.

In the middle of the extract, the writer ~~continually~~ portrays ~~the~~ continually unveils the severity of their situation as they were all far from help. He shifts the helpless tone by creating a sense of hope as Swan 'managed to keep moving and [catch] up with [his] partners', temporarily relieving the reader from their death-bound situation. The writer elongates the sentence lengths, mirroring the sheer length of their expedition that was left to ~~be~~ conquer ~~aswell~~ as they 'had passed the point of no return'. He contrasts the long sentence pattern with the simple definitive sentence, 'I must somehow make it on my own' creating a sense of determination, aswell as lifting the reader's morale. The absence of support from his partners coupled with Swan's determination creates a sense of ambiguity, the certainty of their success remaining obscured, ~~keeping the reader engaged~~ hooking the reader in.

By the end of the extract, the writer creates two opposing tones, one of hope and one of devastation. Upon the reader's knowledge that their previous successor's expedition had inevitably ended in death, ~~of~~ Swan's situation continually keeps the reader on edge. The writer reinforces this by ~~juxtaposing~~ through the semantic field of opposition ('brave', 'despairing', 'serious', 'hopeless') 'spirit', 'hopeless') grasping the reader on to the reality and likelihood of their ~~short~~ death threatening expedition, but their

unshakeable and uncompromisable need to continually hold on to hope, 'constantly remind[ing]' themselves and the reader 'of the narrow line [they] walked between success and disaster.



There is an assured and focused start to this response as the candidate analyses with precision how a short sentence 'immediately captivates the reader, creating a sense of urgency and ambiguity'. They move on to consider the effect of an adverb and make an astute point about how the 'fast-paced action' is contrasted with the 'slowly intensifying' pain of the narrator. There is a slight slip in vocabulary choice when the candidate refers to 'exasperating' rather than 'exacerbating', but the quality of the response is excellent throughout.

Further analysis of language and structure includes the effect of a simile ('exposes the writer's fragility'), long sentences ('mirroring the length of their expedition') and the differing tones ('one of hope and one of devastation'). There is a discriminating use of references as the candidate selects evidence to support a point on 'the semantic field of opposition'. This perceptive and developed response with its strong and convincing points about reader engagement meets all level 5 criteria.

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 language to interest and engage the reader. The writer describes that 'the pain and icy polar wind closed in on me like a pack of wolves around an injured animal. The use of the personification suggests that the wind had intent to harm the explorers. ^{This makes} ~~By giving~~ the reader have feelings of sorrow for the explorers as they don't have a chance against the wind. The use of the simile 'like a pack of wolves around an injured animal' implies the villainous nature of the wind and ~~also~~ further heightens the hopelessness of the explorers. The writer uses a semantic field of pain and ~~the~~ hopelessness ^{interest and engage the reader and} to show how the explorers weren't all going to make it out alive. He explores 'the pain' and how they were 'truly frightened' and felt emotions of 'fear' the pain then goes on to be 'searing' and finally they have 'hopeless' feelings and they were 'suffering'. This ~~text~~ conveys how the explorers knew that they were in a hopeless situation but could do very little about it thus causing feelings of

'fear'. The adjective 'searing' heightens the extent of the pain he felt. It starts off as only 'pain' and increases to 'searing pain'. This put feelings of sympathy in the reader as the explorer is having to push through even though they are basically airtight. Finally the writer uses language to interest and engage the reader through the use of a metaphor. The writer describes their injuries as a 'constant reminder of the narrow line we walked between success and death'. The use of the metaphor allows the reader to experience the feelings of the explorer. The adjective 'narrow' shows to the reader how close the explorers were to death, filling the reader with emotions of sadness but also joy as they were able to survive.

The writer uses structure to interest and engage the reader. The writer says that 'Even though if they noticed me, there was little they could do; although we were a close-knit team'. The use of the colon conveys that the writer wanted to add that his team were close and really good friends and that he wouldn't feel any resentment towards them if they decided to leave him behind. This makes the reader feel sad for the explorer but also proud for him because he's thinking logically in a hopeless situation. The writer further interests and

engages the reader by using emphatic positioning when he describes that 'somehow that day - Sunday, December 15, 1985 - I managed to keep moving. The use of ^{the} emphatic positioning shows of 'December 15, 1985' shows that the memory is strong to the writer and it will be a day that they'll never forget. This interests and engages the reader as it makes the reader feel the pain that they went through even more of the date ~~if it~~ was able to be remembered vividly. The writer finally uses ^{Structure} ~~language~~ to interest and engage the reader with ellipses as ^{they} 'mean to see the game through with proper spirit, but it's tough work...'. The use of the ellipses indicates to the reader the pain the pain explicit felt as he had to pause after his sentence, making the reader further sympathise for them.



The candidate has organised the response to deal with language in the first paragraph and structure in the second.

With regard to language, the candidate picks out 'the pain and an icy polar wind closed in on me like a pack of wolves around an injured animal', selecting the use of personification and simile. The candidate says something about the effects of this wind on the explorers and the feeling of 'sorrow' elicited in the reader. There is also a consideration of 'the semantic field of pain and hopelessness' and the move from 'pain' to 'searing pain' before an exploration of the metaphor at the end of the text.

On structure, the consideration of the effect of the use of a colon is valid and the point about 'emphatic positioning' shows some insight, but the discussion of ellipsis (in Scott's Diary) is unconvincing.

The candidate is successfully probing and exploring throughout, attempting to explore effects. However, the points do not constitute analysis and the selection of references, although appropriate, is not discriminating. This workmanlike response merits a mark at the top of Level 4.

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

The writer effectively engages the reader at the opening of the extract through the use of colloquial language "This time you've had it", the writer chose to write in this tone to enable the reader to ~~feel~~ sympathize with the text, thus encouraging them to want to read more. This concept of sympathy is further illustrated through the use of similes "like a pack of wolves" this positions the reader to imagine the ~~pain~~ severity of the pain hence creating ~~interest~~ concern and interesting the reader. Engaging the reader, ~~a~~ using similes and colloquial language to create sympathy is effective with a younger audience, however adults may have preferred a more formal realistic approach to believe the experiences more accurately.

Towards the end of the extract the writer most effectively engages the reader through hyperbolic speech

"but we can't slow up at this point..."; this speech is further hyperbolised with the elipsis at the end; this cliffhanger would position the reader to be curious for what may happen next therefore engaging them. This works in tandem with the increased paragraph length and varied sentence structure, the writer chose to vary the structure to hyperbolise the action happening in the text, which conveys an image of tension which powerfully interests the reader as they are eager to read more.



The response identifies colloquial language (linked to the opening, so there is already some focus on the structure as well as the language), with a supporting quotation and some comment on the effect of this on the reader: 'to enable the reader to sympathise with the text...'. Whilst a little generic in explanation, there is some comment/explanation here.

The second point, which picks out the simile 'like a pack of wolves' has more developed explanation of the effect: 'this positions the reader to imagine the severity of the pain hence creating concern and interesting the reader.' The point that follows is a little general and unclear.

A further structural point is made, but this is general: 'towards the end of the extract' although the 'hyperbolised speech' point is unclear and unconvincing. Structural features are selected with an ellipsis, paragraph and sentence length mentioned and some general reference is made to impact on the reader. This lacks clarity and more explanation is needed about how this 'conjures an image of tension'. This lack of clarity keeps the mark in the middle of Level 3. It is not always fully clear how the references link to the point being made.

Question 4

The majority of candidates achieved the mark available for this question and there were a range of responses to choose from. Very few candidates did not achieve the mark, and in the rare cases where they did not it was because they used incorrect lines or gave a detail about the crevasses rather than the ladders.

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

4 From lines 1–5, identify **one** detail about the ladders.

The ladders have been used for many ^{years} as ~~an~~ ^{an} easy
~~and~~ adjustable way of breaching huge gaps.



3 valid points, but only 1 mark available.

4 From lines 1–5, identify **one** detail about the ladders.

They are "easily adjustable"



1 mark achieved.

4 From lines 1–5, identify **one** detail about the ladders.

~~They are made of~~ ~~aluminum~~ ~~aluminum~~ ~~aluminum~~ ~~aluminum~~
~~as~~ ~~aluminum~~ ~~as~~ ~~the~~ ~~material~~ ~~used~~ ~~is~~ aluminum



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Examiner Comments

No mark as is not in the given lines (it is line 9).



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Examiner Tip

The crossed-out work cannot be credited (although it is correct) as the response has been replaced with another one.

4 From lines 1–5, identify **one** detail about the ladders.

they are used "as temporary bridges to span the
crevasses"



ResultsPlus
Examiner Comments

1 mark achieved.

4 From lines 1–5, identify **one** detail about the ladders.

The ladders of Everest are almost as famous as the mountain itself.



1 mark achieved.

4 From lines 1–5, identify **one** detail about the ladders.

Sometimes there are up to four ladders all tushed taut.



1 mark achieved.

Question 5

5 From lines 7–8, identify **one** action completed by the sherpas.

"Adding new ladders"



1 mark achieved.

5 From lines 7–8, identify **one** action completed by the sherpas.

"The ladders are put in place by an expert team of sherpas."



1 mark achieved.

5 From lines 7–8, identify **one** action completed by the sherpas.

The ladders are put in place by an expert team
of sherpas called the ice fall ice fall.
adding new ladders and rope
Doctors who traverse the route daily (Total for Question 5 = 1 mark)



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No mark as all of the text, except for the final 3 words, is copied out.

5 From lines 7–8, identify **one** action completed by the sherpas.

They "traverse the route daily"



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1 mark achieved.

5 From lines 7–8, identify **one** action completed by the sherpas.

Add new ladders and ropes through the ice



2 valid points but only 1 mark available.

5 From lines 7–8, identify **one** action completed by the sherpas.

"Traverse"



1 valid point – brief, but acceptable.



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

5 From lines 7–8, identify **one** action completed by the sherpas.

The Sherpas add new ladders to the trail.



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1 mark is achieved.

Question 6

There were a significant number of candidates who had written on Text 1 here, where the requirement is to evaluate Text 2. 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 their responses, normally 'successfully', with appropriate and relevant references. The vast majority agreed that the writer was successful in creating tension, and were able to support ideas with plenty of evidence. It was notable that many candidates took the 'SITE'/'TIES'/'SPITE' approach, as was evident in notes/plans made, and this helped develop responses. The majority of candidates also attempted to use evaluative phrases in their responses in order to give their judgements.

The most successful responses evaluated how well the writer had included various details, such as the factual information of the crevasses/glaciers. These responses looked at the text as a whole; how it begins with subtle tension, this builds to a climax near the end, then finally how there is a sense of relief. Some candidates were able to synthesise information effectively to inform their evaluations – for instance, introducing the idea of the ladders being temporary and continually replaced by sherpas prior to Fogle crossing the ladder – creating a greater sense of danger.

The least successful responses were just quoting examples and stating 'this creates tension' without providing judgment. They also included evaluative vocabulary without considering its meaning or really moving beyond assertion/straightforward opinion. These responses also occasionally said only how tension was created, not how well.

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

A range of points about ideas/events/setting were presented, for example the rhetorical question putting the reader in the position of the explorer, the depth of the crevasses: 'the harrowing depth of the crevasses and the intimidating prospect of crossing one', the constant reference to the idea of death, the idea that death would be preferable to survival, the way the ladders began to 'bow and wobble', Fogle's heart racing/the bead of sweat/foot getting stuck.

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. One examiner noted:

'Although references to language and structure cannot be credited above Level 2 unless they support critical judgement, because of the nature of the text, this is exactly what they did and there were some excellent responses on how well the writer's techniques presented tension: "Fogle has effectively used frequent commas to fracture the syntax of the sentence and create a dramatic build up of tension.'"

There were more personal responses and interpretations than have been seen in previous series, showing perhaps more confidence in achieving this assessment objective.

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. One very successful response began with 'The writer expertly planted a seed of tension with "disappearing into the depths" and "sudden death"' then later that sapling of tension grows into a towering tree when he masterfully uses short sentences in the final paragraph...'. There were responses that appreciated the overall structure of the text moving from informative and atmospheric to more personal and stressful. Another wrote that the extract 'effectively and frighteningly presents the mountain as a living being, sentient and unpredictable and something the explorers must fight against.' This is very effective evaluation.

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Structure

Support your views with detailed reference to the text.

(15)

The writer successfully achieved to create the feeling of tension through the use of a simile in the first paragraph. The writer purposefully structures it that way to create tension for the whole text and prepares us for the dire situations about to occur.

'The icefall like lightning bolts'; this textual evidence suggests that factors in the weather, onomatopoeia, to create precipitation as if being attacked by lightning is fatal so it also brings about a semantic field of death which is also frightening so there is a sense of fear causing tension to increase. 'Ice like veins'; this also portrays the weather as extremely cold and comparing the ice to veins indicates that the ice has become a part of them.

The writer effectively achieved tension through the use of a rhetorical question.

'Have you ever tried walking across a horizontal ladder?' This engages the reader, causing them to have an increase in

Focus, which therefore, leads to a foreboding situation lurking ahead as the writer purposefully engages the reader's mind through the question.

The writer cleverly inserts short sentences to create a sense of trepidation. '~~my~~ my left foot wouldn't budge,' and 'I felt dizzy,' are perfect textual evidence to amplify this point. These short sentences occur to describe how the writer felt in a dangerous situation. This is purposefully done as we are metaphorically climbing a ladder of disasters, which is also ironic as this text is about the ladders of Everest. ¹⁰¹ Therefore successfully creates tension as it makes the reader want to read more.



See the Examiner Tip below.



The first paragraph offers explanation of events ('dire situations'), themes ('death', 'sense of fear') and implied setting ('the weather extremely cold'). Appropriate references 'the icfall like lightning bolt', 'ice like veins' are relevant to the judgement: that the writer successfully achieved the feeling of tension.

The response is immediately focused on the question – a feeling of tension, how successfully – and does so in all three paragraphs. The response explains events / themes / setting and selects appropriate and relevant references to arrive to the informed judgement on how well the tension in the text is created. Points are not fully developed, so a mark in the middle of Level 3 is fair.

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to ~~re~~ create a feeling of tension ~~successfully~~ successfully by describing what could happen if you fell down ~~the~~ Mount Everest. ~~in~~ stop us from ~~clissa~~ disappearing into ~~certain death~~ the depths of the crevasse and certain death' this creates tension as the writer tells us that if you fell down it is guaranteed that you will probably die.

Another way the writer successfully builds up tension is by using a rhetorical question 'Have you ever tried walking across a horizontal ladder?' this rhetorical question builds up tension because it makes the reader question himself if they ~~could~~ could do what the character is doing in the text.

Another way the writer builds up tension is by describing the dangers of climbing a horizontal ladder. ... but try doing it wearing clunky boots with crampons in the dark this builds up tension because the writer describes how dangerous it is to walk across a horizontal ladder. The writer also says ~~across~~ 'across a seemingly bottomless drop, in thin, oxygen-depleted air...' he uses ~~com~~ commas in this sentence to add in an extra bit of information to describe the air and how tough it is to work in air like that.



This response offers an opinion at the outset, 'successfully', but the evidence and point linked to this does no more than comment, as it says tension is created by having 'certain death' in the text which suggests death. It is an obvious point, but is relevant to the idea of tension. The straightforward opinion continues in paragraph 2 with 'successfully', and the comment here is more clearly linked to the question and the focus of evaluation, 'makes the reader question himself if they could do what the character is doing in the text'. This is bordering on explanation. On the second page the response loses focus a little on evaluation and becomes more 'how' than 'how well' – describing the dangers, adding in extra information. This is comment, lacking in evaluation.

This response meets Level 2 fully. There is comment on ideas, some straightforward opinion and valid references (these do not develop the response).

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract a feeling of tension is successfully created. The writer begins to describe the crevasses as "like lightning bolts". This comparison highlights to the reader how violent and dangerous the crevasses are. The writer takes a well known danger and relates it to that in the story allowing for the reader to gain an appreciation for the danger building tension.

The writer aims to shock the reader with the "hundreds of feet deep and 20 feet wide" crevasses. This successfully builds tension as the audience is able to mentally imagine the crevasses and so understand the danger. The writer aims to place the reader in their shoes in order for the tasks that need to happen to seem more impossible and dangerous.

Contrasting vocabulary "open and close, wider and narrower" is used to illustrate the uncertainty of the crossing. The writer shows how anything ^{could} happen. For the reader this uncertainty leaves a feeling of helplessness. They are unable to fully know what is happening and so are worried for the writer.

In order to further immerse the reader in the text the narrator directly addresses the audience "Have you ever tried walking on a horizontal ladder?" Rhetorical Questions direct the reader's attention back to themselves and their own emotions. It allows the reader to stop and think about the events of the story allowing for the reality of the writer's situation to sink in. The reader is left to wait for the crossing a bit longer due to the disrupt of flow heightening tension.

Long sentences are initially used to tell the crossing as they retards the narrative. This leaves the reader in suspense. Long sentences take more time to read and draw out the action. In implementing them the writer slows down the story and adds anticipation. Long sentences make the reader read the whole way to find the answer further deepening them in the story allowing for the tension of the moment to be clearly felt.

In the final lines of the text humor is used to release tension. "It was surprisingly uplifting for Sam" The writer included humor to provide the reader with relief and understanding of the tension felt. The reader

how scared the narrator must have been. The humor allows for the narrator to express the relief they felt after the tension continuing through the book. This release only shows the reader the danger of the situation and ensure greater tension is built next time.



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This is a very thoughtful response which maintains a close focus on the creation of tension. There is detailed analysis of ideas such as the effective use of structural devices to immerse the reader in the text. The selection of references is always appropriate and fully supports the points. All Level 4 descriptors are met. In addition, there are glimmers of Level 5 which can be seen in places. For example, in the opening paragraph, as the student evaluates how successfully the use of 'like lightning bolts' impacts on the reader. Although not always explicit, there is an undertone of implicit evaluation through other parts of the text.

This just edges into Level 5 and was awarded a mark of 13.

6 In this extract, the writer attempts to create a feeling of tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

One way in which the writer creates tension is by her use of ^{particularly} similes in the first paragraph in particular. The writer uses similes to portray a high sense of danger to the reader - to instill fear and subsequently create tension. One way in which this is achieved is through the quote "... the crevasses ~~which~~ that cut across the icefall like lightning bolts". The simile ~~symbolising~~ lightning brings a new sense of danger to the reader. The familiarity of the fear associated to lightning ^{successfully} makes a more relatable awareness to the danger in ~~this~~ the writer's description ~~and~~ and this ^{powerfully} creates tension by using familiar fear to ~~to~~ create fear in this situation the writer describes. Another way in which ~~they~~ the writer ^{effectively} uses simile to create tension is in the quotes, "spread across ~~the~~ the ice like icy veins" and "locked my foot into the ladder like a lego brick." The use of almost personification in "like icy veins" makes the setting appear more animalistic and like a live adversary to fight the writer. Plus, "locked my foot... like a lego brick" ^{compellingly} gives the reader an idea of the fear in which the writer is feeling, as it being "locked in" by fear and once again uses a familiar feeling to associate it to so that the audience gains tension through a familiar feeling being used to describe fear.

Another way the writer ^{successfully} creates tension is by their use of basic / simple sentences particularly seen in the lines 32-37. The writer uses the simple sentences to deliver quick short emotions and descriptions to the reader to make it seem sudden and providing minimal information to provoke the reader to try and predict. This ~~is still~~ ~~is~~ ^{is} ~~powerfully~~ ^{powerfully} creates tension. For example "I couldn't lift it from the ladder", "I felt dizzy" and "I leapt the final rung". The sudden delivery of problems in the last two quatrains ~~is~~ effectively provokes tension as they show no particular reasoning or attempt to combat the issue - only giving the reader snapshots which add to the complete danger they are in and this powerfully creates tension. Additionally each of the simple sentences is enough to give the reader the sense of falling. They are made aware of their surroundings and know the risk of fall. And phrases such as "couldn't lift it", "dizzy" and "I leapt..." each gives means for the reader to risk injury and grips the reader successfully by introducing these sudden adversities which could have major consequences.



The response opens with an immediate reference to how tension is created through the use of similes, then proceeds to suggest how well this is done by identifying a 'high sense of danger' and 'fear'. A comparison of the danger of the crevasses to 'lightning bolts' successfully conveys tension by using a more familiar fear the reader would be aware of, while 'locked my foot in the ladder like a lego brick' uses a similar technique. There is a sense of critical judgement through an analysis of the effect of 'icy veins', considered to work well by creating the threat of a 'live adversary'. The use of simple sentences is developed quite effectively, through delivering 'quick short emotions' and encouraging predictions of outcome from the reader. Other examples, such as 'I felt dizzy' and 'I leapt the final rung' successfully developed tension through the sense of falling and associated risks.

The response shows analysis of language and structure, with embedded, succinct quotations that fully support the points being made. However, there is no sense of a detached critical overview that would be required to move into 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 the explorers. It was possible, given that both are written in the first person, to accept some points about 'the texts', but the simplest way of achieving marks here is to find similarities linked to the question. Commenting on similarities in language used, for example 'both use similes', may not be answering the question. Most candidates picked up on the similarity of both explorers feeling fear, both getting a foot stuck and death and danger. Some candidates did not include textual evidence which hindered their ability to go into detail and gain Level 3 marks. In some cases, candidates tried to write more than was required for only 6 marks – it is important to remember how many marks are available for different parts of a question/question.

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

Question 7b

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

Responses at the mid-level considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made. The best responses explored the perspective about danger, for example how both texts are first-person accounts, although Text 1 reflects on the words of another explorer and the prior experience of the explorers. Candidates that weaved their comparison rather than exploring one text in a paragraph then separately approaching 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. The best responses immediately identified perspective and impact on reader across both texts, offered a discussion of how the writers selected information to shape the texts and used effective comparative phrases throughout the response. However, some more successful responses took a bolder approach to comparison, for example questioning the validity of Fogle's claims of danger in Text 2.

Responses at the lowest levels considered one or more obvious comparisons between the texts, such as injury and being alone, with comment on writers' ideas. Less successful responses sometimes commented on 'what' dangerous situations were expressed by both writers, but then did not explore or analyse the texts by using discriminating references. Lower-level answers which listed points sometimes achieved more 'range' but failed to develop points sufficiently.

The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. The higher-level responses tended to focus more on perspectives as well as ideas, for example identifying that in Text 2 it is potential danger while in Text 1 an accident has already happened, picking up on the bleaker tone.

Some candidates again here suffered from lack of focus on the question. It is not ideas and perspectives broadly, it is about a specific area, in this case danger.

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

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

(6)

To start of in Text 1 was about a group of explorers set out to explore the South pole but everything when wrong.

In Text 2 this was about a English broadcaster, writer and explorer Ben Sarge is describing parts of his climb up Everest the highest mountain in the world.

What this both text has in common is the fact that it is both set in a cold environment and surrounded by danger such as the cold and the fear of death. And that they also chosen to be there maybe not in the position they're in right now but they did in the end and survived the journey.

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

The differences between these two texts are that number one in text 1 their chances of ~~being~~ surviving is lower than in text 2. Since it seems to have every tool and help needed to make the journey "Two guide ropes, onto which we called dip safety lines"

Another big difference is that Text 1 ~~would~~ didn't have any outside help. Since the radio was ~~broken~~ "every man for himself" now in Text 2 if there was any kind of sign of injuries there would for sure be a group of ~~about~~ ~~crimper~~ team come and help.

As I said injuries Text 1 seem to be going through hell as they are "Suffering terribly from a foot blister."



7a – The candidate identifies information which is in the italicised text – that one text is about a group of explorers and the other is about an English broadcaster, although this is more of a difference than a similarity. The similarity given is that both are set in a cold environment by choice. This is an example where we can replace ‘text’ with ‘explorer’ – both explorers are ‘set’ in a cold environment. However, there is a lack of understanding demonstrated of similarities and limited synthesis. Evidence is limited. A mark of 2 is appropriate here.

7b – The first comparison is of chances of survival, which is a fair (and not hugely obvious) comparison. There is some brief evidence offered from Text 2. The second comparison, about outside help, is, again, not an obvious comparison, but is not fully developed with a link to Text 2. The third point made is not completed with reference to Text 2. The first bullet point in the mark scheme is met in Level 2. The other bullet points are not really met in Level 2, however, with the ‘more than obvious’ comparison attempted, a mark of 4 is a fair ‘best-fit’.

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

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

(6)

In Both texts, there are many dangers highlighted and both talk about the seriousness of these dangers. In the first extract, Robert Swan actually got injured during his expeditions as the sledge "skewed" and "wedged his" foot in a crack in the ice" which led him to feel "searing pain" and therefore highlight the danger in his activity. In the second extract, Ben is on a ladder above a deep crevasse and gets his foot stuck on a rope from the ladder. He manages to get off the rope and finishes crossing the ladder. In both extracts, there were dangers that would have scared the average person to anything like ~~that~~ these expeditions.

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

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 idea of danger is presented with an injury during an expedition. While in text 2, the idea of danger is presented with a near-death experience not involving any injuries. During his expedition in text 1, Robert Swan has his foot wedged into a crack and "heards the ligaments" of his "knee snap" with created a really dangerous experience where he was in the South Pole. However in text 2, No injury occurred with Ben although he had a very bad experience while getting stuck on a ladder. One false move and Ben could've fallen into the crevasse. Therefore both texts present ideas and perspectives of dangers in a somewhat similar way.



7a – The candidate identifies one clear point of comparison between the two texts: the dangers and the fact that Robert was injured and Ben gets his foot stuck. Both are supported by quotations from the text. The candidate does show sound understanding of this difference and does offer a clear synthesis of the point made, taking the response into Level 2. To achieve higher, a greater range of points is needed.

7b – The response considers obvious comparisons and comments on ideas and perspectives with valid references, but no more. Some of the same material is covered, with slightly different detail than in part a. The injury and near-death experiences are briefly compared and references are used to support this. Comment is offered in the last 3 lines, but this is not explanation.

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

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

(6)

Text 1 explains an accident with Swan's foot as a vehicle slid around, wedging his "foot in a crack in the ice." ~~THIS~~ A similar experience is reflected in text 2 where Ben feels as though his "left foot wouldn't budge." Both texts reflect incidents regarding their feet where one is stuck and the other feels as though they are stuck.

~~Both~~ Both texts used similes to express exaggeration. Text 1 described the wind ~~is~~ closing in "like a pack of wolves around an injured animal." The second text described the ice gaps to have been "spread across the ice like veins." Both of these are examples of similes where they compare their situations to something else.

The texts display elements of perseverance. The first text explains that he must "simply plod ahead and not lose spirit." ~~Similar~~ Similarly, the second text says that Ben "needed to see what had happened." These sentences of hope displayed perseverance between both explorers.

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

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 presents the idea of danger as~~
The writer of text 1 attempts to brush past potential risks and instead mainly focus on battling through the danger. They try to display areas of perseverance in "I managed to keep moving," as well as "we can't slow up at this point." This contrasts text 2 as the writer establishes the idea of danger within the first paragraph by talking about the "huge gaps," and "crevasses." The writer also talks about his own perspective of the danger in front of them as he often mentions death and the small chances of survival. The writer presents danger to be important as it is quickly introduced and established in text 2. In text 1, the writer suggests that the danger isn't the most important element as reaching success through perseverance is seemed as more significant.

Both writers use similes to exaggerate the danger that is in front of them in order to engage and interest the reader. Text 1 mentioned the cold wind as cloing in "like a pack of wolves." Similarly text 2 talks about the gaps spreading "across the ice like veins." This suggests that the

danger in both scenarios aren't too scary. The use of similes is to make the situation seem more dangerous to the reader and present the danger as worse than it really seems. The ~~writers~~ writers used the similes to present their situations as stress-invoking a extremely dangerous.

The writers establish the seriousness of the danger at the end of the texts. In text 1, Swan described ~~the~~ his situation as "serious but far from hopeless," and this is also seen ~~at~~ in Text 2 as Ben wishes to "kiss the ground," out of excitement for surviving across the crevasse. Text 1's ~~is~~ danger is presented as serious as it ~~needs to be~~ there are elements of hope to ~~drive~~ drive the narrator's perseverance. Text 2's danger is presented as serious as the excitement overcomes Ben as he wishes to kiss ~~the~~ the ground as he survived.



7a – The candidate offers three similarities. The first is a clear and well-supported reference to the explorers having ‘incidents regarding their feet’. The second, referring to the use of similes, is not clearly focused on the explorers, although it could be argued that there is some relevance as the writers of both texts are explorers. The third point, on the explorers looking forward beyond their immediate predicaments, is appropriate and not particularly obvious. Overall, there is detailed understanding and synthesis but the selection of evidence is not wholly appropriate. A mark low in Level 3 is awarded.

7b – The comparison in the first paragraph points out the difference in perspective shown in the two texts. Text 1 stresses ‘battling through the danger’ whilst the author of text 2 ‘often mentions death’. The second paragraph makes an attempt to compare the effect of similes but the candidate’s comment lacks clarity: the dangers ‘aren’t too scary’ but ‘worse than it really seems’ and also ‘stress-invoking’. The third paragraph discusses how the seriousness of danger is presented in a different way in each text, and uses broadly appropriate references.

A range of comparisons has been considered, therefore; there is an explanation of writers’ ideas and perspectives; the selection of references is appropriate. All three bullets in Level 3 have been achieved and a mark of 8 is given.

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

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

(6)

Both ~~texts~~ explorers experience feeling anxious. This is shown in Text 1 with Robert feeling "sleepless." ~~or~~ Similarly, in Text 2 Ben's "heart racing" and feeling "dizzy."

Both texts share the theme of ~~danger~~ ^{a dangerous environment}. This is shown in Text 1 with their being an "icy polar wind." Similarly, in Text 2 with the "crevasses" that "can be hundreds of feet ~~deep~~ deep and 20 feet wide."

Both texts share the idea of how things could possibly go wrong. Text 1 says how ^{presumably} Scott wrote in his diary of "his two remaining companions died of exposure and starvation." Similarly Text 2 says how "disappearing into the depths of the crevasse" would mean "certain death".

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

- T1 thrives, T2 doesn't.

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 Text 1 and Text 2 present ideas and perspectives about danger. ~~However~~ Text 1 sees danger as a thrilling experience and being "like a shot of adrenaline" suggesting Swan sees danger as a thrilling and adventurous experience. Furthermore, in Text 1 Swan "forced" himself "to stand" and "keep moving" signifying how he doesn't see danger as a barrier but as a sign of motivation. However Text 2 interprets danger as a negative experience and one to hold you back. This is shown as Ben "feeling dizzy" and not being able to "lock down" demonstrating he sees danger as a negative experience that makes him anxious. This idea is ~~emphasized~~ highlighted through Ben's "heart racing" and having "a bead of sweat"

on his "brow". therefore, both texts express the idea of danger. However, Text 1 interprets it as thrilling and motivating and Text 2 sees danger as a barrier and negative experience

Both texts express the idea of how dangerous the environment is how things could easily go wrong. This is shown in Text 1 which describes there being a "polar ice wind" and how they had "passed the point of no return". Additionally, Text 1 expressed the idea of a "simple accident being a costly one" and how Robert must now "make it on (my) own" similarly. Text 2 expressed the danger of the situation as there are "crevasses that cut across the icefall like lightning bolts" and how falling would result in "certain death". Furthermore, Text 1 says how the "ladders began to bow and wobble" and Ben risked "falling off a cliff and plummeting into the

and/or". Therefore both texts show how dangerous their situation and how things can easily go wrong.

Text 1 shows determination throughout the extract and no sign of giving up whereas Text 2 shows signs of struggling. This is shown as in Text 1 Robert says how he "must simply plod ahead and not lose spirit" and how the "injuries didn't immobilise us" signifying that he won't give up and "managed to keep moving". However, Text 2 expressed the idea of panicking under pressure and giving up. This is shown through Ben "feeling dizzy" and not being able to "look down". Furthermore, Ben expressed how he "used to make (him) shiver thinking" about their being no chance of rescue therefore showing doubt in his mind. Therefore, Text 1 shows (expressed) the idea of never stopping and persevering whereas Text 2 expressed ideas of doubt and concern about the journey.



7a – The opening similarity of both explorers ‘feeling anxious’ is clearly identified and supported by references from both texts. The second and third point refers to both texts with the theme of danger and how things could go wrong rather than to the men directly; the two explorers are in danger and in situations where things could go wrong but the candidate has not clearly established this link to the question. Overall, however, sound understanding is shown and Level 2 is achieved with 4 marks.

7b – The candidate makes a wide range of comparative points linking both texts and exploring perspectives (the writers’ responses to danger), ideas (dangerous environments where things could go wrong), themes (determination versus struggling). References are balanced across both texts and fully support the points made. All of the Level 4 criteria are met and the initial developed point that Text One presents danger as ‘thrilling and motivating’ while Text Two shows it as ‘a barrier and negative experience’ offers sufficient analysis to lift this into Level 5.

7 (a) The two texts show events that can happen to explorers.

What similarities do the explorers, Robert and Ben, share in these extracts?

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

(6)

Both texts mention the idea of an adventure and a journey.

In Text 1, the author and his 'partner' are on an expedition to the South Pole in the footsteps of Robert Falcon Scott. In Text 2, the text ~~states~~ ^{implies} that they are climbing 'Everest' and are attempting to 'span the crevasses' to get to the top.

Both texts mention the idea of death. In Text 1 it refers to 'Scott's brave and despairing words... before he and his two remaining companions died'. In Text 2, it similarly mentions 'certain' and 'instant death' that could occur.

Both texts mention specialist equipment that they have brought with them for the journey. Text 1 mentions the narrator's 'sledge' and 'sleeping bags'. Text 2 ~~mentions~~ ^{mentions} the 'clunky boots with crampons' that the writer is wearing.

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

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 present the idea of 'death' being a consequence of the danger that they are in. Text 1 states how the writer's injury was 'a costly one' and that morale was 'grim' on thought of the consequences. He also mentions the previous explorers who had 'died of exposure and starvation' before them. Thus, the writer of Text 1 is using previous expeditions as a comparison to the current one and is highlighting they 'like Scott 74 years before' were in a similar dangerous situation. However, in Text 2, rather than using an example of danger that had occurred, hypotheticals ~~it~~ instead. Phrases with modal verbs such as it 'would' be 'instant death' or how the 'safety lines would stop [them] from disappearing'. Thus, in Text 2, the author has explained multiple different consequences that could occur due to the danger they were in. Thus both texts present the idea of 'death' due to the dangerous situations they are in. ~~While~~ ^{While} Text 1 refers to a previous incident and the chances of it repeated, Text 2 writes through the

perspective of what 'would' happen if something were to go wrong.

Both texts mention the idea of overcoming the danger that is presented to them. In Text 1, the idea of 'fear' acting like a 'shot of adrenaline' and helped push him forward implies that he 'forced' himself to stand because of the danger. However, in Text 2, ~~the~~ the writer presents the idea of completing the challenge in spite of the danger and that fear hinders him as he felt 'dizzy' but instead the urge to go forward pushed him 'across the rest of the ladder'. Thus in Text 2, the idea of danger is one that is ever present and that the fear must be ignored. However Text 1 presents the idea of utilizing the fear and the danger to push ~~onward~~ oneself forward.

~~After~~ Both texts end on a positive, hopeful tone, that implies the idea of overcoming or having overcome a challenge. In Text 1, the idea of needing to 'not lose spirit' is foregrounded and in this context implies the need for hope and that positivity and a lack of fear will allow them to continue and face the danger. However, in Text 2, the author highlights the 'buzz of endorphins and euphoria' that filled them and how 'uplifting it was'. Thus, in Text 2, the author presents a ^{greatly} largely positive experience and feeling that follows

overcoming danger through the use of direct description of his feelings. Text 1 was more abstract in regards to direct feelings and only implied a need for hope and 'spirit'. Thus, Text 2 finishes positively and presents the idea of ~~the~~ ^{the} 'euphoria' achieved by overcoming danger whereas Text 1 is more solemn and hopeful as it views danger as an ongoing, continuous threat rather than a quick challenge to complete.



7a – The candidate identifies one similarity the explorers share – adventure and a journey. This is supported by evidence from Text 1: ‘expedition to the South Pole...’ and in Text 2 ‘climbing Everest’ and ‘span crevasses’. The candidate selects a second similarity: the idea of death. A closer reference to the explorers rather than text would be better, but this similarity is acceptable as the concept of death is something both explorers have on their mind, Text 1 ‘... companions died’ and in Text 2, ‘certain’ and ‘instant death’. The detailed synthesis is also in the third paragraph with specialist equipment, from Text 1 ‘sledge’ and ‘sleeping bags’, and Text 2 ‘clunky boots’ and ‘crampons’. The response meets L3 criteria with detailed understanding of similarities and selection of relevant and detailed evidence.

7b – The answer maintains the focus on the question throughout, making a comprehensive range of comparisons between the texts. There is a convincing analysis of ideas and perspectives throughout, starting with the death as a possible consequence of danger, the way the overcoming of danger is portrayed, how the perspectives and ideas change through and at the end of the text.

The analysis is achieved through breaking down and exemplifying the features writers use, for instance, reference to the previous expedition in Text 1, and the use of modal verbs in Text 2. Structure is considered overall and analysed with a clear focus on the danger and how texts convey different message at the end (Text 1 ‘a need for hope and ‘spirit’ and Text 2 ‘euphoria’). The references are balanced all the way through and are discriminating.

The candidate has structured the response to introduce the comparative point (clearly focused on the question of danger and closely related), analyse how that has been done in Texts 1 and 2 individually, then bring them together to balance them and clarify the points made.

Question 8

This task produced some very strong pieces of writing, with candidates showing the ability to write sustained and developed responses. The candidates who answered this question added flair and sophistication to their response. More rhetorical devices were used and a range of vocabulary added depth to the answers. Many candidates used the texts to their advantage. There was a mixture of very formal and serious tones used and more colloquial, friendly tones. Many responses directly spoke to the audience and many used facts, statistics, anecdotes and expert opinions.

The ideas in the responses varied hugely and examiners were impressed with this range. Many responses effectively referenced the global pandemic and its effects in their responses. Some took a positive approach related to the recent pandemic, where picturesque places improved mental health. Other candidates drew on the element of danger from the source material and tried to deter people from travelling. Among the popular negatives were crying babies, queues at airports and illness while abroad. Suggestions and advice were often amusing, and personal anecdotes were offered about their own travels. There were some very effective descriptions of countries visited. Some of the more unusual responses responded uniquely to the question of travel – these were strong in using voice, sarcasm and humour. One such response used an anecdotal story to discuss what not to do when travelling. There were many positive responses to travel: 'Travel is like a never-ending video game with new challenges on every level', 'The thing I love about travel is the tiny shampoos, conditioners and body washes which I always steal.' Quite a few candidates said they had never travelled abroad, but were able to write interesting and informative articles about travelling within their own country.

One examiner commented:

'Candidates certainly appeared to enjoy this task and approached it with confidence producing a range of interesting, lively and original responses. Two exceptional ones were: a most original interpretation of travel as travelling through the 5 stages of grief, and an account of a refugee travelling across various countries. Both were very moving.'

The best responses were able to add humour and adopt a persona/voice to suit, including descriptions of places, which gave a more narrative response. Some of the more successful responses made good use of statistics, interviews and short anecdotes to add authenticity. These responses used a range of rhetorical and writing devices such as simple, compound and complex sentences and showed a shaping of audience response. Really engaging responses spoke directly to the reader, wanting the reader to visit and imagine an exciting experience in the future.

The less successful responses tended to be more narrative, and frequently spent too much time building up to the main event. These sometimes had little sense of audience and became narratives about an interesting day out or a good holiday the candidate had been on, with more of a straightforward expressing of information and ideas. Less successful responses would talk about reason why to travel is important but without confidence in tone or variety in their use of punctuation or syntax.

Chosen question number:

Question 8

Question 9

Write your answer to Section B here:

Are ~~we~~ you intrested in going on holiday?

Well here some of our recommendations on where you could go ~~and where~~ there benefits.

It is always nice to visit ~~to~~ new places becuae you can explor new things and try new foods.

~~do~~ Do you hate delayed flights and not getting what you expected?

Well here are some reccemdations. You should book you'r flight earley and get to the airport earley so that you are ready on time. Make you'r hotel bookings with a trusted company ~~wiht~~ with good reviews.

Our recommendations on where to go include places like Spain, ~~and~~ Australia, New York, Paris and more.

~~For more details go to www.goohoildays.com~~

For more details about how to book your perfect holiday and get a family discount go to www.goodhoildays.com



AO5 – This response does show awareness of audience, in the direct address of the opening question, and the purpose is clear – recommending places to go, reasons to go, tips for travelling, where to find more information. The first bullet point is met fully in Level 2. The second bullet point is mostly met in Level 2 – there is expression of ideas and some ordering, if a little random until the end. The final part of the second bullet, paragraphs and a range of structural and grammatical features, is also mostly, but not securely, met. A mark of 8 reflects the achievements here.

AO6 – There is an attempt to use some varied vocabulary – *recommendation* (spelt correctly once), *delayed*, *flights*, *bookings*, *trusted*, *reviews*, *discount*. This is where we do need to consider the range of vocabulary, syntax and punctuation as well as the accuracy of spelling and punctuation use. There are some frequent spelling errors to balance this variety. The answer attempts some variety of sentence structure through the use of questions. There is an attempt to use some varied punctuation but this lacks control. The first bullet point in the mark scheme is partly met in Level 2, as there is not as much accurate spelling as we would want to see. The second bullet point in the mark scheme is met more in Level 1/2 as there is an attempt to vary syntax, but punctuation has quite basic control. The positives of varied vocabulary attempted, and some attempt to vary syntax, put this in the middle of Level 2 with 5 marks.

Write your answer to Section B here:

Stamping the passport!

Travelling is a dream for everyone, old ~~of~~ or ~~young~~ young. Discover the 4 corners of the earth. Find new hobbies, meet new people. Explore new cultures. There is always a reason to travel.

When travelling, your mind is filled with things to do, foods to try and places to visit. It's all about accumulating the most stamps on your passport. The people are always available, ~~for~~ you get a tan and you may even make new friends. Some people visit new countries to learn about the culture, some may even learn the language, which is advantageous when finding your feet in a new country.

This all sounds great, doesn't it? Well unfortunately, not all that glitters is gold. In recent years, due to the (Covid-19) pandemic travelling has become very hard and impossible for some. Last year I went to Spain with my

family, - Just the 4 of us - . It has got to be one of the worst experiences i've ever had in my life. At the airport we had to wear masks, get tested and stay in our own small, claustrophobic, boxed-off area. When we arrived in Spain it wasn't much better. All the local markets were closed due to economic turmoil regarding the local economy due to lack of tourists, through no fault of their own. The infamous cathedral was closed due to politicians not being able to make up their mind.

How can you prevent this, or should you avoid travelling all together. In ~~2020~~ 2021, a study was done in Oxford university by professor Vackins. It showed that 88% of tourist attractions had shut down in the city center. And 49% in coastal cities. So my advice to you? visit coastal areas, there will be much more to do. But don't expect to make new friends, as in an interview, San Chui - The CEO of British Airways - said "The number of passengers on our flights had decreased by 71%, forcing us to close some routes due to an economic imbalance within the company."

So, the big question is, should I go on holiday? Although it may be tempting, I would

wait a few years for this pandemic to calm down.



AO5 – The lively introduction shows a strong awareness of audience and purpose, supported by the use of ‘you’ and ‘your’ throughout the answer, as well as by a series of rhetorical questions to address the audience directly. ‘This all sounds great doesn’t it?’ ‘How can you prevent this?’ As reinforcement, there are further rhetorical questions within paragraphs. ‘So my advice to you?’ There is a sense of material being selected and organised for particular effect, with development of information and ideas through, for example, the use of a personal anecdote, to reinforce the idea that ‘not all that glitters is gold’. Structural features, such as the use of the aforementioned rhetorical questions, provide a clear framework and support the selection of material. There is insufficient depth and development of ideas to move further into level 4.

AO6 – The answer uses a varied vocabulary, such as ‘accumulating’, ‘amiable’, ‘claustrophobic’, ‘politicians’ and ‘pandemic’. There are some spelling errors, such as ‘advantagous’, ‘dosen’t’, and ‘costal’. Structural features, such as the rhetorical questions, are used to introduce paragraphs and sometimes within paragraphs, as mentioned earlier. Short sentences and the repetition of ‘new’ in the opening paragraph show management of material and the former are used elsewhere in the answer to create emphasis and impact. The overall organisation supports clarity. On balance, the strengths of the vocabulary and the range of punctuation suggest a mark just into Level 4.

Write your answer to Section B here:

~~Write your answer to Section B here:~~ The Great Escape?

Jared Hilton explores the world of modern travel and holidays

Constant heavy rain in summer and icy sleet in the winter. Sometimes it is nice to escape the ^{dull,} dark, dreary grey clouds of the UK. But is it really worth the hassle of rail-replacement buses and canceled flights?

But once you're lying on a sun lounger by a Spanish swimming pool or skiing down a slope in Norway, it almost always feels like it is.

So what are you waiting for?

Don't think you have time to fit a relaxing break into your busy work schedule? Even ~~one~~ something as simple as a ~~one-day~~ one-day break can significantly improve mental ~~well~~ health and even make you up to 50% more productive, according to new research from the University of Exeter.

Don't think you could afford a relaxing break in some far off tropical ~~UK~~ destination? You probably can't, but there are other places nearer to home with clear blue skies and a warm summer sun. Take ~~for~~ France, for example. Only a short ferry trip away from the UK, it is much more affordable and better for the environment, so you can even feel good.

about that too.

Or, if you ~~really~~ ^{actually} can't afford it, there are some stunning tourist destinations in the UK, only a short train ride away, ~~but~~ ^{but} only if you don't mind the rain (you should be used to it by now). But sometimes, if you're lucky, there is that one, glorious midsummer day without a cloud in the sky, and it could be possible to organise a very last minute holiday if you have the time.

However, holidays aren't always as idyllic as they may seem, and even something as simple as forgetting sunscreen could leave you trapped inside, or risking being burnt alive, and ~~completely~~ completely ruin your perfectly planned escape.

One simple way to avoid this is a checklist to make sure you have everything. However, it is best not to overprepare ~~as much~~ too much, because there is nothing than trying to drag two massive suitcases down the road to the hotel in the blistering, ~~near~~ oppressive heat.

~~Overall~~ ^{Overall}, if you're thinking of going on holiday, it's usually best to take the plunge - you probably won't regret it.



AO5 – This is a lively response, with a secure sense of purpose and audience. The candidate makes effective use of tone and style, addressing and engaging the reader. Paragraphing is varied and ideas are usually managed effectively, although not always fully developed or sustained. This was placed in the middle of Level 4 with a mark of 17.

AO6 – A range of sentence structures is used for deliberate effect and the candidate employs a wide vocabulary. There are occasional errors and examples of expression which is not fully controlled, which suggest this sits more comfortably in the middle of Level 4, with a mark of 11.

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

Write your answer to Section B here:

Is travelling on your bucket list?

Travelling is a privilege many of us get to experience in our life times. As lucky as we are to witness the tallest buildings in New ~~York~~ York; the spiciest food in Madrid and the historic wonders in London, no one really talks about what travelling is like. That's why we've gathered information on everything you need to know about travelling to different countries!

Is it fun?

Lots of people enjoy travelling with friends or family or even on their own. It's only fun if you make it fun. Lots of people tend to stay in their hotel rooms and order room service at their doors but making the most out of the place you're visiting is the key to a euphoric experience. We asked Gemma from ~~Sussex~~ Sussex about how she spent her holidays in Turkey. She told us that she went to Turkey for only 2 nights the first time she went and only really went out for breakfast, lunch, dinner and a bit of shopping. Then, she realised that she didn't make the most of her amazing situation and went back to visit Turkey the following year. Here's what she had to say about that:

"It was a much better experience in my opinion. We went quad-biking, horse-riding, sight-seeing whilst also tasting some tasty ~~deae~~ delicacies."

Isn't that good to hear? Although we all love to sit and relax a bit, sometimes it's more ~~exciting~~ invigorating to experience life outside the box and really push our comfort zones. And who knows, you might find your new all-time favourite holiday destination.

What about the expenses?

A common misconception about travelling is that everyone who travels is affluent and wealthy. But, that is not the case at all. If you look hard enough, you can find flights for as cheap as a chocolate bar. You can also find package holiday deals that include flights, ~~accommodation~~ ~~acomodation~~ ~~acommodation~~ hotels, activities all for extremely low prices. The average solo traveller spends about £250 per trip according to recent studies at Cambridge University. If you save up during the year, it's possible to be taking at least 2 trips to a place of your choice a year. That's a great way to broaden your experiences and live an opulent, fun lifestyle. Some may say that food in different countries is what takes up a lot of money. And while that is completely understandable - why not take advantage of the free breakfast that an abundance of hotels offer. You could also take some time beforehand to do some quick research on good, affordable restaurants and cafés that you could go and visit. This is again a good idea if

you're travelling on your own. These solutions to the horrid expenses you can endure during travelling will help you save your ~~cash~~ dough while you're on the ~~go~~ go!

What if I'm afraid of flying?

The fear of flying on an aeroplane or helicopter is much more common than you probably think. In fact ~~over~~ around 37.5% of people that have travelled on Qatar Airlines have experienced discomfort/fear of flying. However, you are not to worry as we can provide some ~~healthy~~ options to help you to overcome that fear. Firstly, you can bring someone with you. Sometimes we just need someone to comfort us and coach us through the journey. As humans, we all experience basic emotions such as sadness and anger. Having someone that can help you through the basic emotion of fear is salient to having a good experience. Another solution is to sit on the aisle seat rather than the window seat. This ensures you don't look out the window and end up worrying yourself. A lot of the time window seats can provoke ~~your~~ your fears and concerns which clearly isn't ideal. And if that doesn't work for you, try sitting close to the exit. It will allow you to get off the plane quicker ~~than~~ once you reach your destination.

Are there any bad elements to travelling?

No. Travelling can only be bad if you don't ~~to~~ make the

most of it. Some people say that being a tourist is difficult as the locals/residents of the country are often unhappy to see tourists. While this may seem like a bad part of visiting countries, it can easily be avoided by showing patience and respect to those that live there. It is important to establish that you are only passing through while others are staying there. So, even if they seem unhappy to see a group of tourists, treat them kindly and respectfully to avoid a bad experience.

We expect travelling to definitely be on your bucket lists now! In order to gain the best holiday experience, remember to follow all the tips and advice we've left for you. So, overcome your fears; don't worry about expenses; be respectful but most importantly make sure you have ~~fun~~ fun! After all, we are all so lucky to be given the ~~opportunity~~ opportunity to travel all around this wonderful world.



AO5 – The article is shaped from the outset, showing strong awareness of audience and purpose, for example by using rhetorical devices such as the questions which initiate each paragraph. The tone here is effective, in that it directly engages the reader and asks them to consider their own experiences: 'Isn't that good to hear?' The writer manages information thoughtfully, considering a wide range of points and experiences effectively. The response is subtly shaped so that the ending reflects both the introduction and the key points raised throughout the article.

AO6 – There is an extensive vocabulary which is used strategically with confident spelling throughout: 'A common misconception about travelling is that everyone who travels is affluent and wealthy.' A wide range of accurately and well-managed punctuation is evident, including questions and quotations, which aid emphasis and precision. A range of sentence structures are managed accurately and selectively, for example throughout the opening paragraph, achieving the effect of succinctly and effectively introducing the topic of travelling.

Question 9

Although the less popular choice of the two writing questions, a variety of opinions were seen, with some impressive knowledge of environmental issues. One examiner commented on the interesting Geography cross-curricular material that crept into responses, and another applauded the '*Greta Thunberg odes to conservation!*'. There was generally a mature and insightful approach to the task, which enabled candidates to pick up marks for both content and style. Indeed, there were some inspirational answers to this question, full of engaging personal experiences and opinions, and it was evident that many candidates enjoyed writing their response. Most answers were set out as a letter.

The responses covered a range of material, from global warming and pollution to the dangers of exploration, with a strong nod to the extracts. Tone varied from polite to challenging and almost aggressive. Some letters based their content on the idea of a school trip and their attitudes to that. Many emphasised the need for more education on the whole idea of exploration and damage to the environment. There were some very sophisticated responses to this where candidates had followed the suggested bullet points to help them organise material and stay focused on the task. Some very strong feelings on damage to the planet were evident, for example: 'I was shocked to find out that I could be the reason for hundreds of animals becoming extinct'; 'Too many man made machines have been ploughing through their homes', and 'Explorers are polluters and murderers. They leave their litter to pollute and kill wildlife.' There were numerous references to eco-travel, the importance of raising awareness of global issues (which exploration helps to identify) and the personal fulfilment gained from exploration. Some candidates confused exploration with exploitation, provoking angry responses and there were also a few who just focused on contributing towards saving the planet, by making their local area more eco-friendly, with better (electric) public transport and wild gardens in schools.

The best responses used a variety of ideas. Those that considered exploration as worthwhile were more effective in considering the pros and cons. The responses by candidates that received higher marks were generally imaginative and informative as well as well-structured. Many of the letters were very passionate and referenced climate change and environmental effects. These successful responses had a clear, organised idea about what each paragraph would be about, as seen in plans that many made. This enabled candidates to be more focused.

Less successful responses to this question were quite straightforward in tone and short. Some candidates focused on reasons not to explore. Some were confused about the purpose of the text and seemed to be trying to persuade their headteacher to send them to go exploring or were vague with their reasoning. Those whose responses were unplanned ranged widely, stayed rather vague and lacked commitment to the cause. These less successful responses did not necessarily establish audience and purpose, and tended towards narrative or description and away from the opinion piece required. They would list general examples of ways in which the planet is being harmed, such as dropping litter, with little development. They would use a basic and straightforward style of writing to inform but did not offer solutions to ensure that exploration is safe.

A final comment on writing is from one examiner who summed up the quality of responses:

'Many wrote lively, engaging and sometimes very convincing articles that impressed me greatly. I'm not sure that at 16 or so I would have been able to produce the same in an examination room in 45 minutes.'

Write your answer to Section B here:

Dear Headteacher

I am writing to you today to tell you ~~an~~ I'm the person to go on this trip because I know all about the planets. I learned about it since I was 4 years old. I love space and all the planets ~~espely~~ ~~espely~~ Jupiter because it's the biggest and the coolest. I believe I would be ~~a~~ a great person on this trip because I can tell everyone how earth was ~~made~~ made and all the gas that earth has in its atmosphere and why there all there and why the needs ~~to~~ looking after so much because if we keep using fossile fuels then we will evenbly run out of the and there will be to much CO2 in the ~~are~~ air globe warming will in-crease.



AO5 – The candidate shows a clear awareness of audience and some awareness of purpose – the idea of avoiding damage to the planet. The tone is straightforward and, although the candidate expresses information and ideas, these are not ordered using paragraphs and a range of features. A mark low in Level 2, but not right at the bottom, seems the 'best-fit'.

AO6 – A range of vocabulary is used, some of it spelt correctly (*because, learned*) but punctuation lacks control, meriting a mark just into Level 2.

Chosen question number: **Question 8**

Question 9

Write your answer to Section B here:

L8 Wetheriggs rice
Penrith

Cumbria

CA11 7EY

Friday 10th June 2022.

Ullswater Community collage

Ullswater roads

Penrith

Cumbria

CA11 8GF

Dear Mr Gilby,

I am writing to you to address the issue. This is that we need to insure we do more for our planet. As with people just making it a mess / rubbish dump is no good.

It is essential to explore the extremities of our planet and be able to have people come and visit all the places we have. But we need the people in the world to understand that you shouldn't

damage it. There is one saying what I will live by which is 'Treat ^{others} ~~now~~ how you would like to be treated.' At time when people come visit small towns or even a city they don't treat it right; which I think is wrong and that's my opinion.

Now I also think that when tourist come to visit a new town they don't feel as welcomed or safe as they wish. And that ~~needs~~ ^{needs} to change. Everyone is human and I think that the best thing to ~~do~~ do is just be kind, but why is not everyone kind to ~~new~~ new people?

But we are organising a meeting type of thing for people who wants things to change. so I hope you can make it. it is on the 23rd June 2022.

Yours faithfully,

Maise Walker.



AO5 – This response is clearly set out as a letter and the opening paragraph, despite some insecure sentence structuring, establishes intent. Purpose is generally secure although there are some points such as ‘the best thing to do is just be kind’ that do move away slightly from the focus of the question. Ideas, although not developed, are generally appropriate as are the tone, style and register. There is a clear and obvious structure moving from an introduction, expression of opinions and a ‘call to action’ at the end. Overall, this is best-placed at the lower end of Level 3 for AO5.

AO6 – Vocabulary is not hugely varied and there are few spelling mistakes; there is an attempt to use a range of punctuation including inverted commas and a semi-colon but there are some errors. There is evidence that the candidate has, at times, adapted sentence structure to contribute to effect (‘Now that needs to change.’). ‘Best-fit’ places this into mid-Level 3 for AO6.

Chosen question number: **Question 8**

Question 9

Write your answer to Section B here:

Le coin

La rue de coin

St Ouens

Jersey

JE7 4LF

Dr. Hues

Victoria College

Le mont millais

St Helier

Jersey

JES 4HT

Friday 10th June 2022

Dear Dr. Hues,

I am writing in reply to your topic of conversation about exploring the extremes of our planet, without damaging it ourselves.

In my opinion, it is vital for Humans to explore our planet, as it will give us a better understanding about life on earth, as well as possible advances in modern technology. However, this does come at a cost. Now, more than ever we are aware of

The damage we are inflicting on our planet, even from everyday tasks, not including travelling and exploration. A major environmental activist David Attenborough said that, "in just 30 years, by 2050, over 300 more species will become extinct due to human activity and pollution." Today, we can see that many animals are on the brink of extinction. Therefore, for Humans to continue on their exploration of this planet, it is vital that we do so carefully, ensuring that there is no damage to the environment or earth itself, as we attempt to explore some of its most extreme habitats.

Currently, many expeditions are occurring, around the globe. But many of these are polluting our planet, causing harm to wildlife, especially marine from non-biodegradable plastics and mass air pollution from the combustion of fossil fuels and the production of Carbon Dioxide. Furthermore, many expeditions need high quality technology, built to withstand high pressures, and extreme temperature changes. All of this technology may help us to better understand earth, however, it comes at a price... The pollution of our planet.

Many safety features are now in place for many of the expeditions that occur. Often through the use of radios and the help of search and rescue

teams, that now have the ability to go almost anywhere to save someone. Furthermore, modern technology allows people to help themselves when in trouble, and one can easily access a course that will teach them basic, but vital survival skills. In addition to this, safety protocols must be taken before any extreme exploration, in order to ensure the maximum chance of survival for the people ~~to~~ participating in the expedition. More commonly known as Health and Safety.

Therefore, I have come to the conclusion that exploration of our planet can be done, but we should be aiming to protect earth and ourselves, before venturing further than we have ever before. Our planet is on the ~~veg~~ verge of collapse, and we should aim to protect it and put its need, before our desire to explore the unknown.

Yours Sincerely,
Sebastian Kirkby



AO5: This is a response that fully manages information and ideas. While not always complex, the ideas given are coherent and sustained. The letter is sustained and crafted to present a cohesive overview of the topic, designed to reach conclusion. The reader is presented with a simple idea (for instance, exploring being vital in paragraph 2 or 'many expeditions are occurring' in paragraph 3). The factual style and tone are maintained whilst the points are developed fully, with some subtlety. There is a definite, effective sense of shaping the content through paragraphs and within the paragraphs also. The structural features, such as use of short sentences at the end of some paragraphs are shaping audience response with subtlety. There is a sustained use of tone, style and register and the consistent focus on purpose. While not always sophisticated, warrants a low-Level 5 mark.

AO6: This is a Level 5 response. Vocabulary is strategically used to sustain the authoritative voice (*habitat, environmental activist, marine, non-biodegradable, combustion...*). Spelling is accurate throughout (except 'expodition'), and punctuation is accurate and precise, including ellipsis. Some sentences have been clearly selected to achieve effects 'More commonly known as Health and Safety'.

Chosen question number: Question 8 ✘

Question 9 ✘

Write your answer to Section B here:

Reddish Vale

Highschool

Stockport,

Manchester

10th June 2022.

Dear Mrs Hanson,

As an explorer, I have been to many places during my short amount of time on this planet. Morocco, Greece, Milan...

I have seen many beautiful things, but also many disappointing things too. There are ways we can explore our world without harming it as after all, it's not man vs nature, so why should we destroy it? What gives us the right? Are there any benefits? I care about the environment, and you should too.

If people begin to appreciate our planet, if they can prevent disrupting wildlife, if they can protect nature instead of harming it, then that's when I will

Sit down and allow people to explore our planet peacefully. But for now, I will continue to nag, to complain, to prevent anyone from travelling until I know the environment will be in safe hands.

I want you to imagine a world, a dark world. Desolate and quiet, miserable and dreary. This would be a world where there has been a war between man and nature. People will forget the existence of plants and animals, you've seen it happen in the Lorax, whose to say it won't happen in real life. Imagine ^{polluted} skies with grey clouds hung ⁱⁿ the air and ^{deserted} rivers having a shade of brown. The colour would be sucked out of the world leaving us with nothing.

Nothing but guilt, regret and shame imagine your grandchild, asking what a panda was, and all you can do is show an old photograph from years ago. This is what will happen if explorers continue to hunt instead of ~~the~~ learn.

Now picture a different world, a world

~~but~~ brighter and happier. There is no threat of extinction or loss of nature. People begin to adapt with nature instead of use it.

No one is greedy or selfish, everyone begins to love and care for our world, our home.

There is no litter anywhere, no animals ~~are~~ struggling to survive. ~~Is~~ Is this not the world you want? Full of love, peace and joy.

As a wise man once said, "The earth provides enough for every man's need, not every man's greed." - ~~an~~ Ghandi.

It is time to ~~we~~ take on a different perspective of how we explore. ^{EXPLORE} ~~EXPLORE~~ with our mind and our heart, not our hands. Create barriers between us and nature. If you want to be involved, learn respect and self discipline and teach it to others around you. I am not asking for a lot, a little goes a long way. Maybe eventually our planet will look happier and healthier. Treat it like you would treat yourself and it will repay you with kindness.

Yours sincerely
Charlotte Currie.



AO5 – This is a sustained and successful piece of writing where the writer adopts the role of an explorer, suggesting that the ideas are based on personal experience, as well as consideration of important issues arising today. It is crafted to engage the reader, shaping audience response both in terms of the complex ideas presented and the strength of the ‘voice’ that is evident throughout. The letter introduces and develops ideas based around the theme of guilt, ‘in a world where there has been a war between man and nature.’ This point is a continuation of the ‘man vs nature’ scenario introduced in the opening paragraph and responds to the rhetorical questions asked there. ‘Why should we destroy it?’, ‘What gives us the right?’ ‘Are there any benefits?’ In the process of answering these questions, readers are invited to picture two very different worlds. The first is a ‘dark world. Desolate and quiet, miserable and dreary.’ In this world we are left with ‘nothing but guilt, regret and shame.’

Counterbalancing this is a ‘brighter and happier’ world, full of ‘love, peace and joy.’ This contrast is based on a ‘different perspective of how we explore’, replacing the idea of hunting with learning. The final page is not as subtle, but the writer’s feelings still come across strongly, as they have done throughout. Overall, a mark in the middle of Level 5 is appropriate.

AO6 – This is a mid-Level 5 response. Here, much of the strength lies in the organisation and the structural features. Punctuation is varied and accurate, used for emphasis and impact. The rhetorical questions in the first paragraph have already been mentioned. As the letter progresses, other features become important, for example different aspects of address to the reader. ‘I want you to imagine...’ and ‘Now picture a different world.....’ The vocabulary is entirely suitable, without perhaps being extensive, showing accurate spelling throughout, such as *disappointing*, *benefits*, *environment*, *appreciate* and *extinction*.

Section B

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

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

It was pleasing to see that 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 these lower levels 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, words with 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 – seen where candidates really consider their reader and their message in the choice of words.

Examiners were impressed by the range and quality of responses, and noted that candidates were engaged, creating very enthusiastic, interesting and engaging responses, often using a lively tone. One examiner commented:

'Many of the writing responses were incredibly inventive and creative, using emotive and sophisticated vocabulary, triadic patterns, minor/ orthographic syntax, alliteration, simile, metaphor, idioms and onomatopoeia! Some drew cleverly on Section A.'

Many examiners made similar comments.

Commenting on AO6, one examiner wrote:

'Candidates did provide some variety in vocabulary and use of rhetorical devices. Many showed a sophisticated range of vocabulary to manipulate the reader – although not always with subtlety. Many had a real sense of the writer's craft.'

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.

The responses achieving the higher AO6 marks were fluent, used paragraphs well and had a good use of a range of vocabulary as well as grammatical features and punctuation. 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. In the best responses there was a strong use of varied sentence structures, and an impressive level of accuracy in spelling 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). These responses used very simple vocabulary and often had many spelling errors of simple words. Common errors were:

- a lack of punctuation in sentences (for example no full stops, few capital letters and a lack of commas around clauses)
- lack of control of conjunctions
- basic spelling errors such as the wrong 'to', confusion of 'your/you're', 'were/where' and 'there/their'
- non-standard forms such as 'gonna', 'wanna' and 'dunno'.

Handwriting was an issue this series, often making it difficult to decipher what a candidate had written. Examiners will do their best to read responses, however, they cannot credit varied/selective/extensive vocabulary if they cannot read it.

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 source booklet and read the question carefully. Ensure you answer on the correct text as well as the 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, make sure you are using the correct text from the Source Booklet. Question 3 is on Text 1 and Question 6 is on Text 2.
- In those questions 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. 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, read the question carefully – what is it you are giving your opinion on? What do you think about whether the writer builds tension successfully? What would the opinions of others be about how well this is done? 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 the question focus, in this case danger.
- When you are writing, always think about your reader, what ideas you want them to understand and how you want them to react at different parts of your writing; then choose the most useful words, phrases or techniques available to you to achieve those effects. Plan your writing, even just briefly. Think carefully about how you will begin to write so that it is engaging for your reader from the very start. As you begin to write, know where you will end. This will help you to write in a manner that is cohesive and coherent for your reader. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy in spelling, punctuation and grammar.
- Focus on timing during the examination and use the number of marks and space available in the answer booklet for each question as an indication of how long you should spend answering each question.
- Take care with handwriting. Examiners will do their best to read responses, however, they cannot credit your use of varied/selective/extensive vocabulary if they cannot read it.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

