



# **Examiners' Report**

## **June 2022**

**GCSE English Language 2.0 1EN2 01**

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## Introduction

This is the first year of this new specification.

Examiners commented that the texts about the telephone were accessible across the full range of abilities and candidates were able to engage with the tasks and respond appropriately. There was evidence that candidates had been prepared for this examination.

More successful candidates were able to engage fully with both texts and respond thoughtfully and articulately. Their writing responses were often engaging and effective and were well controlled and accurate. Less successful candidates sometimes struggled to understand the passages and the questions. Their writing was often pedestrian or lacked coherence and had weak language controls.

Some candidates were not clear about the focus of the reading questions eg they responded to the evaluation questions as language analysis and the language analysis question as evaluation.

Examiners did comment on a number of blank responses especially to the reading questions, in particular Question 6 but also Question 3. These are quite high tariff questions. There were some indications that candidates may have attempted the writing question (Section B) first and run out of time to complete the paper.

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

- evidence that the majority of candidates had understood the ideas in the texts
- the ability to make at least some comments on language and its effects for Question 3
- the inclusion of judgements at different levels for Questions 2, 5 and 6
- writing that showed a range of ideas and suitable tone, style and register for audience and purpose
- writing that used ambitious vocabulary and accuracy in spelling, punctuation and grammar.

Less successful responses:

- confused the texts, answering questions on Text One using Text Two and vice versa
- showed an insecure grasp of language with 'feature-spotting' or confusion of terms in response to Question 3
- failed to support points using appropriate textual evidence, or used textual evidence that did not support the point being made
- did not attempt to make judgements in response to Questions 2, 5 and 6
- lacked organisation in their writing
- connected but did not develop ideas enough in their writing
- did not use a range of vocabulary and lacked accurate spelling and secure control of punctuation.

## Question 1

This is a straightforward question on Text One which does not require candidates to use their own words.

Many candidates were able to identify correctly four discoveries. All the bullet points in the mark scheme were seen by examiners but the most popular were: 'hunting matter down to molecules', 'finding perfume in filth', 'finding dyes in dirt' and 'finding food in refuse'. The most common cause of failure to be awarded a mark was using the words 'perfume', 'dyes' and 'food' on their own, which missed the point. Other unsuccessful responses did not provide sufficient information in their chosen points eg 'penetrating', 'sounding' or 'hunting matter'.

## Question 2

This question requires the candidate to evaluate how successfully the writer persuades the reader that scientific achievements, including the telephone, are beneficial.

Some examiners commented that there were some detailed responses to this question with clear evidence of preparation, however the majority of examiners commented that while it was clear that candidates understood the text, they had difficulty in developing evaluative comments. Examiners commented that many candidates focused only on the telephone and not on 'scientific achievements'. Most candidates tried to find three reasons as the question requested but examiners commented that a significant number only gave two reasons which limited their achievement.

Candidates chose to comment on the effectiveness of the listing of things you can hear: 'voice', 'breathing', 'heart's throb' or 'familiar laugh' and the appeal to the emotions or the benefits of holding a conversation with a loved one through references to 'hold a conversation with his son' or 'what would parents give to hear...'. Many also commented on the benefits of being able to make contact with someone who lives far away with references to 'with a son at the Antipodes' or 'child long separated by a solid mass 8,000 miles in diameter.'

Most candidates were able to find evidence in the text but they found it more difficult to link this to the overall success of the text and to analyse how and why it was successful or not. Examiners commented that many candidates had been taught evaluative vocabulary eg 'successfully', 'masterfully', 'convincingly', which sometimes helped them to focus on the question. Many examiners commented that many candidates explained their chosen references rather than making a judgement about how effective they were in persuading the reader of the benefits.

More successful candidates carefully selected three points about the writer's ideas, intentions and viewpoints and supported them with examples from the text that were not too long and offered analysis and critical evaluation. They were fully focused on the task of evaluating how successfully the writer persuades the reader of the benefits. Some of these responses looked at the effectiveness of lines 15-17 in promoting the revolutionary qualities of the telephone and it was often their ability to unpick this that demonstrated the quality of their critical judgement.

Less successful candidates were able to find some relevant examples but then the explanation was a re-working of the question or they wrote about how the writer persuaded the reader rather than evaluating how successfully this was done. They sometimes repeated the same point eg about families being able to stay in contact. Some candidates listed three examples from the text with no comment. A significant number of candidates responded as if the question was 'Why is the telephone a good thing' and this limited the mark they could achieve.

The majority of candidates used examples from lines 10-21 but there were some who referred to the whole text or even Text Two.

This is a successful response to Question 2.

- 2 In lines 10–21, the writer tries to persuade the reader that scientific achievements, including the telephone, are beneficial.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 10-21.

(6)

I personally feel the writer achieved their goal of persuading the reader. In the text it states "There is no reason why a man should not hold a conversation with a son at the Antipodes. The writer has used this quote to show that although father and son may be across the world from one another, they are still on one another's door steps just <sup>through</sup> a phone call away. This shows to the reader one or several benefits a phone can bring. This is giving a positive impact.

Another reason I feel the writer successfully achieved their goal of persuading the reader. In the text it quotes "distinguish his voice". This quote shows a sentimental feel for the reader. Bringing emotion and thoughtfulness into one quote, this is achieved with emotive language. Showing feeling behind the text helps the reader to think deeply and to gain a better understanding on the article and the reasons behind it.

Another reason I feel the writer succeeded in persuading the reader "hear his heart's throbs". This helps the reader to only imagine hearing an individual heart beat through a technical device. The writer has used this specific verb to give a touch of soul and feeling into the reader's mind, this influences the positive mindset the reader has on the telephone.



**ResultsPlus**  
Examiner Comments

There is sound explanation of ideas and references are appropriate. There are 3 reasons with support. All L2 criteria are met and there is evidence of critical evaluation and convincing personal judgement. Mark = 5, Level 3.



Remember to include 3 reasons and to give your opinion about the success of the text.



This is a less successful response to Question 3.

- 2 In lines 10–21, the writer tries to persuade the reader that scientific achievements, including the telephone, are beneficial.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 10–21.

(6)

The writer <sup>successfully persuades</sup> ~~persuades~~ the reader by saying "There is no reason why a man should not hold a conversation with a son" ~~which~~ <sup>the</sup> ~~which~~ <sup>which</sup> makes the reader happy that they will be able to ~~contact~~ <sup>contact</sup> their ~~son~~ <sup>child</sup>.

The writer successfully persuades the reader by saying "hear ~~his~~ his heart's throb" which makes the reader feel happy and emotional that they will be able to talk to their child like he/she is next to them.

The writer successfully <sup>achieves</sup> ~~achieves~~ this by saying "what would parents give to hear the <sup>very</sup> ~~very~~ voice, the familiar laugh, the favourite song" this would make the reader excited because they would be able to talk to their ~~son~~ <sup>son</sup> and it would be like they was next to him having fun listening to music.



3 reasons are given, with appropriate references, although within a narrow range and with slightly repetitive comments. Mark = 3, Level 2.



Try to find 3 distinct reasons for your opinion and always find support from the text for each reason.

### Question 3

This question asks the candidate how the writer uses language to interest and inform the reader across the whole text.

Some examiners commented positively on the responses they saw to this question but many examiners commented that a significant number of candidates did not focus on language and referred to structure (which could not be rewarded) and that there was little evidence of the use of relevant subject terminology.

Most candidates were able to identify some words and language techniques the writer used although they often did not use subject terminology correctly, eg mixing up adjectives and adverbs. Popular points for comment were the contrasting use of 'happily' and 'dreary', the use of 'our' and 'we' to make the reader feel included, and the emotional language used. However many examiners commented that although most candidates were able to demonstrate some understanding of the text, many candidates had difficulty in explaining the effect of their chosen words or phrases. When candidates did identify language features their responses tended to be statements with little exploration.

More successful responses were able to focus clearly on the language used to interest and inform the reader and correctly identify subject terminology. These candidates explained, and sometimes explored, how their chosen features helped to achieve effects and influence readers. Word-level analysis was often a characteristic of these responses, although sometimes candidates picked words or phrases that were not really helpful.

Less successful responses often made generic comments on the effects of their chosen features, eg 'this is simply to engage the reader', 'to make us read on', 'to make us feel as the writer did', without any further development. Many responses focused on the structure of the text, sometimes exclusively. Sometimes this could be credited as language (the repetition of 'true') but other points were about the use of the short sentences ('They do not revolutionise the world') and lists, which therefore had to be discounted. Less successful responses often did not use subject terminology. Some examiners commented that there was also evidence of 'feature spotting' where candidates identify correctly (or incorrectly) particular language features but do not explain them.

Some candidates did not seem to understand the focus of the question and responded as if it was an evaluation rather than a language question.

Occasionally candidates wrote a response to Text Two. These were rewarded but were penalised for using the wrong text (not reading the instructions carefully).

This is a successful response to Question 3.

The writer's ~~a use of the the~~ adjective 'dneary' begins the text by describing how a new discovery has 'come happily' ~~sub~~ during a time when 'dneary' feelings had arisen that ~~no~~ original discoveries had come to an end. The writer's use of the ~~adjective~~ 'dneary' 'happily' adverb 'happily' is effective at grasping the readers attention due in conjunction with the adjective 'dneary' is effective at grasping the readers attention into wanting to learn more about the discovery that was able to change the ~~land-~~ ~~s~~ current land-scape for scientists. The adjective 'dneary' ~~has~~ is synonymous with has negative connotations, ~~being often associated with~~ feelings of melancholy or ~~implying~~ <sup>indicating</sup> to the reader that ~~the~~ discoveries have become stale. The 'Dneary' ~~has~~ is synonymous to something dismal ~~and~~ <sup>or</sup> bleak, this ~~compares~~ <sup>contrast</sup> in ~~comparison~~ with the adverb happily ~~is~~ (which has ~~of~~ positive connotations) it causes perhaps a feeling of excitement in the reader as they

wish to find out about this new discovery.

The writer's use of the verb 'revolutionise' is also effective at interesting the reader due to its powerful and connotations of something that is powerful, impactful enough to change the world. From this to the writer describing using the verb 'revolutionise' to describe what the previously stated facts didn't do, this opens up curiosity in the reader, perhaps wondering what could be so impactful to change the world.



**ResultsPlus**  
Examiner Comments

Perhaps the range is a little narrow but there is detailed analysis of the effects of 'dreary' and 'happily'. The selection of references clarifies the points being made. Mark = 7, Level 4.



**ResultsPlus**  
Examiner Tip

Note how the candidate uses correct subject terminology and analyses the writer's use of language and its effect on the reader.

This is a less successful response to Question 3.

Use examples from the whole text and relevant subject terminology.

(8)

The writer used language to interest the reader ~~by using~~ by the introduction "when these words arisen a dreary feeling" showing that the discovery came at a almost boring time period which ~~can~~ can intrigue the reader into wanting to know what this was in order to keep reading.

The writer also details briefly how useful the telephone is "There is no reason why a man should not hold a conversation with a son at the Antipodes!" ~~showing~~ this informs the reader to know

how useful the telephone can be better it would ~~be~~ be talking to a loved one across the world.

The writer also used ~~the~~ Rhetorical question ~~in~~ in a ~~3~~ three way form such as .

"What would a parent give to hear the  
very voice" which shows a form  
of empathy which helps ~~the reader~~  
~~understand~~ informs the reader of  
its usefulness. ~~#The Familiar Laugh~~



**ResultsPlus**  
Examiner Comments

The selection of references is generally appropriate and there is some explanation but the first paragraph is a little vague. Mark = 3, Level 2.



**ResultsPlus**  
Examiner Tip

Try to focus on the writer's language choices and their effects rather than explaining what the writer said.

## Question 4 (a)

This is a straightforward question on Text Two which does not require candidates to use their own words.

The majority of candidates achieved two marks on this question. The most common points identified were bullet points 4, 5 and 6 on the mark scheme, although they were all used. The most common reason for not achieving both marks was where they used both 'comprehensive' and 'effective' as separate points or they used material not within the line references or referred to the wrong text.



## Question 4 (b)

Candidates had some difficulty with this question. Many identified 'rich people' or 'wealthy people' which were not groups of people whose lives might be improved by the Pleasure Telephone. Others simply did not identify a group of people, eg 'the humblest cottage.' There were also quite a few who said 'people who object to the environment', without including the words 'of the stage'. Examiners commented that only a small number scored 2 marks. Some candidates misread 'merry' for 'marry/married'.

This question requires candidates to understand implicit meaning and ideas in a text. Many candidates used quotations to answer this question and some of these were appropriate responses but candidates should try to use their own words to show they have understood the implied information and ideas.

This is a successful response to Question 4b.

From the extract, identify **two** groups of people whose lives might be improved by the Pleasure Telephone.

(2)

- 1 The lower income people
- 2 depressed people



**ResultsPlus**  
Examiner Comments

This response successfully interprets the information and presents it in the candidate's own words. It covers bullet points 1 and 5. 2 marks.



**ResultsPlus**  
Examiner Tip

Note how this candidate has demonstrated understanding of implicit meaning by using their own words.

## Question 5

This question required candidates to evaluate how successfully the writer persuades readers that the Pleasure Telephone will change people's lives positively.

As with Question 2, examiners commented that many struggled to be evaluative and did not move much beyond explaining or paraphrasing the text, although some examiners thought that candidates responded better to this text. Similarly to Question 2, a significant number of candidates did not give three reasons. Some candidates did not use the extracts and gave examples from elsewhere in the text. Examiners commented that there were a number of blank responses.

The reasons most candidates chose were the convenience: 'brought to one's own fireside', 'without the trouble of running into the street', the speed of information: 'a few minutes', and the variety of information available: 'not monopolised by the news', 'theatres, concert halls, and the hundred and one other places of amusement in the city', so they were engaged with the content and in terms of evaluation often were able to give an opinion that the reader was persuaded the Pleasure Telephone was going to change people's lives positively. However examiners did comment that many candidates identified ways in which the extract was persuasive but did not evaluate how successfully it was done.

Some of the more successful responses considered the effectiveness of 'it is brought to one's own fireside' suggesting both positives and negatives here: 'It promotes laziness – people won't have to leave home again'; 'It might take them away from the real world and meeting friends'; 'People will be safer and less likely to get run over'; 'they no longer have to go out in the freezing cold'. These candidates looked at the subscription aspect, the limitations of where it would be available in the country and the limitations to subjects more likely to interest the wealthy. These were candidates who had the confidence to go into developed critical evaluation and they often presented some original and convincing ideas.

Less successful responses were very formulaic or repetitive in their structure, copying out the question at the beginning of each of the three reasons, using a quotation and then following with a brief comment, eg 'this is a positive change as it makes life easier/more fun.' There were some which gave a generalised opinion but without any textual references and some others where sections of the text had been copied out but with no comments. A number did not focus on the extract and moved beyond it to other parts of the text.

There were a number of blank responses and also ones that appeared to be unfinished.

This is a successful response to Question 5.

Give **three** reasons for your opinion and use examples from the extract.

(6)

The writer successfully achieved persuading the reader that the Pleasure Telephone will change people's lives positively by introducing the reader to the scenario of how to receive <sup>immediately</sup> news by "only to put <sup>down</sup> his receiver and wait a few minutes for local news...". It makes the reader feel understand that the service is fast.

It also further support the persuasiveness of the writer by writing "extraordinary promptness" as referring to the speed and of the preciseness of the service.

The "extraordinary" adjective used is promising characteristic that paired with preciseness becomes a very promising factor to the reader.

"Perhaps its most popular feature of it is its connection..." promising connection for everyone with events that are hard to attend is persuasive feature and technique of writing. ~~where~~ The writer juxtaposed in one sentence the "most popular" and "connection" really is a successful advert and convincing the reader that ~~to~~ he won't be left out of anything.

The only point where the writer isn't successful in persuading the readers ~~is~~ ~~is~~ ~~is~~ where he refers to only male population "put down his reviews" leaving all female readers and possible buyers so the statement "will change people's lives positively" is ~~right~~ <sup>wrong</sup>. ~~but~~ People are both men and women, the writer ~~should~~ <sup>could</sup> have use direct address instead of third person.



**ResultsPlus**  
Examiner Comments

This begins with a clear explanation and evaluation becomes increasingly convincing in the second part of the response, meaning it can move into Level 3. Mark = 5, Level 3.



Note how the response is focused on evaluation and offers 3 reasons with support.

A less successful response to Question 3.

The writer successfully achieves ~~to~~ ~~to~~ persuading the reader that the 'Pleasure Telephone' will change peoples lives positively by telling the benefits it will have on your life to make it easier this is shown in the quote 'without the trouble of running into the street for the paper' this shows us it would much more easier and less time consuming by getting the 'Pleasure Telephone' to get the news updates just on the phone.

It also shows how quickly you can get updates and information without going anywhere, this is clearly shown in the quote 'Wait a few minutes... science notices' this tells us you literally wait a couple minutes and you will have all the information delivered straight to the telephone.

The last reason I think its successful and people would want the telephone to positively change their lives is shown in the quote 'connects to the theatres, concert halls and hundred other places' this ~~also~~ shows all the numerous things you get to view just by purchasing the 'Pleasure Telephone'



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Examiner Comments

There is clear explanation of the writer's ideas but evaluation is limited.  
Mark = 3, Level 2.



Remember to focus on evaluating how successful the text is rather than explaining the content.



## Question 6

This question requires candidates to evaluate how successfully the text shows that the Pleasure Telephone is something that everyone will want.

Examiners saw a few very convincing responses where candidates showed developed analysis of writer's ideas and critically evaluated the usefulness of the Pleasure Telephone with most convincing answers being those that doubted its obvious appeal to the masses. However most examiners commented that many candidates did not evaluate the text and only offered explanations of their chosen references.

Candidates commonly used references such as: 'will democratise', 'fitted in our houses, just like gas and electricity', and 'make millions merry' to support their points.

More successful responses were able to explain ideas and offer some informed evaluative opinion with appropriate references. They were able to agree and disagree with the quotation. Many took exception to the word 'everyone' in the quotation so disagreed with the opinion and some felt that the telephone changing society could be negative because 'people will be afraid of change' and 'rich people won't want poor people to have it'. Many did reference the writer's techniques but as part of their judgement: 'The repetition of 'whole' successfully emphasises the sheer magnitude of people that will want it.' ; 'The writer repeats the scale of the impact by alliteration, 'millions merry' and hyperbole 'homes of thousands' which clearly shows that no-one wants to be left out.' Some thought that the using of listing was effective in persuading people about how useful it would be. They used evaluative phrases such as 'I fully agree with...' or 'I partially agree...'

Some examiners commented that there were a significant number of less successful responses. Some of the less successful responses used very lengthy quotations and then briefly explained their meaning. A good number did not support their comments with examples from the text and simply wrote an opinion on whether the Pleasure Telephone was good or not. They were able to offer some straightforward comment. A surprisingly large number seemed to take the statement to mean all phones in general and wrote about why people want phones rather than referencing the text. There were several discursive essays on the benefits of phones/why people need mobiles which made minimal reference to the text. It was difficult to tell whether students had misread/misunderstood the question, or simply written about what interested them. Some treated this as a language analysis question and explored a range of devices used in the text which is not the focus of this question.

Occasionally candidates wrote a response to Text One. These were rewarded but were penalised for using the wrong text (not reading the instructions carefully).

There were a number of blanks or very short or undeveloped responses which may have been a time management issue.

This is a successful response to Question 6.

To an extent, I agree with this statement. ~~as the telephone is~~ ~~des~~. The writer is successful as he tells the cost of the telephone. ~~The writer states~~ In this extent, the telephone is described using the ~~an~~ adjective 'cheap' which suggests everyone can afford it without a major issue. It may imply that there is no reason as to not get the telephone as it is so cheap so people should buy them. This makes the reader learn about the usefulness of the telephone despite its cheap price and may encourage the reader into purchasing one. ~~as it is~~.

Furthermore, I agree with this statement as the writer describes the necessity of having the ~~phone~~ phone. The ~~writer~~ writer describes the phone as an 'indispensable element' ~~with~~. The adjective 'indispensable' shows how important it is to get the phone and how much of a necessity it is. The writer also uses a simile to show how easy it is to be fitted into a house. The simile 'just as gas and electricity' shows how simple it is for such revolutionary technology to be ~~not~~ installed into houses. ~~The~~ This makes the reader feel the necessity and urgency to buy the ~~pt~~ telephone as it is

an indispensable element which can be ~~it~~ installed easily.

However, I partially disagree with this ~~statement~~ statement as people may not want a constant glow of news the whole day. The writer states that the whole of England 'might be supplied with ~~constant news~~ through a constant glow of news and pleasure all day long.' The adjective constant suggests that ~~there~~ the news is never-ending and continuous ~~throughout~~ throughout the entire day.

Some people may not appreciate this as the constant glow of news may be too overwhelming for ~~them~~ them to keep up with. It ~~not~~ also means there will be no peace and quiet anywhere in England. This makes the reader feel sad as if there is no tranquility in England as there is no ~~pass~~ quiet place with ~~anywhere~~ everywhere being full with a constant glow of news. In

In conclusion, I partially agree with this statement as ~~the~~ the telephone is accessible to all ranges of people and is very convenient, but it may produce a lot of noise which people may find to be bothersome.



This is a developed response, with appropriate references. It is a little laboured towards the end but critical evaluation is sufficiently developed to merit a mark in the middle of Level 4. Mark = 9, Level 4



A wider range of discriminating points and a sustained and detached critical evaluation would move this response into Level 5.

This is a less successful response to Question 6.

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Pleasure Telephone is something that everyone will want.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

The pleasure telephone in my view is something that everyone will want, this is because the writer has been extremely enticing and exaggerate with this text.

The writer uses great emotive language, stating "It will make millions merry who have never been merry before, it will democratise". Who doesn't want to feel happy and included? That quote alone makes a reader feel the need to read on and see what else the pleasure telephone entails.

The writer states that everyone will be able to have it, that the rich and the poor will be linked, the poor will no longer have that feel of being left out.

"Though the telephone is likely to effect immense changes, and will no doubt create something like a sensation when introduced into this country, its installation is a really very simple thing".

This quote states that it sounds like a difficult thing but really it's not. It can be installed easily and will give great sensation by the immense changes that it will bring.

The writer uses fantastic emotive language, exaggeration and descriptive language throughout. This keeps the writer engaged and intrigued to what the pleasure telephone will bring and continue to bring throughout the future.



One clear point is made at the beginning and there is some personal judgement but this is not sustained and there is a tendency to comment on meaning rather than explain ideas. Mark = 4, Level 2.



Remember to focus on making judgements about how successful the text is and try to use the text to support your opinions.

## Question 7

This question asked candidates to write a speech for their peer group about how to stay safe online. This was the more popular choice. Many examiners commented positively about candidates' responses to this topic. There were some blank responses.

### A05

Examiners commented that candidates obviously knew a lot about this subject and were keen to write about it. They commented that there were some lengthy responses to this question.

Many candidates could clearly relate to this topic and had plenty to write about. Issues covered included: being hacked for personal or bank details, cyber-bullying, inappropriate websites, strangers making contact and personal safety. Solutions offered included: parental controls, being careful who they chat to, being careful what information they give out, contacting the police or other responsible adults, using virus software or VPNs. The responses demonstrated that most candidates have a high awareness of the dangers that they face whilst navigating the internet. Many candidates used the opening in the question in their own writing and this seemed to give them some confidence and direction. Most candidates successfully used speech features with direct address and rhetorical questions being common. Other candidates created worrying scenarios and then showed how these could be avoided.

More successful candidates produced informative and sometimes amusing speeches, addressing an audience of 'fellow interneters' and covering a range of ideas from how to improve security settings to how to avoid catfishing and trolls. One candidate concluded that, 'As long as you are equipped with all the proper weapons, you will come out victor of the internet. No enemies will be able to stop you in your crusade for information and adventure!' Another slightly less dramatic one concluded that 'an ounce of prevention is worth a pound of cure.' These responses were lively and clearly crafted, using paragraphs in an appropriate manner with varied sentences and structural devices. They had a strong register and related to their audience effectively. There were some very passionate and convincing responses.

Less successful responses tended to write everything about the dangers of the internet and especially social media in too much detail rather than focus on (or even mention in some cases) how to stay safe online. Some of these responses wrote essays rather than speeches. There were some responses that were brief and undeveloped with weak language controls which impeded meaning.



## AO6

Most candidates were able to make some attempt to select words, sentence structures and punctuation to suit the task. Most candidates were able to express and order information and ideas with some correctly spelt vocabulary, some control of punctuation and some accurate paragraphing. Most candidates were able to communicate successfully even if there were errors. Word choices showed some adaptation to the topic being written about.

Examiners commented that vocabulary was often varied although there were spelling errors. Complex words were sometimes correct but there were frequent careless errors which suggested a lack of proof reading. Some examiners commented that there was not much evidence of the use of ambitious vocabulary. Nearly all examiners commented on weak punctuation with some responses using very few full stops or capital letters.

Stronger candidates were selective with their vocabulary choices and used a range of appropriate linguistic techniques, eg metaphors, similes and alliteration to communicate their ideas. Vocabulary range was evident across their responses and well-chosen for the task they had selected. These candidates wrote fluently with a range of structural devices. They had full control of spelling, punctuation and grammar.

Less successful candidates were often repetitive with their word choices and in particular with their sentence structures. They often used very basic sentences or did not punctuate sentences. These candidates sometimes had limited vocabulary and poor grammar.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

This is a very successful response to Question 7.

There comes a time where each of use  
questions, is this real? Whether that be an  
ad pop-up<sup>ad</sup>, redirecting you to a website display<sup>ing</sup>  
"You're the millionth visitor, claim your new  
iPhone today" or a crazy ~~see~~ Reddit story topping  
the plot twist of one of the greatest shows  
to come out of the 21st century, 'Money Heist'.  
Sometimes we all just have to take a  
second to remember that what you see on the

internet isn't always real - and more importantly, it isn't always safe!

I would consider myself as somewhat of a netizen, and I'm sure you could say the same for yourself. But as a resident of the <sup>cross-continental</sup> ~~great nation~~ of the net sometimes we need reminders on 'How to stay safe online' ~~the~~; <sup>W</sup> which just so happens to be the title of my speech, <sup>he he</sup>. But seriously, the world isn't always such a great place and the same can be said for the internet. I, like many of you enjoy an excursion, if you will, <sup>particularly</sup> ~~from~~ <sup>the</sup> ~~stress~~ <sup>that is</sup> ~~daily stresses~~ - aka school. My primary way of doing so is talking to online friends. We've all seen the E-safety videos cautioning us 'youth' to be mindful of strangers, but it all pan and games until a 47 year old man named John grooms you from his 16 year profile on Instagram. Cliché, I know. But unfortunately it's a reality.

The internet is a complex place. It simultaneously grants us ~~anonymity~~ <sup>anonymity</sup> ~~with~~ <sup>while</sup> stripping us of our rights to privacy, through <sup>things like</sup> ~~the~~ <sup>invasive</sup> data collection. Both of which can be weaponised by someone

half <sup>way</sup> across the world. You <sup>would never</sup> ~~don't~~ know. ~~I don't know.~~

Predators of all kinds, ~~including~~ <sup>like the cult SPAC Nation</sup> gangs trying to recruit ~~via~~ <sup>on</sup> ~~social media~~ <sup>Twitter</sup> aren't our only concern.

Misinformation and doxing are among many possible detriments to our e-safety. <sup>// \* new paragraph</sup> I remember seeing a Youtube Short a couple of days ago with like in the hundreds of thousand talking about a photographer baiting plus sized women into paying more. It turns out the designer brands require more money to provide more fabric - but who would have thought? Luckily the comments were filled with the information that the Youtuber conveniently left out of the video. Got to love when the comments are less toxic and 'based' ~~so~~ than video - such a rare site. I say all of this to say, that what's to stop ~~a~~ someone with a large platform from obscuring the truth. Its not like many people fact check anyway.

Just a little search. A ~~two~~ second search, even, yet we can't be bothered and take what some stranger over the internet says as facts. Studies have shown that 63% of people aged between 15-24 (the years before full mental maturity) will believe information in video format ~~just~~ <sup>just</sup> as long as its presented in a well-crafted

format. Not even considering credentials, scrap that knowledge in the field.

Need I remind you of stupid internet challenges like Blue Whales the series of challenges ending in you killing yourself or the Tik Tok 'derious dick' challenge depicting students stealing toilets. What are you going to do with a bloody toilet? Where did they even put it, after? <sup>I honestly have</sup> many questions.

Don't think I forgot that I mentioned doxing. Every CS kid's (Computer Science for you slow-pokes) worst nightmare and subsequent ultimate despair. For those who don't know, doxing is the act of releasing <sup>your</sup> ~~their~~ victims personal data like <sup>their</sup> IP address. Essentially their home address, to the internet, freely available to everyone. A word of advice, don't argue ~~or~~ with 4Chan or Discord mods. If they can be so morally forgone as to not shower for weeks straight, what makes you think they won't hesitate to ruin your life?

Afterall, it's a very scary world we live in.

Let's all make a promise ... to never use the internet again. I'm joking, kind of. Seriously though,

the internet has the potential to be both positive and negative, showcasing the true duality of humane morale. Quick word of advice, private social media accounts aren't as protective as you think - some weirdo can still message you, ~~has~~ extract your data and do God knows what. Skepticism is best, question everything that way you won't have the foresight of someone who got scanned.

In the future, promise me to be extra vigilant, who know what may happen if you don't. Don't let me advise deter you from having fun, just know that being safety and fun can co-exist. Thank you for listening to my speech.



**ResultsPlus**  
Examiner Comments

A05 - A sophisticated and coherent speech which shapes audience response using a variety of techniques. Mark = 24, Level 5.

A06 - Despite occasional errors, the candidate uses an extensive vocabulary and a precise range of punctuation. Sentence structures are used to create effects. There is sophisticated ability to write for clarity, purpose and effect. Mark = 15, Level 5.



**ResultsPlus**  
Examiner Tip

Note how the candidate directly addresses the audience and focuses both on a wide range of dangers and their solutions.

## Question 8

This question asked candidates to write a letter to their local newspaper about a proposal to ban the use of mobile phones in schools and colleges in their area. Examiners commented that candidates who chose this option seemed quite well-prepared and offered a range of sensible ideas in an appropriate format. There were some blank responses.

### A05

Most responses gave some clear and balanced arguments with thoughtful and relevant ideas. Letter format was adhered to in almost all cases although some responses did not have the standard greeting or ending required. Most attempted to use argument and counter argument and there were very few one-sided rants. As many seemed to be in favour of a ban as against it. Responses were usually organised into paragraphs and covered at least two or three key points, sometimes many more. There were many written from the persona of an adult – teacher or parent – who generally thought the ban was a good idea in order for students to focus better on their education. Many examples were given of phones being distracting and preventing students from having ‘real conversations’. Common arguments in favour of a ban were the disruption caused to classes and the bullying that goes on between classmates. Common arguments against a ban were the need to be able to contact family in an emergency and the fact that mobile phones can help you stay safe going to and from school. Several candidates suggested sensible compromises such as candidates handing in their phones at the start of the day or at the start of a lesson.

More successful responses wrote a clearly structured letter and used a range of persuasive techniques which they had clearly been taught well. They managed the balance between the pros and cons of banning mobile phones well with some convincing arguments on both sides covering a wider range of ideas such as using mobile phones for research in the classroom especially when the school or college has limited resources or the problems of controlling the use of mobile phones if they were not banned.

Cohesion was an issue with a number of responses – jumping from one viewpoint or argument to another without links between the sections, eg ‘I think phones should be banned...I think phones shouldn’t be banned...’ which produced rather unclear responses.

Less successful responses attempted a suitably formal tone but this was not always sustained. Some were brief or unstructured. Some used an informal tone and register or were too aggressive. Some wrote to headteachers and not the local newspaper. There were a few that wrote essays rather than letters.

## AO6

The comments from examiners were very similar to those for Question 7 although some did comment that they saw some slightly more structured responses with better sentence structure and punctuation.

Most candidates were able to make some attempt to select words, sentence structures and punctuation to suit the task. Most candidates were able to express and order information and ideas with some correctly spelt vocabulary, some control of punctuation and some accurate paragraphing. Most candidates were able to communicate successfully even if there were errors. Word choices showed some adaptation to the topic being written about.

Examiners commented that vocabulary was often varied although there were spelling errors. Complex words were sometimes correct but there were frequent careless errors which suggested a lack of proof reading. Some examiners commented that there was not much evidence of the use of ambitious vocabulary. Nearly all examiners commented on weak punctuation with some responses using very few full stops or capital letters.

Stronger candidates were selective with their vocabulary choices and used a range of appropriate linguistic techniques, eg metaphors, similes and alliteration to communicate their ideas. Vocabulary range was evident across their responses and well-chosen for the task they had selected. These candidates wrote fluently with a range of structural devices. They had full control of spelling, punctuation and grammar.

Less successful candidates were often repetitive with their word choices and in particular with their sentence structures. They often used very basic sentences or did not punctuate sentences. These candidates sometimes had limited vocabulary and poor grammar.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.



This is a response to Question 8.

Dear whoever it may ~~conside~~ consider, I'm writing to you today because I am very passionate about the proposal I am putting forward to you today. I believe that phones should be banned in school and colleges in my area, hopefully in every area. I am so passionate because phones are an amazing tool, if you use them correctly I don't see phones as a necessary tool whilst being at school or college.

Many people have strong believes that they are vital, I disagree. Studies show that 68% of students say they feel protected if they have their phones, whereas 32% believe it doesn't make a difference. I understand students need their phones after the education is over for essentials such as bus apps, calling parents, music so they are not bored on the way home listening to their mates wassling and so on. I have planned every situation out and resolved the problems I'm hoping for you to hear me out.

Why I believe phones shouldn't be aloud in school or college is because, the obvious one, it'll distract students from learning, this causes disruption, ~~and~~ therefore resulting in the teacher dealing with it and then unsettling the rest of the class. This is good for no one. I've done my research and I understand that not everyone uses their phones in school but 88% do and to me I think this is ridiculous. Why do you need it so much, you are supposed to be learning. The 22% understand the importance of remaining focused

So they can reach their full potential and succeed. Another thing phones are ~~used to~~ misused for in educational establishments are the treatment of other pupils. I strongly believe phones increase the likelihood of bullying. Study shows that 70% of bullying in schools are recorded on phones to spread and share to other classmates. I think this is extremely upsetting and ~~disappointing~~ disgusting. This should be stopped instantly.

My solution is to ban phones in ~~the~~ schools and colleges but I can see why certain people need them, therefore, I propose that the students that need them can bring them but they must hand them in at the start of the day and get them back ~~at~~ the end. This is not a punishment, this is to create a better working environment for the students. I hope you take my letter into consideration

Yours sincerely Cam



AO5 – Develops and connects appropriate information and ideas. Selects material to suit audience and purpose. It fulfills all Level 3 criteria. Mark = 14, Level 3

AO6 – There is a smattering of errors throughout the response but also a variety of sentence structure and sound use of grammatical features. Mark = 9, Level 3



To improve this response the candidate could have presented the ideas more persuasively and focused more effectively on the intended audience for the letter.

Proof reading and checking the response might have improved the accuracy.

## Paper Summary

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

- For short-answer Questions 1 and 4a ensure that you are responding briefly and selecting information, not just writing out a section. Highlight the relevant lines in your extract booklet and read the question carefully. Ensure you answer on the correct Text as well as correct lines. For Question 4b try to find ideas that are implied in the given text rather than just selecting phrases from the text.
- For Question 3, make sure you only focus on language features such as: alliteration, personification, simile, metaphor, and not on structure (lists, repetition, short sentences, questions). Try to use appropriate subject terminology. Remember to also comment on the effects of your chosen examples.
- In Questions 3 and 6, where reference to the whole extract is needed, it is important to consider what references you will use and consider what examples are most significant for comment. Discriminating references are seen where you pick out specific examples across the extract that link to your points, not just where you comment on every feature seen.
- For your responses to Questions 2, 5 and 6, remember that you evaluate every day, and more so than ever with online feedback and posting of opinions and ideas online. Read the question carefully – what is it you are giving your opinion on? You do not need to comment on language and structure here unless this supports your evaluation.
- Remember to find three reasons for your opinion and support them with examples for your responses to Questions 2 and 5.
- 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. You have been given a planning box to do this. Think carefully about how you will begin to write so that it is engaging for your reader from the very start. As you begin to write, know where you will end. This will help you to write in a cohesive and coherent way. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy in spelling, punctuation and grammar.
- Focus on timing during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question. Make sure you try to answer every question.

## **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>

