



Examiners' Report

June 2022

GCSE English Language 2.0 1EN2 02

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-8 from 1EN2/02. This was the first examination of the specification in English Language 2.0, offering the first opportunity for candidates to sit this revised approach to a GCSE English Language paper.

The English Language 2.0 qualification consists of the following three components:

- Unit 1: 19th century non-fiction and Transactional Writing – 50%
- Unit 2: Contemporary Texts and Imaginative Writing – 50% (this examination)
- Unit 3: Spoken Language Endorsement (non-examination assessment)

This report will focus on Unit 2: Contemporary Texts and Imaginative Writing

The paper is assessed through a 1 hour 55 minute examination. The total number of marks available is 80. The reading and writing sections of this paper are linked by theme.

The focus of this component is:

Section A – Reading

Study and analyse selections from a range of contemporary texts.

This paper features two unseen contemporary extracts, from 20th and 21st century sources. One text will be fiction, one text will be non-fiction. The word count across the two extracts is approximately 900 words with every effort made to provide balance across the two extracts. The texts will have a thematic link and will attempt to provide engaging and accessible content for candidates to work with during the examination.

The questions are on:

- Text 1 (Questions 1 and 2) and Text 2 (Questions 3 and 4)
- There are a mixture of short and extended response questions for both extracts
- Candidates' ability to synthesise across the two texts will be assessed in Question 5, which will focus on similarities in the texts. The final question of this section, Question 6, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

Section B – Writing

This section allows candidates to explore and develop their imaginative writing skills. Candidates may choose to offer a complete narrative with beginning, middle and end or a part of a larger story.

There are two writing tasks, with a thematic link to the reading extracts. Candidates pick one question to respond to. For this new specification, candidates are offered an opening line for one of the question options, and pictures are provided to support with the second question, as will be familiar from GCSE English Language 9-1. The first question in this series offered the opening line 'This was my moment.' The second question offered the prompt 'Write about a time when you, or someone you know, took part in a competition.'

The Assessment Objectives for this paper are:

Section A: Reading

AO1:

- identify and interpret explicit and implicit information and ideas (Q1, Q3)
- select and synthesise evidence from different texts (Q5)

AO2: Explain, comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Q2, Q4)

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q6)

Section B: Writing

AO5:

- communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purposes and audiences (Q7 or Q8)
- organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q7 or Q8)

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q7 or Q8)

General Overview

It was clear that candidates were, on the whole, able to respond well to the two unseen contemporary texts. They were able to read substantial extracts that made significant demands in terms of content, structure and quality of language. The texts selected would appear to have engaged and interested the majority of candidates as they were able to offer thoughtful comment and explanation of the writers' craft, alongside seen comparisons between the two texts. With this new specification, it was pleasing to see that candidates had been well prepared and had, at different levels, been able to demonstrate the key skills of understanding, interpretation and analysis.

It was also clear that candidates had learned different ways to write imaginatively to attempt to engage a reader. A variety of approaches were seen through this series in the writing section, from straightforward narratives to complex story arcs and imaginative use of tone and voice. It was clear from the responses that many candidates had been given opportunity to prepare well for the writing section, with varying levels of expertise in terms of using rhetorical and structural devices to create meaning and impact.

Examiners were impressed by:

- evidence that most candidates had understood both texts
- candidates' confidence in places to explore the impact of language in both texts
- writing that showed some real creativity and flair
- writing that worked hard to sustain tone and style, considering audience and purpose
- a cohort working well through most of the paper in this first series on 1EN2/02

Less successful responses:

- showed an insecure grasp of language and structure, with a reliance in places on feature spotting
- were unable to use subject specific terminology effectively
- didn't always select, or provide, suitable and supportive references from the texts
- lacked focus on the question, especially with Questions 5 – 6
- struggled to organise their writing effectively
- didn't always develop and craft their written responses with audience and purpose in mind
- lacked accuracy around spelling and punctuation

Question 1

Candidates, in the main, achieved one mark for this question.

The questions are designed with ramping in mind and to encourage achievement for all candidates. This question generally showed the confidence of candidates in reading the given section of the extract and finding the relevant information.

This question requires understanding of AO1: 'identify and interpret.' This question has a focus on the ability to identify. The important advice for any candidate is to check the question carefully, make sure they understand what they are being asked to identify, and then check if their chosen reference from the text is answering the question asked.

The few candidates who did not achieve a mark for this question either chose from the wrong lines, paraphrased the question, or selected only a word from the text that did not suggest they had identified enough to answer the question.

- 1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

change gears



ResultsPlus
Examiner Comments

A short but suitable response that answers the question.

- 1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

bodyweight



ResultsPlus
Examiner Comments

This response does not offer enough from the text to answer what the cyclist did to get away.



ResultsPlus
Examiner Tip

Make sure that any evidence clearly offers enough to answer the question.

1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

Speed up by "crushing the pedals"



ResultsPlus
Examiner Comments

Candidate clearly offers an example of what the cyclist did to get away.

1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

The cyclist tries to maintain his gap from the other cyclist by going into trial mode

(Total for Question 1 = 1 mark)



ResultsPlus
Examiner Comments

A response in the candidate's own words and adequately meets the requirements for the question.

1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

his try to get away from the elite cyclist because he want to win the race

(Total for Question 1 = 1 mark)



ResultsPlus
Examiner Comments

Offers a paraphrasing of the question so was not awarded a mark.



ResultsPlus
Examiner Tip

Offers something specific to the question rather than just a statement summarising the question.

1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

"I switched into trial mode controlling my power."

(Total for Question 1 = 1 mark)



Offers two possible things the cyclist does, so achieves the mark for this question.

1 From lines 3–9, identify **one** thing the cyclist does to try to get away from the other riders.

I looked under my arm and saw that nobody was following me.

(Total for Question 1 = 1 mark)



Was not awarded the mark as, although from the right section of the extract, this evidence doesn't explicitly offer something done by the cyclist to help him escape from the chasing pack.



Check the question carefully – is your textual reference clearly offering an answer?

Question 2

This question offers a supportive way into the more challenging reading questions, by asking candidates to focus only on language at this point. Candidates are also supported with the extract from the text they will write about being placed directly above the answer box. This is a change to the approach to AO2 that will feel different to other specifications and was made to provide a chance for all learners to feel they can access the question, hopefully building confidence at the start of the paper. A more familiar approach to AO2 will appear in Question 4 of this paper, but it was pleasing to see so many candidates have a go at this accessible question. The vast majority of candidates attempted the question, with many working at Level 2.

The mark scheme for this question now asks for use of subject specific terminology. This is a change that some candidates struggled with but this will likely improve in future exam series. Many responses at the lower end would refer to the writer 'using language' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible but clearly wrongly identified features in the text can be detrimental to scores awarded.

Responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'show negative feelings' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language was creating impact and developing meaning. Lower level responses often recognised the negative feelings in the text without unpacking the ideas in any detail.

Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses ~~long~~ words to describe the negative feeling of the boy which he is really ~~fr~~ frustrated about the race, which made him really angry, ~~lost~~ loss of confidence, hopeless and thinking negative say that they got zero chance of winning.



ResultsPlus
Examiner Comments

This brief response offers some comment but little in the way of references to the extract. There is no terminology used in the response so a mark at the lower end of Level 1 was awarded.



ResultsPlus
Examiner Tip

References are one of the bullet points in the mark scheme, as is the requirement to use terminology where appropriate.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses the ~~word~~ verb "angry" to show his negative feelings about the situation he is in. The writer shows this in the sentence "I was furious with my impetuosity, angry...".

the writer uses the noun "hopeless" to describe his negative ~~situation~~ feelings about the situation he is in. I know this because the writer says "my emotions led me into such a hopeless situation."

The writer uses the adjective "ebbed" away to describe his negative feelings about the situation. I know this because the writer says "Now my confidence ebbed away."



ResultsPlus
Examiner Comments

This simple response does meet all the criteria at Level 1. More development would be required for a higher mark.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer successfully uses language to show his negative feelings about the situation via "now my confidence ebbed away" ~~and~~ portraying he is under pressure and letting his emotions take over eating away at his mind.

The writer again successfully uses language to show his negative feelings. "Zero chance of success." disclaiming ~~the~~ ~~the~~ the cyclist is ~~ered~~ thinks about what's going to happen allowing him self to drop back due to all the negativity.



ResultsPlus
Examiner Comments

A good example of 'best fit' with a stronger 1st paragraph that offers more than just comment, allowing this response to be awarded a mark at Level 2



ResultsPlus
Examiner Tip

Examiners will always try and award what we can. Responses can move up into the lower end a Level if we feel a candidate has demonstrated a descriptor in the mark scheme.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

The writer successfully uses language to show his negative feelings about the situation he is in. For example ~~"So we had to plough on"~~ "All our efforts would probably be for nothing." So we can see here that he is thinking negatively because he claims that no matter how much effort is put in by them that it would

be for nothing. So he has lost hope and moral.

Another way the writer uses language to show his negative feelings about the situation he's ~~is~~ ~~in~~ by using a metaphor effectively. For example

"But we were in an attack with close to zero chances of success." This is a metaphor because the two teams of cyclist are not literally attacking each other and it shows his negativity because he states his chances are close to zero so he still has no hope or confidence in himself or his team.

Finally the writer uses language to show his negative feelings about the situation he's ~~is~~ in by ~~using~~ successfully using ~~an~~ hyperbole for example "and we are now under obligation to race." The ~~the~~ word obligation exaggerates the situation for the ~~pur~~ purpose to highlight how seriously the race is being taken because they are not actually under (Total for Question 2 = 6 marks) an obligation to do the race.



A response that confidently works at Level 2. Clear explanation of how language is used, with relevant terminology utilised, alongside appropriate and relevant references from the extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)
For starters, the word "impetuosity" suggests to us that the cyclist feels a little stupid for allowing his negative emotions to lead him into, as it says in the extract, a hopeless situation, and there's the quote "zero chances of success", which only makes the feelings of dread that the cyclist not being

able to get out of this stronger, but I also makes us readers more and more hooked in and makes us wonder questions like "What could possibly happen from this point onwards?" or "Will the cyclist be able to find a way out of this situation!?"

Secondly, when the changed and began to rain, it made it a little bit more difficult for the cyclist to navigate the routes of the road in Spain, especially in the corners and when he began dropping behind the other racers in that brief, but costly, moment, his confidence has "ebbed" away from him which made him, for a instant, forget how to handle his bike, and the line "I prayed the rotation would reel us in and put us out of our misery rather than prolonging the agony" suggest that the cyclist doesn't want this suffering to continue any longer.



This developed response offers analysis in places, alongside relevant references. As terminology has not been used, this was awarded at the lower end of Level 3.



Subject terminology is specifically asked for in the mark scheme – lack of terminology will usually mean that the upper scores cannot be achieved in a given Level.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

Firstly, the writer uses hyperbole of "the world were watching" to convey to the reader the massive weight of immense pressure he felt on his ~~soldier~~ shoulders. This hyperbolic noun is utilised by the author to illustrate that he felt as if everyone's eyes were on him, and, since that he is describing a situation "with close to zero chance of success," this is clearly a negative sentiment; he felt as if he couldn't escape people's gaze, and so this compounded

his negative feelings.

Moreover, the writer also employs ~~to~~ adjectives such as "furious" and "angry" to distinctly demonstrate to the reader his exact emotions during this late stage of the race. The negative and irritated adjectives used by the author ensure that the reader has no doubt about his exact feelings. These adjectives are all emotions everyone can sympathise and relate with, and so they emphasise his annoyance.

Finally, the writer uses the metaphor "My ability to handle my bike... had deserted me." This metaphor highlights to the reader the loss of control that the rider felt in these instants, and so underlines the helplessness that the author experienced. The verb "deserted" emphasises the massive extent to which the cyclist felt he had lost his skill, and so causes the reader to easily understand his feelings of despair in this situation.



ResultsPlus
Examiner Comments

A thorough, detailed response that offers analysis throughout. Terminology is deployed effectively, as are relevant references from the extract. Awarded a mark at the top of Level 3.



ResultsPlus
Examiner Tip

This is what we often refer to as a '++' response – the content of the response probably goes beyond the Level.

Question 3

This question, on the second extract in the examination, again tests AO1: 'identify and interpret'. However, this question has a greater focus on the second part of the AO, asking candidates to make the connection between the question being asked and how the text infers this. The wording of the question is designed to encourage candidates to make that extra step in their minds: 'I understand the driver is in trouble, but how is that indicated in the text?' Therefore, understanding that the skidding of the wheels, or the crowd being 'impossible to avoid', would all be suitable responses to this question.

On the whole, most learners were able to answer this question successfully. As with Question 1, this was written with ramping in mind, to give as many candidates as possible the opportunity to achieve. Candidates who didn't get the mark for this question either misunderstood the question, or selected parts of the extract that did not clearly indicate they had understood how the writer is suggesting the driver is in trouble.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

= the car was still out of control



ResultsPlus
Examiner Comments

A clear example of a direct quote that illustrates the candidate has been able to interpret the text in terms of suggestions of danger for the driver.



ResultsPlus
Examiner Tip

Direct quotes are fine, as long as they clearly show a candidate has been able to interpret how the text has created meaning.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

"Number of people tripled"



ResultsPlus
Examiner Comments

This response misses out on a mark as the evidence on its own doesn't suggest the driver is in trouble.



ResultsPlus
Examiner Tip

In this case, a candidate offering an explanation as to how or why the tripling of the crowd suggests danger would achieve the mark.

For example: The quote 'number of people tripled' suggests the driver has lost control of his car and the crowd is growing in front of his eyes.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

The curve ahead of him was full of people and the car was out of control after the wheels skidded



In contrast to the previous example, this candidate achieves the mark as they have been able to demonstrate an ability to interpret how the text is suggesting danger or trouble for the driver.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

It mentions that the car jerked his arms around and his shoulder tearing.



ResultsPlus
Examiner Comments

This response was awarded the mark for recognising how the jerking of the car and the tearing in the shoulder all indicate trouble for the driver.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

Thought he quote "He felt a tearing in his shoulder" this shows that Clerfayt is in pain further showing he is in trouble.



ResultsPlus
Examiner Comments

A clear example of interpreting the text and recognising the trouble the driver is in.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

A curve ~~appeared~~ appeared ahead of him, dotted with people like a country baker's cake with flies. (Total for Question 3 = 1 mark)



ResultsPlus
Examiner Comments

This response was not awarded the mark as the quote does not demonstrate trouble on its own.



ResultsPlus
Examiner Tip

A candidate must attempt to either pick a direct quote that clearly implies trouble or danger for this question, or offer a brief explanation as to how their evidence has suggested meaning.

Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.

From the extract, identify **one** way the reader understands that Clerfayt is in trouble.

Impossible to avoid them.



ResultsPlus
Examiner Comments

This was awarded a mark as, although very brief, it was felt that the evidence did imply clear trouble or danger for the driver.

Question 4

This question returns to AO2, this time asking candidates to focus on both language and structure at this point. This question asks candidates to select from the whole text but it is important to note that the mark scheme has 10 marks covering the 5 Levels. This is a change to the 15 marks available in 1EN0 for language and structure questions about the whole text. As with previous specifications, candidates who do not cover both language and structure will find themselves unable to progress beyond Level 2 of the mark scheme.

On the whole, candidates fared well on this question as it echoes question styles they may be familiar with from alternative specifications. For some candidates, lack of structure was an issue and would suggest they may need reminding of the difference between this question and Question 2.

The candidates' ability to write confidently about structure was a good discriminator within the responses. While able candidates were able to explore obvious structural features such as sentence lengths and lists, it was apparent in more nuanced responses that candidates could also explore the overall structure and development of the text as the narrative unfolded. Indeed, being able to discuss contrast of emotions across the text, or the development of the narrative, often led to more confident structural exploration compared to attempting to explain the impact of lists or short sentences.

The mark scheme for this question now asks for use of subject specific terminology. This is a change that some candidates struggled with but this will likely improve in future exam series. As with Question 2, many responses at the lower end would refer to the writer 'using language' or 'using structure' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible but clearly incorrectly identified features in the text can be detrimental to scores awarded.

Again, as with Question 2, responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'interest and engage the reader' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language and structure were creating impact and developing meaning. Lower level responses often recognised the excitement in the text without exploring the ideas in any detail. A common approach to this question from candidates was a reliance on the word 'shows'. This indicates some attempt to understand what the text is trying to achieve, but repetitive responses that used a similar stock sentence approach in this manner were evident at the lower end.

Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind. Stronger responses often demonstrated an ability to select from across the text, linking points together, rather than just comments on any features spotted in the text.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

The writer successfully interests the reader and engages the reader within the text via the ~~language~~ structural useage of "seconds later" this langage portrays not only suspense but a shocking jaw dropping effect on that reader.



This brief response does offer a quote and some attempt to comment. A mark at the top of Level 1 was awarded.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

The writer interests and engages the reader in many different ways.

The text starts off with getting straight into it.
"The car roared off" This is the first few words of the text.
This can effect the reader by

getting them ~~immediately~~ ^{Suddenly} attached to
the text and wanting them to read
on. It gets the readers excited.

"The mountain range of the Maclonie?
The writer is telling us the surroundings
of the racer and is describing the
environment.

Such as "The flickering silver of olive
groves." this tells us that obviously
the sun is making them flicker as
they race.



ResultsPlus
Examiners Comments

This response covers all the Level 1 bullet points. However, the comment offered on olive groves nudges it into the bottom of Level 2 of the mark scheme.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

The writer uses a list to build tension on the reader. 'The car was out of control, skidding and trembling'. The use of the list allows information to be passed on quickly shocking the reader as they read it.

The writer uses imaginative writing to build a picture in the reader's mind. 'Seconds later, the road plunged down once more from the height of Polizzi.' This allows

the reader to imagine the scenes of the car plunging down this road.

The writer uses short sentences to create tension. 'The cars raced along close together'. This short sentence allows the reader to read it quickly imagining it was happening in real time to build that tension and excitement.



In comparison to the previous response, this candidate is working more securely and consistently at Level 2. There isn't any explanation as such, with the response remaining very much in the territory of comment. Awarded a mark at the top of Level 2.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

The writer tries to interest and engage the reader from the quote "road plunged down" this shows that the road suddenly changed which made the race more intense and this interests and engages the reader they want to know what happened next and is the sudden change in the road effected the race. The ~~verb~~ adjective "plunged" the emphasises that the race could change ~~be so~~ quick this interests and engages

the reader. The writer tries to interest and engage the reader from the quote "rear wheels skidded on him again" this shows that he could possibly crash or go through a intense turn in the race and this could interest and engage the reader. The ~~adjective~~^{verb} "skidded" this emphasises that he could be in danger or it could change the outcome to the race and this interests and engages the reader to know what happens next. The writer tries to interest and engage the reader from the quote "he felt a tearing at his shoulder" this shows that he has injured ~~his~~ himself and it could effect the race and his future in racing and this interests and engages the reader to find out what happened. The adjective "tearing" this emphasises that he is in a lot of pain but he has to carry on with the race and this interests and engages the reader because they might want to know if it effected his race.



ResultsPlus
Examiner Comments

An example of a response that, unfortunately, gets locked at Level 2, scoring the same as the previous response – this candidate has not offered anything on structure so the guidelines in the mark scheme have to be applied. Clearly the candidate is working above this level as they offer explanation and some exploration.



Make sure you understand what the question wants. Structure can be a challenge, but some of the most effective responses discuss the progression of the extract, or contrast within the text (both ideal for this text)... looking for lists or short sentences is not always the best choice, and can lead to somewhat simple paragraphs of analysis.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

$$\underline{\underline{L + S = E}}$$

Use examples from the whole text and relevant subject terminology.

(10)

The writer successfully engages the reader immediately through their use of structure. For example "The car roared off." This short sentence right at the beginning interests the reader because it has no explanation as to why this happened so the reader is curious for an answer. ~~the verb roared is also personified~~ therefore they are engaged.

The writer also effectively engages the reader through the use of Language. For example "the hot breath of the motor." This is personification because the writer gives a non human object human characteristics. This interests and engages the reader because it's something relatable as everyone knows what hot breath is so by describing the car having hot breath creates imagery in the reader head therefore interesting and engaging them.

The writer use Language successfully to engage and interest the reader. For example "dotted with people like a country bakers cake with flies." This is a simile as it describes the similarity of the people ahead of him that he's referring to, to a bakers cake that attracts lots of flies. This engages the reader as it creates imagery because most people would know what that looks like so gives them a better understanding therefore engaging them.

finally the writer uses structure to engage the reader effectively. For example "The mountain range of Modonie... and suddenly a spiderlike insect: a car." This is a complex sentence with lots of listing of events to emphasise that they are happening so quickly as the driver drives that there is no time for a pause for a full stop. This engages the reader because it crams lots of events and detail into a small narrative space so they too get the feeling of the pace of the car.



ResultsPlus
Examiner Comments

This response was awarded a mark at the top of Level 3, for securely offering explanation on both language and structure. While a touch repetitive in places, the response maintains a level of work throughout the response. The explanation of the impact of the listing in the last paragraph is a good example of how to offer meaningful thoughts on structure.



When writing about a structural feature, always try and consider how the feature might be adding meaning – we know a list will be a number of 'things', but why might a writer want to focus on the amount or volume of something? In this case, being able to mention that the list suggests pace and speed is a good example of how to link the feature to create meaning.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

At the beginning of the extract, the writer uses the personification 'The car roared off' to really engage the reader as the verb 'roared' demonstrates the aggression and power of the car as it took off. This interests the reader to further read on to see if the roaring of the car had an impact on the placement in the

race after it took off the way it did.

The writer then successfully shifts to describing the race route through the eyes of the driver. This engages the reader as the writer will be interested on how the path looks and how beautiful the surroundings are. The writer uses the simile 'an insect that slammed like a bullet in his head glasses' to really emphasise the colossal speed the racer was going at.

The writer then changes the focus of the structure of the extract to talking about the two major competitors; Clerfayt and Duval. This excites the reader as they will compare who they think will win the race and hope it's the one they're rooting for. The writer uses comparative phrases such as 'Clerfayt was faster on the curves' and 'it had to be Duval' to demonstrate the agility both drivers had.

The writer's attention now is towards both cars racing 'along close together' which also engages the reader to explore and find

out, ^{if they pay} ~~take~~ will take the lead. The writer successfully creates tension which puts his audience on the edge of their seats.



ResultsPlus
Examiner Comments

This response has been included as an example of how structure can be discussed in ways that move away from the traditional feature spotting approach of some candidates. This candidate has considered how the text shifts and changes during the course of its narrative, all absolutely fine and awardable as structure. Indeed, looking at aspects like this can lead to more thoughtful responses, instead of getting stuck in trying to explain how short sentences may create meaning.

Both language and structure are covered here, with exploration of the text being clear. With the inclusion of specific subject terminology, this response was awarded a mark at the top of Level 4.

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

Firstly, the author engages the reader from the very first sentence, "The car roared off." This short sentence gives an abrupt and very rushed sentiment to the rest of the text, and so excites the reader as they begin to feel their heart racing in anticipation of what's next. The length of the sentence ensures that the reader is completely aware of the contents of the extract before they have even properly begun to read it, while the rushed tone leaves them surprised and eager for

more. In this way, the writer employs this short opening sentence to catch the reader's eye.

Furthermore, the author uses the metaphor "The people... became giants" to illustrate to the reader the incredible sense of pressure and claustrophobia he felt during the race. The metaphor of the noun "giants" outlines that the author felt intimidated and small, which reflects his thoughts on the situation. This sentiment of being pressured interests the reader as it makes them wonder whether he will escape the situation.

In addition, the author uses the tricolon of nouns "the flowers, the greenness, and the sea" to depict to the reader the beautiful and picturesque setting that surrounds them. This tricolon of very peaceful and serene nouns offers a sense of calm to the situation, which contrasts the importance of the race, and portrays the beauty of the scenery. This ensures the reader can build up a glorious image in their head, and so this leaves them interested and excited.

Moreover, the simile "like a country baker's cake with flies" further constructs the idea that the ~~for~~ writer feels uneasy and under ~~massive~~ massive pressure. The simile, used to describe the "people" watching, likens the audience to "flies". This noun has horrible connotations of annoying and buzzy insects, and so leaves the reader with feelings of ~~affair~~ irritation and annoyance. This engages the reader as it forces them to reflect on their own annoying experiences (possibly involving flies).

Finally, the author includes a complex list "The mountain range...

a car" in the second paragraph to clearly portray to the reader the exact setting that surrounds him. This long and extended list presents beyond doubt to the reader the incredible ~~low~~ mountain range that envelopes the author, and its length ensures that every possible reader is interested due to its variation and distinctness. This therefore engages the reader on a personal level, as they are able to insert themselves in the picture.



ResultsPlus
Examiner Comments

Included as an example of a full mark response, this candidate sustains the analysis of both language and structure throughout, selecting references carefully and using precise subject terminology to support.

Question 5

This question will, on the surface, look familiar to centres as it approaches the 2nd bullet point of AO1, select and synthesise, in a similar way to a question in 1EN0/02. However, there are some changes to the mark scheme that it is important candidates are made aware of.

In this specification, candidates are now asked to provide a specific number of similarities to achieve all the bullet points at Level 2 or 3. If we look at the mark scheme, we can see reference to 'insufficient (less than 3)' similarities at Level 1, and 'sufficient (three)' similarities at Level 2 and 3. Another key determinant in this question has been the quality of synthesis being offered – at Level 3, 'precise synthesis' would usually have been evident in terms of a candidate's ability to make precise links to the question asked and the similarities being provided. As with 1EN0/02, there is an expectation that every similarity is supported by evidence from the text.

While it is hoped that candidates will become more familiar with the changes to the expectations in this AO1 question, examiners will always attempt to award the 'best fit' for a response. In this series, we have seen responses achieve at the bottom end of Level 2 or Level 3 as the selection and synthesis has been clear or precise, even if the number of similarities may not have been considered 'sufficient'.

Some candidates approached the question from a broader point of similarities between the texts. The best responses focused on the question asked, providing clear similarities that focused on the experiences of the people in the extracts.

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

In both texts there is something wrong with the person. Both texts nothing good has happened.



ResultsPlus
Examiner Comments

This limited response offers no evidence and doesn't meet all the bullet points at Level 1. This response has been awarded 1 mark.

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

The first similarity (6)
In text 1 ~~Alone~~ David Millar is a cyclist in a top racing team. However, in text 2 Clefayt is a racing driver. However, these are similar because they are both a sport.

The second similarity is both of them ~~are~~ like speed. In text 1 the cyclist controlled his power. Therefore, he is cycling at a high speed. In text 2 Clefayt loves speed we know this because 'shooting past him' this tells us he enjoys the adrenaline rush.



ResultsPlus
Examiner Comments

An example of a response that clearly meets the bullet points at Level 1 but doesn't offer sufficient similarities or much in the way of clear synthesis (bullet point 1 and 2 at Level 2). For this reason, a mark of 2 was awarded.

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

In text 1 there is a quote "so I changed up the gears" and in text 2 there is a quote "shifting, shifting". These two quotes both show the reader of how hard the drivers are trying and all the effort they are putting in.

In text 1 there is a quote "The reality is my attack backfired" and in text 2 there is a quote "Duval slowed for just a second, and Clerfayt was past". This shows that the riders both had a plan of what to do but it didn't go well. These plans had backfired.



This is an example of how an examiner has to carefully apply the mark scheme. By only offering 2 similarities, the 1st bullet point at each level hasn't been achieved. However, there is evidence of clear synthesis and a valid selection of references. For these reasons, a mark of 3 has been awarded.

5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

Both texts talk about time. Text 1 says "30 seconds". Text 2 says "10 minutes".

Both texts talk about difficulty. Text 1 says "strain". Text 2 says "screaming". Text 2 says "strain".

Both texts talk about racers. Text 1 says "a successful British cyclist". Text 2 says "a racing driver".



ResultsPlus
Examiner Comments

A good comparison to the previous response. Here, the candidate has offered sufficient similarities, but the selection of references and clear synthesis are not secure. Again, an examiner has to apply this new mark scheme carefully – in this case, a mark of 3 was awarded. The same mark as the previous response, but for a different reason.



ResultsPlus
Examiner Tip

Clear synthesis will mean that an examiner feels you have made direct links to the question asked and not just spotted similarities in the text generally.

The next two responses are included to provide further detail about how examiners will apply the mark scheme.

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

One way ~~there~~ their experiences are similar is that they have both given up. In extract 1, it says 'such a hopeless situation' which insinuates that there is no point or hope for him at this point. In extract 2, it says 'impossible to avoid them' which ~~shows~~ also shows a complete loss of hope.

Another way they're similar is that they seem to be getting pushed to their limits. In extract 1, it says 'My body, screaming at me to stop' which shows determination ~~even if~~ as he's giving it all his got. In extract 2, it says

He felt a tearing at his shoulder
which also shows how he's
still trying even if his body
can't go further.



ResultsPlus
Examiner Comments

This candidate has provided precise synthesis, making thoughtful links between the similarities offered and the question asked. References are appropriate and relevant. However, as we only have 2 similarities, the first bullet point at Level 3 hasn't been achieved – so a mark of 5 has been awarded.



ResultsPlus
Examiner Tip

Make sure you offer 3 similarities in this question.

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

Both people make it to the top, at the front of the race, before messing up. For the cyclist, it was that "Everyone was so wrecked and so happy we were gone that they relaxed." For the driver, it was that after he overtook his competitor, "In the next round, the car began to dance," meaning it was becoming harder to control.

Both men feel despair as a result, though it is shown in different ways. The cyclist outright says "I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony." The Driver, however, shows despair by almost hallucinating that "the curve swelled significantly into the glistening sky, the number of people tripled, and they, too, swelled."

Finally, both people present that in a longer form
fall like their's, emotions and feelings can change.
The cyclist feels determination, then pain, then hope,
and the driver feels determination then stress.



ResultsPlus
Examiner Comments

In comparison to the previous response, here the candidate has covered three similarities and offers precise synthesis between the similarities and the question asked. However, an examiner has to apply the mark scheme accurately and with care – you will spot that the last similarity hasn't been supported with evidence from the texts. A mark of 5 has been awarded here.



ResultsPlus
Examiner Tip

All similarities must be supported with references from the texts.

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

One way the experiences are similar is because in text 1 the writer says "But we were in an attack" and in text 2 they say "Slammed like a bullet into his glasses." Both of these quotes show they are both being attacked and it is distracting them.

Another way these texts are similar is because in text 1 it says "my ability to handle my bike on the slippery catalan coastal roads had deserted me." In text 2, it says "The car was still out of control." They are similar because they both have no control over their bike/car and both could be in danger.

In text 1 it says "we had to plough on" and in text 2 it says "He stepped on the gas." These are similar because they both are struggling but have carried on trying even through their circumstances.



A good example of how to achieve full marks on this question – all 3 bullet points are achieved at Level 3 here. There are 3 similarities, precise synthesis and appropriate references offered.



It is worth noticing that, compared to the previous 2 responses, this candidate hasn't had to offer explanation in too much detail to achieve full marks. This question assesses AO1 so close analysis of the references is not required.

Question 6

This question covers AO3 in the specification, with candidates being asked to compare the writers' ideas and perspectives. This is a very similar to Question 7b in 1EN0/02, although there is a change to the mark scheme – total marks available are 16 (compared to 14 in the alternative specification), with Level 3 now having a spread of 4 marks.

This question, when attempted, showed candidates were able to compare both texts, even at a basic level. However, we did see a number of blank responses here. Given that nearly all candidates offered responses in section B (the writing section of the paper), we might surmise that some candidates are being advised to complete their imaginative writing first, before attempting the reading section. Given the weighting of marks this is generally sound advice, especially for candidates who may traditionally struggle with the reading section. However, as there is a degree of time pressure in the paper, candidates will need to consider how they can attempt this question too, in future series. With this being the question carrying the second highest weighting of marks in the paper, not attempting it will have some impact on overall scores.

At the lower level, responses considered one or more obvious comparisons between the texts, with some comment on writers' ideas. At this level, references were often limited. In this series we saw a limited number of responses at Level 4 or above.

Mid-level responses were able to focus more on perspectives, and to explore how the people in the texts felt about their competitive racing experiences. As with some other questions in this paper, some candidates struggled to focus on the question, instead making general comparisons about ideas and perspectives, rather than the experience of competitive racing.

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

In text 1 it shows how the
writers bike race keeps getting
worse and worse until the very
end, where there is a slight bit
of hope that it gets better.
While text 2 is the complete
opposite as it gets better and better
until the end where things begin
to go wrong.



ResultsPlus
Examiner Comments

This response has offered limited comparisons with mainly description of ideas in the text. Without references, this has been awarded a mark in the middle of Level 1.



ResultsPlus
Examiner Tip

Remember to support your comments with evidence from the text.

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

In both texts they are both very determined to win this race they are in.

"Used the power of my bodyweight to crush the pedals"

They both show sadness and disbelief in both texts. So we know this because they say.

"All of our efforts would probably be for nothing" and "Till it seemed impossible to avoid them."

They both also show and tell us what the type of environment they are racing on. We know this because it says.

"on the slippery cataran roads" and also.

"The mountain range of the Moldonice"



This straightforward response does meet all the bullet points at Level 1. As examiners will try to award where they can, we felt that the comparisons here were 'obvious', allowing us to lift the mark into the bottom of Level 2. The mark doesn't progress beyond 4 as the response doesn't really offer much more than a description of the ideas in the text.

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Text 1 is told from the first person perspective of David Miller whereas text 2 is told from a third person perspective following the racer Clearyt meaning text 1 one feels personal and easily connectable to David.

Text 1 main idea is to give an insightful look into David Miller's life as a cyclist and the mental and emotional struggle of cycling as the text states, "cycling plays with the mind," whereas text 2 is a novel and its purpose is to create entertainment and spectacle by extravagant set pieces like the ^{car} skidding out of control as it a curve, "dotted with people," The writer also uses more language techniques in text 2 as it helps engage and engage the reader in an enthralling race.

Text 1 presents the race as a mental and physical challenge which personally cuts deep constantly sharing the

state of mind of the racer whereas text 2 only shows the most basic of emotions of the driver, enough to understand the situation he is in but not enough to connect to him where you feel for David and his struggle in the race.



ResultsPlus
Examiner Comments

Overall, when assessing this response, the candidate has offered mainly obvious comparisons and comment on ideas in the text. However, there are glimpses of explanation in places. In part, the response hasn't been sustained enough to feel confident that other aspects of Level 3 have been achieved, but a mark of 7 (just into Level 3) has been awarded.



ResultsPlus
Examiner Tip

For a 16 mark question, examiners would hope for more from a candidate here – we want to award what we can, and this response shows glimpses of Level 3 but doesn't offer enough to secure more marks at that level.

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Both texts play out during a competitive race and their experience thereof. During the reading of text 1, one can spot a line that reads "When you take on a lone attack in professional racing, you have to commit and show utter conviction." This presents the reader with motivational speech about racing, whilst text 2 says "The car roared off. Careful, Clerfayt thought, don't strain the motor!" which shows uncertainty in the driver. By not sharing similar feelings about the race, the texts show that they're their own thing and that there is a clear idea behind them both.

By having both texts talk about struggles during a race, the writers seem to agree that competitive racing is not always according to the plan and is oftentimes more stressful than one might think. Text 1 says "All our efforts would probably be for nothing." which shows that the racer has lost their confidence and morale to continue on this race, whilst text 2 says "In the next round, the car began to dance". This shows

that the rider has did see it coming, however, is still well on guard and struggles to get the car under control.

Both texts show how the character copes with certain situations when under stress. Text 1 says "I was furious with my impetuosity, angry for allowing my emotions to lead me in such a hopeless situation" This takes a toll on the reader, as they start to feel empathy for the David as they know he's losing any hopes of winning. Text 2 says "Clayfayt waited tensely until the road began dipping in sweeping curves" which shows the reader that even though Clayfayt is under stress, he remains calm, making the reader cheerful and motivate Clayfayt onward.



ResultsPlus
Examiner Comments

This response works well at Level 3. Clear explanation has been offered throughout the response, supported with a selection of references across both texts. There is some overlap in terms of the comparisons offered, so the new mark scheme has been applied here, deciding on a mark of 9.

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Text 1 is taken from an autobiography, showing how it is a real life experience. This cyclist experienced this first hand, so this is an account of everything that happened. In this he talks about how most of the competition is within yourself, shown by his "body, screaming at me to stop." This portrays the idea that you are in competition with passion, determination and your own body, along with the competitors.

Text 2 is from a novel; although it could be based on a true story, it is fiction. It is written in third person, making it a less personal experience. Because of this, the views are different. In this text, it depicts the main competition as being those close by, and you can be inconvenienced by your car whilst doing so.

It says how, "in the next round, the car began to dance" displaying how it is simply another obstacle you must deal with. Losing control is not your mind's fault, and however your lack of control of the car.

Text 1 ~~is~~ progresses slower than the second text. Since it is more of an account rather than a fresh story, the writer is able to remember and document it with as much detail as possible. This is seen with the ~~words~~ phrases "furious with my impetuosity" and "confidence ebbed away". These are very descriptive and help the reader visualise the cyclist's emotions at the time.

Text 2 is much more fast paced, though. This extract, since it is much less personal, focuses on the action rather than emotion. There are a lot of short sentences, along with lists of the events, and this whole extract practically races along with the narrator. Although there are descriptions, they are much less emotive, and more so involve "skidding

and 'thumping' and 'curve swelled gigantically'. Although one thing this does contain a lot of is comparisons. Saying 'like a country baker's cake with flies' signifies initial, random comparisons, as since it is so fast paced, the driver only sees it for a brief moment.

Overall, ~~the~~ both writers have quite similar views about competitive racing, but there are a few differences, such as causes for concern.



This response is a solid example of how to achieve at Level 4. The candidate has carefully considered a range of comparisons and has shown a real attention to focusing on the question. Clear exploration is offered, both from the perspective of the purposes of the differing texts, and the ideas and themes within the narratives. References are balanced across the texts, fully supporting the points being made. A mark at the top of Level 4 was considered fair here.

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

In both writers' descriptions of their competitive races, there are many similarities and differences in the content and portrayal of the ~~st~~ experiences.

To commence, both texts have very similar structures, using an array of short sentences and paragraphs to convey to their readers the rushed ~~and~~ nature and pandemonium of their stories. Text 1 uses simple sentences such as "There are no half measures" and "So we had to plough on" to add an abrupt and compressed feeling to the experiences he describes.

The author uses these brief phrases, dotted about the text strategically, to reflect the suspense he felt during the race, and to directly present to the reader his pressed and pressured feelings. Likewise, the author of text 2 also uses short sentences such as "The car roared off" and "The cars raced along together" to similarly convey to the reader these feelings of panic and anxiety that set in during the race. The writer of text 2 also positions these abrupt and ~~curt~~ brief phrases in specific places, such as the start of the entire text or a paragraph, to maximise the level of excitement and electricity felt by the reader. In this way, both text 1 and text 2 utilise short sentences to

engage their readers and mirror their own anxious and rushed feelings.

Moreover, both authors heavily focus on the ~~compet~~ direct competition present in the race. While text 1 uses the presence of a "pursuing peloton" to portray to his readers the tense nature of a race, text 2 focuses on a single rival, Duval, to represent the other contestants. Both texts use this fundamental part of any race, the competition and direct face-offs, to excite the reader and also to add a layer of intense wonder to their pieces. Text 1 uses examples such as "I prayed the peloton would reel us in" to show his worries and doubts over his own strength to overcome the competitors; with the verbs "prayed" and "reel" used to demonstrate his actions and thoughts during the race. Likewise, text 2 mentions instances such as "Duval, shooting past him on the inside" to outline to the reader the battle ensuing between him and his principal rival. Once again, the verb "shooting past" highlights the speed and intensity of the direct competition. Thus, both texts add a more personal layer to their accounts by including references to other riders.

Furthermore, text 1 and text 2 have similar points of view in regards to the difficulties and hardships faced during the races. While text 1 mentions almost giving in to the aforementioned competition, text 2 also depicts a scene in which the driver almost loses control of

their vehicle. Text 1 uses the metaphor of "being in a pit of despair" to convey to the reader the depth of his emotion and emphasise the immense lows he felt during the race, while text 2 opts for a much more physical approach, with the same effect. Text 2 uses verbs like "skidding", "thumping" and "jerked" to demonstrate the erratic nature of the car's movement, and build the same sentiments of agony and worry that are utilised in text 1. Therefore, both text 1 and text 2 employ examples of challenges, both mental and physical, to display the pain of competitive races.

Finally, one way in which these 2 texts differ is the person that they are written in. Text 1, which is a non-fiction recount of a real race, is written in 1st person, while text 2, taken from a fiction book, is written in 3rd person. In this way, text 1 offers a personal and raw story, which some readers may even recall from a different, spectator's perspective. In contrast to this, text 2 focuses much more on description rather than emotion, as the author is unable to directly implement themselves in a real racer's shoes. Due to these differences, text 1 presents the theme of competitive races in an altered way to text 2; with the story having more technical descriptions like references to a "peloton" and "corniche". On the other hand, text 2 uses descriptions of glorious settings to engage the reader: "the palms began anew, the flowers,

the greenness, and the sea'. In this way, text 1 reaches the reader on a more relatable level, while text 2 portrays competitive rules in a more idealistic and fantasy way.



ResultsPlus
Examiner Comments

An example of a candidate working right at the top of the levels here, with examiners being impressed by the thorough and detailed response offered here under exam conditions. Achieves all the bullet points at Level 5 and was awarded full marks.

Question 7

Section B

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available across both papers. When considering the overall weighting of this section in the paper, this is a significant number of marks available. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 7 was by far the most popular choice for candidates. The new addition in this specification, of a starter sentence for candidates to make use of, was obviously appealing and allowed all candidates to have a go at this section of the paper. While the starter sentence did lead to some generic responses (football matches, video game competitions and talent shows were very popular), many candidates showed real creativity and a sense of style with their writing in this section. Examiners are always impressed by what candidates can create in the time available, praising the level of thought and creativity.

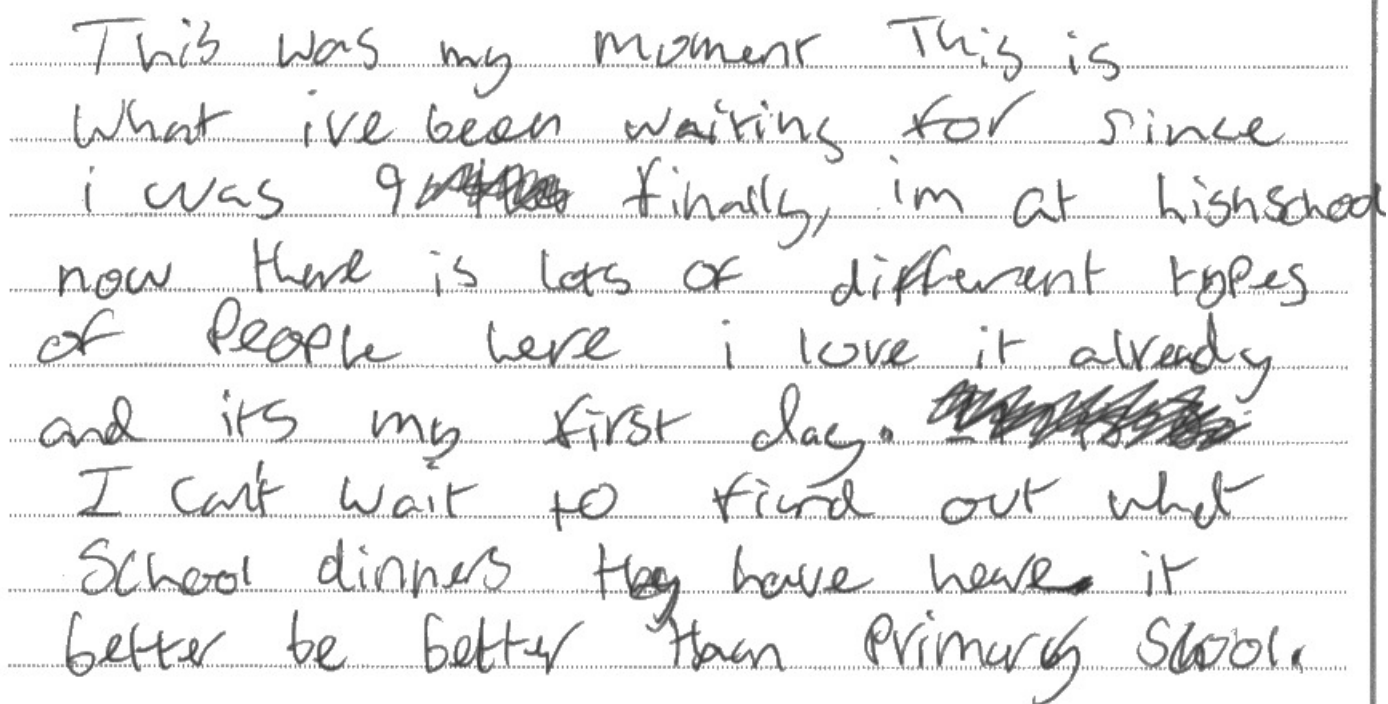
The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response. Indeed, the last question, how much to cover, is an important one in this section – candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending, to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

- the ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion. Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5)
- the effectiveness of tone, style and register (AO5)
- spelling of basic vocabulary, especially double consonants (AO6)
- general quality of punctuation (AO6) – missing commas and random capital letters
- the range of sentences used (AO6)
- vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader

It was noted that candidates were confident employing a range of sentences (one word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

In this report, you will find a number of Question 7 responses and only a small number of Question 8 responses – indicative of the popularity of the first writing question.



This was my moment This is what ive been waiting for since i was 9 ~~years~~ finally, im at highschool now there is lots of different types of people here i love it already and its my first day. ~~im excited~~ I cant wait to find out what school dinners they have here it better be better than primary school.



This is a limited response working at Level 1.

AO5 at Level 1 was fully achieved, with all bullet points covered. AO6 was awarded as a mark of 3 at Level 1 – not fully secure but towards the top of the level.

This was my moment. I was ~~strally~~ finally about to beat my friends ^{for the} ~~the~~ first time on a game. It was so close I was 2 minutes of winning a game, this week the game that had been chosen by one of my friends was ^{Football game} ~~the~~ ~~game~~. I was nervous and a bit angry that he chose it because it was my first time playing it so I was ready for to lose like every week. In the first few minutes I somehow scored, which made me feel more confident. By the end of the match I ~~was~~ won 3 three to zero but I

still had four more friends to beat. I was confident it was my moment to win because three out of the four had never played the game either. For the next two games I smashed through winning five to zero and four to two, it made me feel over the moon that I won three games. The next game was a very close match, it went ~~out~~ to penalties because there were no goals scored from both teams. As I was taking the penalty I started feeling anxious and nervous again. Thankfully I won three to two on penalties. Now I was in the final, I was ~~really~~ worried about the game but I had the feeling it was my moment, I will win the game and the prize money we all put in, ~~and~~ that what I kept ^{telling} ~~telling~~ myself. My friend that was in the final was more experienced at the game, that is why he chose to be the goalkeeper. The match started and I began to panic because he was much better than everyone else I beat. I ended up losing three to zero in the first couple of minutes but I ~~kept~~ tried to stay confident even if I was ~~very~~ a bit angry. By half time I ~~was~~ somehow ~~was~~ made the score equal, three to three. Not a single ~~goal~~ goal was scored until my friend gave a penalty in the last minute. I thought this is my moment and I want to finally win, I scored and won the game and the money. I celebrated like if England won the world cup.



This response offers a theme common in this series – competitive video gaming. It is probably understandable that this topic comes up more often now – it is a popular hobby for many, and we did provide an image for Question 8 that is about gaming.

This response is working securely at Level 2 for AO5, communicating clearly and effectively. When applying the mark scheme, the last bullet point for AO5 at Level 2 and above specifically mentions paragraphing. In this case, as we can't see evidence of paragraphing in the response, a mark of 8 was awarded.

Again, this works securely at Level 2 for AO6. Some occasional slips with grammatical control and spelling accuracy hold the mark back slightly. A score of 6 was awarded for this assessment objective.



If you want to write about something that you think others may write about too, consider how to make your response stand out from the crowd. Would an alternative point of view, or a surprise for the reader, be an option? Some topics in Section B can be very popular, so sometimes you may need to work a little harder to make your work stand out.

max 2 paragraphs
talk about a race

Write your answer to Section B here:

This was my moment. My body was pumped with adrenaline, time slowed down and the only thing filling my ears, was the sound of the crowd.

The whistle was end as I was about to move. The only thing I thought was "gotta go fast". This is the most intense race of my life.

My feet that have been shaking are moving, I'm bursting with kinetic energy, the only thing I had to focus on was moving.

Half way across the track I felt exhausted, I knew I had to keep going but my body was shouting at me to just stop and rest and the worst part about it was that I was going to, but then I saw my family, my friends in the audience telling me to go. So I kept moving forward.

Thanks to my little rest I was in fifth place so had to work harder, I sped up I kept moving and moving and moving till I was back in first place and I could see the finish line ~~to~~ I was thinking "This is it, I can do it, I must do it, I'm gonna reach the end."

And it all came crashing down.

I tripped, 3 runners behind me passed the finish line before I regained my footing and crossed the finish line.

The world became dark and I was just there thinking, why couldn't I have done better. I remember my trip and I'm instantly filled with rage and frustration.

And That is the story of the biggest failure of my life



ResultsPlus
Examiners Comments

This energetic and effective response works well at Level 3. For AO5, there is a clear ability to communicate and a suitable structure to the narrative is employed effectively. Some of the stylistic choices are not always consistent, so a mark in the middle of L3, 12 marks, was awarded.

For AO6, all Level 2 bullet points have been achieved. The use of sentence structures to create meaning has been awarded, so a low Level 3 score has been awarded.

This was my moment, ~~the~~ the moment every man and woman meet in their lives, the moment everyone can not avoid, it is inevitable. It causes families pain and anguish; immense burdens can fall upon people and it is like they are Atlas holding up the Earth with the pressure and pain now bestowed upon them.

My ^{leather} boots ~~to~~ had gotten stuck in the slimy, ~~peccas~~ like mud beneath me, my boots were grasping for air but the mud soon snuffed them out. ~~My~~ My pack also weighed me down, ~~easily~~ easily it ~~weight~~ weighed 15 kilograms; ~~on~~ my bag ~~was~~ had to ~~straps~~ straps, one over each shoulder, snaking their way over my shoulder and then under my arm. The bag slowly started hurting my back, and under the conditions ~~that~~ I was in, it quickly became excruciating. For now I was stuck...

The land around me was barren. However there were a few features that stood out, for example, ~~the~~ barbed wire elongated ~~to~~ as far as the could see, crawling in a spiral along two ~~sides~~ sides of the wasteland, the barbed

teeth it had glinting menacingly. The only other outstanding feature ~~there~~ ^{were} the two deep ~~6ft~~ deep trenches on ~~each~~ either side, both sitting ~~so snugly~~ snug behind the two parts of barbed wire.

My brothers in arms sprinted towards the opposing trench, bearing guns and bearing their teeth, however the longer this went on, the more they got decimated, my own brothers, hundreds if not thousands all charging forward, just to be ~~decimated~~ ~~cut down~~ mowed down like a scyth to a field of crops. ~~their~~ There was nothing they could do against a salvo ~~of~~ from a machine gun, and there was nothing I could do to help, I was still trapped like a fly in a spiders web.

The scene around me was confusing, the way we fought, people, individual people fighting for someone who is sat back and relaxing at home, they will never experience the shells desamating the very ground we have stood on, yet we were willing to die for them, just because ~~they~~ we thought there was honour in doing so.

"Mr Temperly", Mr Temperly can you wake up?"
my eyes shot open. I tried to sit up
in what looked to be a hospital bed,
however leather straps and buckles, ~~held on~~
~~to me~~, on each ankle and wrist, ~~not~~
held on to me and ~~would~~ would not
let me go.

"Ahh Mr Temperly, you're awake" exclaimed a
small chubby man in a white overall.

"It appears that you had one of your
arms... how shall I phrase this? Moments
again."

I remember now, that was a moment, a
paste past glimpse of my past, an episode
is what I often get. That was just
my ~~entertaining~~ moment.



ResultsPlus
Examiner Comments

This entertaining response securely achieves all bullet points at Level 3. The creative approach, with the unexpected twist on the 'dream' narrative, has been recognised at Level 4, communicating effectively and crafting for particular effect. A low level 4 score was awarded for this assessment objective.

A similar score for AO6, at the lower end of level 4, has been awarded. While achieving all the bullet points at Level 3, a wide and selective range of vocabulary has been recognised and awarded as such.

- Description of setting (ledge of bridge, sunset, no cars or people)
- Introduction of man ("Are planning on jumping?")
- Man tries to talk her down
- She refuses
- Man says that if she still wants to jump by the end of their conversation, he wouldn't stop her
- She tells him about herself - that it all started with an obsession of her friend, she ruined everything between them and gradually all the relationships in her life. She loses her job and has no hope of getting a new one.
- He says he'll be her friend, and help her get her life back on track.
- ~~She breaks down, then,~~ He tells her he came here to end his life too, so maybe they can help each other.
- She breaks down, hugs him, and they leave together.

Write your answer to Section B here:

This was my moment. I never thought the most important instance of my life would be the end of it. The waterfall loomed, it was the perfect place - ~~beautiful~~ beautiful, but secluded. Surrounded by trees, and with no good way to get here, I wouldn't be found for a while. Hopefully, never. There was nothing I would hate more than a proper burial, surrounded by the people I ruined my friendships with.

It was almost time. The 28th July, 7:30 PM. I had a little while longer to reflect before I took the jump. What I wasn't ~~was~~ expecting was to hear a voice say "Are you planning on jumping?" I turned around. There was a man, ~~late~~ ^{late} ~~early~~ twenties like me, with dark brown hair, a babyish face but with eyes that looked older. He was wearing some smart clothes, which was odd, like he had been expecting to meet the Queen here, but not so smart he looked posh.

"Mind your own business" I snapped back, frowning away.
"Look," the man started, "I don't know anything about you but -"
"Don't give me that," I said. "I've heard it all before. 'Oooh, you have so much to live for! Oooh, things will get better, you'll see!' Well, they don't, and I'm tired of pretending it is."

The man sighed. "You're right. It would be stupid of me to tell you what so many have heard. ~~But~~ You know what, let's make a deal - if, by the end of our conversation, you still want to jump, I won't stop you. But let me at least hear your story." I paused, I wasn't expecting this stranger to actually listen to me. "Fine. But you have until 25 past," ~~and~~ I said. "Well, where will you begin?" asked the man.

"I suppose it all started in the autumn of 2021. I met another girl. Her name was Sophie. We quickly became friends, and at that time, I really needed some. See, I knew a few people before, and I thought they cared about me, but they didn't. But this time, it felt real, like Sophie actually ~~can~~ liked me, understood me. And I became very dependant on her."

"Were you in love with her?" asked the man. "Yes... yes, I guess I was. Well, it wasn't long before I screwed things up. I became ~~my~~ paranoid that maybe she was faking too, and I let my emotions out. She couldn't understand me anymore. Gradually, we drifted apart, as much as I tried to fight it."

"So, I ~~went back~~ moved away, closer to where my family was. I tried to escape it all. But, my family, God! They were frustrating to live near by. They would pester me all the time, asking this that and the next about why I come back, why I seemed so sad." One day, I just snapped. And my father, in wanting to defend his family I suppose, snapped back."

"What did you do next, then?" inquired the man inquired. "Well... I had to move again. I lost my job shortly after, so I

lived in a small house on the council estate. But, without a job, I quickly couldn't afford that either. So, I started looking for an escape. And... that's what led me here."

"I don't understand why you couldn't make more friends," said the man. I paused, then exploded. "Why do you think?! Because I ruin every relationship I've ever had! You think I want to be this way?! I have no other choice - this is the end."

The man looked at me. It was a different kind of look, one of renewed determination and hope. "Then I'll be your friend," he said. "I came here to end my life today. But after hearing your story, I realised I could help you. And if I can help you, you can help me too, and we can both get through this."

I was speechless. This man had been intending on ending his life, but instead he chose to listen to me, and try to help me? I felt a lump in my throat, and my eyes swell. "What's your name?" I asked. "Finn," he said. "What's yours?" "August," I replied. "Nice to meet you, August. Let's get away from this waterfall, shall we?" And he extended his hand, which I took, and we left that creek, never to return.



This response approaches the question from a very different perspective, perhaps illustrating one of the previous examiner tips offered earlier.

This is a sophisticated take on the imaginative writing question, using a sustained tone and style throughout. The candidate clearly shows an ability to use a range of grammatical features to support and engage the reader in a narrative that we are wondering how it will end. The choice to create almost two stories in one is also sophisticated and impressive, especially under exam conditions. For full marks at AO5, we might expect more crafting in terms of linguistic features, but this was awarded a high mark at Level 5 for this assessment objective.

For AO6, the choice to use speech to such an extent could be considered high risk, given the issues some candidates can have with punctuating this style. However, this candidate ably deals with this approach, offering a sophisticated use of grammatical features to aid clarity. The precise, accurate punctuation and sentence structures work strongly at Level 5. A high mark at Level 5 was awarded, only suffering slightly from the range of vocabulary not being what we might expect for top marks.

Question 8

Section B

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available across both papers. When considering the overall weighting of this section in the paper, this is a significant number of marks available. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 8 was a less popular choice in this series, perhaps as the starter sentence offered with Question 7 was an accessible way in for many candidates. However, those that did attempt this question offered responses with a similar range – some somewhat simple responses, alongside a handful of sophisticated responses.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response. Indeed, the last question, how much to cover, is an important one in this section – candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

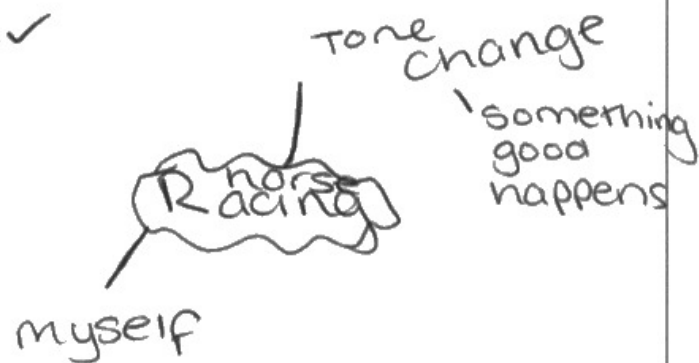
The main discriminators in the writing responses were:

- the ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion. Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5)
- the effectiveness of tone, style and register (AO5)
- spelling of basic vocabulary, especially double consonants (AO6)
- general quality of punctuation (AO6) – missing commas and random capital letters
- the range of sentences used (AO6)
- vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader

It was noted that candidates were confident employing a range of sentences (one word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

Please note – we have included only one exemplar response here, a reflection of the difference in popularity between the two writing questions.

Tone change ✓
dramatic irony ✓
Action ✓
Setting ✓
Character ✓
one line para ✓



Write your answer to Section B here:

The day had come. The nerves started to pump through my body like blood, as I steadily made my way over to the starting box.

There I was, ready to go. Although, I suddenly felt a sense of something awful about to happen, this could be either the worst or best day

of my life at Cheltenham Racecourse, the race I have been preparing for my whole life.

I felt a sense of worry and a sense of fear as I waited at the gate, all I could try and think about was winning the trophy and my biggest title. I had to give this my everything.

The gates opened, we bolted.

Unaware on what was about to happen, my horse galloped at the speed I never knew, the adrenaline was racing through my body, I felt numb.

As we approached home, the crowds cheered like crazy, something I have never experienced before. I suddenly realised that I was in the lead and that this could be my biggest chance of success!

I stayed focused with my ambition to win. And then, the best day of my life had become a reality.

~~It was a great day~~ We ran through the finish line, and the crowds were unforgettable, I didn't feel human. This was the biggest day for me and my horse, my biggest title, and my biggest win. I was extatic.



ResultsPlus
Examiner Comments

This sole response from Question 8 has been included as a comparison to a similar response for Question 7 – a sports day event. It is worth considering how this response scores slightly less, mainly for offering less of an entertaining and energetic response.

For AO5, this response was awarded a low Level 3 score of 11. There is clear selection going on here, with a sustained tone and style, communicated clearly. The response is somewhat pedestrian in places, hence the score at the lower end of Level 3.

For AO6, all Level 2 bullet points have been achieved. The clarity and purpose has been awarded at Level 3, achieving a score of 8 marks for this assessment objective.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice when approaching paper 2 of 1EN2:

- for the short answer questions (Questions 1 and 3), ensure your answer is brief and you avoid writing out a section of the text.
- make sure that for Question 3, the question is understood and that the evidence provided (either a direct quote or in a candidate's own words) directly answers the question asked – the focus for this question is on 'interpret', rather than simply 'identify'.
- for Question 2, with a focus on language, remember that using subject specific terminology is important but the focus is also on explaining how the feature(s) help to create meaning for the reader – don't just feature spot.
- similarly, for Question 4, use subject specific terminology while also trying to explain how the language and structure is helping to create meaning.
- when discussing structure, don't be afraid of discussing the changing feelings across the whole extract, or how the narrative is developed from start to end – these are all good areas to write about for structure.
- for Question 5, you need to try and offer three similarities. It is also important that your similarities focus on the question asked, not just generally similar things about the texts.
- for the comparison question, again make sure you focus on the question asked – it will really help you shape your answer.
- for the imaginative writing questions, think about your reader, what you want them to understand and what impact you want to create. When you start writing, think about the words you will use, features you can make use of and how your punctuation can add meaning.
- it is always worth thinking about how you may be able to make your writing stand out – lots of candidates write about very similar topics (it was video games this year), so you do something engaging and interesting with the topic you want to write about.
- plan your writing. We know it can feel like the last thing you want to spend time on during a pressurised exam but planning can really help – your response will probably engage the reader better and show that you have thought about how you want to start and end your writing.
- take care throughout the writing section in terms of your accuracy: spelling, punctuation and grammar.
- watch the time. Focus on giving a response for every question – every mark will help, so missing out questions will never be a good idea if you can avoid 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>

