



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

November 2022

Pearson Edexcel GCSE

In English Language (1EN0)

Paper 1: Fiction and Imaginative Writing

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November 2022

Publications Code 1EN0_01_ER_2211

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Paper Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language is a linear course. It consists of two externally examined components and one endorsement for Spoken Language. Paper 1 is worth 40% of the total GCSE and consists of two sections, lasting for one hour and forty-five minutes in total. Candidates are recommended to spend one hour on section A which tests reading with questions on an unseen 19th-century fiction extract of approximately 650 words. In the November 2022 series, this was an extract from *A Study in Scarlet* by Sir Arthur Conan Doyle. There are four questions on the text which are stepped in difficulty with the following mark breakdown: Q1 = 1 mark, Q2 = 2 marks, Q3 = 6 marks and Q4 = 15 marks. Questions 1 and 2 test AO1: Identify and interpret explicit and implicit information and ideas. Question 3 tests AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views and Question 4 tests AO4: evaluate texts critically and support this with appropriate textual references.

Section B tests imaginative writing and candidates are recommended to spend 45 minutes on this section which is worth a total of 40 marks, giving the paper a total of 64 marks. In this section, there is a choice of two writing tasks, linked by a theme to the reading extract. One of the writing tasks additionally provides two images that students can use to help them generate ideas for their writing. Students can write a response that draws on just one or neither of the images.

This is an untiered specification and the choice of texts and questions set are such that all candidates are able to access the paper and to show their abilities in reading and writing. In November of 2022 candidates found the paper to be engaging and interesting and they responded well to it.

Question 1

Question Introduction

Question one is a single mark question which tests candidates' ability to identify and interpret explicit and implicit information and ideas. This low-tarif question is intended to lead candidates into the examination and was successfully done by the majority of candidates in the November 2022 paper. The correct answer was 'rifle' and this can be seen in the examples below. Some gave a single word answer whilst others gave a phrase; all of these answers were awarded the single mark that was available. Where candidates were unsuccessful they chose a section of text from outside the given line references or they chose a section of text which did not answer the question. The most frequent incorrect answer was 'grasped.'

Example 1

SECTION A
Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

"The hand which grasped his rifle"

(Total for Question 1 = 1 mark)

Examiner Comment

This candidate includes the correct answer as part of a longer phrase and is awarded one mark.

Examiner Tip

Candidates should ensure that they are clear on the focus of the question and that they make a selection from the text within the given lines for the question, including only the correct word or phrase from the passage.

Example 2

SECTION A
Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

Rifle

(Total for Question 1 = 1 mark)

Examiner Comment

This response successfully identifies the key word from the passage and is awarded one mark.

Examiner Tip

By focusing on the wording of the question you will know if it is acceptable to put a single word down as your answer, as it is in this case.

Example 3

SECTION A
Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

Tightly

(Total for Question 1 = 1 mark)

Examiner Comment

This response does not achieve a mark as it makes an incorrect selection from the text.

Examiner Tip

The key to getting the answer to this question right is focussing on the wording of the question and being clear on what is being asked for. The question asked the candidate to identify what the man was carrying; therefore, the correct answer was going to be a noun of some type. The candidate should have realised that the answer they have given, which is an adverb, could not be the correct answer.

Example 4

SECTION A
Reading

Read the text in the Reading Text Insert provided and answer ALL questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

1 From lines 1–4, identify a word that shows what the man is holding in his hand.

The hand which grasped his rifle was hardly more fleshy than that of a skeleton

(Total for Question 1 = 1 mark)

Examiner Comment

This response has made a valid selection from the passage which contains the correct answer and is awarded one mark.

Examiner Tip

Question 1 always focuses upon selection of text. Make sure that you do not use up your valuable time by giving more text than is needed to gain the marks.

Question 2

Question Introduction

Question two is worth two marks and, like question one, tests candidates' ability to identify and interpret explicit and implicit information and ideas. This question develops from question one by asking candidates to focus upon a longer section of text and by allowing candidates to express answers in their own words as well as using quotations from the text. The question asked candidates to 'give two things that the reader learns about the appearance of the man.' The layout, with its use of separate lines numbered 1 and 2 is intended to structure the answer for candidates and to ensure that they include two ways, in order to gain the two marks that are available. This question was answered successfully by the majority of candidates, with most candidates achieving at least one mark and many achieving full marks. Where candidates were unsuccessful they often failed to provide two parts to their answer or sometimes referred to text from outside the line references given. Some candidates selected that the man had 'long brown hair' which did give information about his appearance, however failing to recognise that this particular section of text is not part of the selection of lines given.

Example 1

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt** face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit*** appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the **reader** learns about the **appearance of the man**.
You may use your own words or quotations from the text.

1 'shrivelled limbs'

2 'senile and decrepit appearance.'

(Total for Question 2 = 2 marks)

Examiner Comment

This response achieves two marks as it selects two quotations from the passage which are in the mark scheme. In addition, this answer makes use of the two lines to separate the two elements it identifies.

Examiner Tip

The numbered lines are there to help you separate the two parts of your answer. Please make good use of them.

Example 2

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt** face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit*** appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the reader learns about the appearance of the man.

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

1 Tall

2 Skinny

(Total for Question 2 = 2 marks)

Examiner Comment

This response shows a candidate who has used his or her own words in response to the first part of the question and has selected a direct quotation for the first part of the answer. Although minimalist in character both of these are accurate and acceptable and this answer is awarded two marks.

Examiner Tip

Notice how single word answers can be sufficient to achieve the available marks, including own-words responses. Read the question carefully and be sure of what is being looked for in your answer.

Example 3

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt** face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit*** appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the reader learns about the appearance of the man.

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

1 "his eyes were sunken in his head."

2 "his shrivelled limbs."

(Total for Question 2 = 2 marks)

Examiner Comment

This response was given one mark for the second part of the answer, which is a direct quotation and which comes directly from the mark scheme. The first part of the answer does deal with the man's appearance but comes from line 3 which is outside the line references given for this question and so does not achieve a mark.

Examiner Tip

Candidates should take great care to make sure that they are not answering the question by selecting text that is outside the given line references. If you use the section of text printed on the question paper rather than the looking at the whole extract you will be less likely to make this mistake.

Example 4

2 Read this extract.

As he stood, he leaned upon his weapon for support, and yet his tall figure and the massive framework of his bones suggested a wiry and vigorous constitution. His gaunt** face, however, and his clothes, which hung so baggily over his shrivelled limbs, proclaimed what it was that gave him that senile and decrepit*** appearance. The man was dying — dying from hunger and from thirst.

From the extract, give **two** things that the reader learns about the appearance of the man. You may use your own words or quotations from the text.

1 hes malnourished and underweight

2 he is tall and broad

(Total for Question 2 = 2 marks)

Examiner Comment

This response shows a candidate with a good understanding of the passage and who is able to make good use of his or her own words for the first part of the answer. The second part is directly from the mark scheme and so this answer is awarded two marks.

Examiner Tip

Candidates should know that interpreting in their own words and direct quotation are of equal weight in achieving the given marks. What is important is careful reading of the question to ensure that you are focussing upon what is being asked for.

Question 3

Question Introduction

Question three is worth six marks and tests candidates' ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. The most notable feature of this question is that it asks candidates to comment upon both language and structure. The mark scheme is split into three levels of two marks each with the instruction that, 'responses that are unbalanced cannot access Level 2 or above.' In order to access the marks in levels two and three, it is not necessary for the language and structure comments to be equally weighted, only that the answer must contain reference to both. This is an important feature and one that centres should make candidates fully aware of. However, candidates should use the mark tariff as a guide about how much to write in response in this question and it is quite possible to attain all six marks in the space provided in the answer booklet. There is an example of a response that achieves a Level 3 mark below. Candidates should take care not to spend too long responding to question 3 at the expense of later questions on the paper. In order to access the marks in levels two and three, it is not necessary for the language and structure comments to be equally weighted, only that the answer must contain an analysis of both. Stronger answers were those that offered an analysis of both features and which were focused upon how the writer used these to describe the man's journey and what happens when he puts down his bundle. Many chose "painfully" for an initial language point and were able to quote and to give a brief explanation of how this showed the difficulties of the journey. Stronger answers were also able to offer insights into structure, such as the use of listing to suggest the desperation of the man's search. Weaker responses often misunderstood or were confused by the relationship between the man and the little girl, some thinking that she had been kidnapped. They often wrote about only language or structure or only offered comments upon isolated features and did not clearly explain the effects that the writer had sought to achieve and were not able to examine in detail those features and so reach the marks in levels two and three.

Example 1

3 Read this extract.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

9 : 5²

Support your views with reference to the text.

(6)

At the beginning of this section the narrator "had journeyed painfully down the ravine,". The adverb "painfully" could suggest that his journey was perilous or that he was injured.

Later on in the sentence, Doyle has employed the use of sibilance in a subordinate clause: "in the vain hope of seeing some signs of water." The alliteration and sibilance in the phrase "seeing some signs" mimics a sighing sound to depict that the narrator is exhausted from his journey. Furthermore, a comma has been used,

before the subordinate clause begins, to provide a physical barrier between from the rest of the sentence. Doyle has purposefully done this to draw the reader's attention to the purpose of the narrator's journey and its significance.

Further into this paragraph, Doyle the writer has used juxtaposition in a complex sentence: "In all that broad landscape there was no gleam of hope. Doyle has used a semantic field of a large amount ("all" and "broad") and the ~~the~~ determiner "no" to juxtapose each other. The writer intended to inform the reader that ~~the~~ the narrator was confused. Alternatively, it could ~~show~~ depict that his journey was futile as nothing made sense.

In the last sentence of this section, the little girl says "You've hurt me!" said a childish voice reproachfully." The short exclamative sentence implies that the little girl is naive and innocent. This idea is reinforced by the adjective "childish" and the adverb "reproachfully." These words have connotations of helplessness and convey the idea that the girl finds solitude and reassurance from the man, who is going to die; ^{thus} ~~they~~ successfully ^{conveying the current} ~~creating~~ ^{sympathy for her} events.

(Total for Question 3 = 6 marks)

Examiner Comment

This is a very strong response that covers both language and structure and meets all of the criteria for a top Level 3 mark. The response begins with a discussion of the adverb 'painfully' and is aware of the different ways it could be interpreted ('could suggest'). The response has a sharp focus upon language features and identifies 'sibilance in a subordinate clause' and analyses effect ('mimics a sighing sound', 'to provide a physical barrier') and why the writer has used them. The analysis of juxtaposition in the second paragraph of the second page displays insight. The use of 'alternatively' indicates how the candidate is able to hold various possibilities in mind. There is detailed analysis of the little girl's 'short declarative sentence'.

Examiner Tip

Try to show that you have included supporting references from the text for all of the points you have made, as this answer does and that you have an appreciation of the effects that the writer intended to create and the choices that they have made to achieve these effects.

Example 2

3 Read this extract.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?
Support your views with reference to the text. (6)

In this extract the writer successfully uses adjectives to describe the man's journey. This is shown through the quote "He had journeyed painfully". This shows that the journey was too much for the old frail man in which he had to give up.

The writer also effectively uses onomatopoeia to describe what happens when he puts down his bundle. This is shown through the quote "Bright brown eyes". This quote shows the detail of the little girl which seems to be in the grey bundle and effectively portrays what the little girl looks like.

The writer achieves to use listing to also describe what happens when he sets down his bundle.

This is shown through the quote "Small, scared face, with very bright brown eyes and two streaked dimple fists."

This quote shows detail and information of the little girl.

The writer then successfully uses complex sentences to show the journey of the man. This is shown through the quote "In all that ~~beach~~ broad landscape there was no gleam of hope". This quote shows that the man is giving up and losing faith/hope in himself.

Examiner Comment

There is some explanation of the [sic] 'adjective' 'painfully' but this explanation lacks precision. Similarly, the reference to alliteration in the second paragraph is not taken very far. There is mention of 'listing' and 'complex sentences' and this constitutes some consideration of structure but once again the explanation of effect is lacking. Textual references are included and are relevant. This achieves a lower level 2 mark to recognise its inclusion of both language and structure but lacking in the quality of explanation to achieve higher in this level.

Examiner Tip

Try to make sure that your answer explains what you understand about how the writer has used language and structure to achieve effects and to influence the reader. Re-read your answer to make sure that you have made your explanation clear.

Example 3

3 Read this extract.

He had journeyed painfully down the ravine, and on to this little elevation, in the vain hope of seeing some signs of water. Now the great salt plain stretched before his eyes, and the distant belt of savage mountains, without a sign anywhere of plant or tree, which might indicate the presence of moisture. In all that broad landscape there was no gleam of hope. North, and east, and west he looked with wild questioning eyes, and then he realised that his wanderings had come to an end, and that there, on that barren crag, he was about to die. "Why not here, as well as in a feather bed, twenty years hence," he muttered, as he seated himself in the shelter of a boulder.

Before sitting down, he had deposited upon the ground his useless rifle, and also a large bundle tied up in a grey shawl, which he had carried slung over his right shoulder. It appeared to be somewhat too heavy for his strength, for in lowering it, it came down on the ground with some little violence. Instantly there broke from the grey parcel a little moaning cry, and from it there protruded a small, scared face, with very bright brown eyes, and two little speckled, dimpled fists.

"You've hurt me!" said a childish voice reproachfully.

In the extract, how does the writer use language and structure to describe the man's journey and what happens when he puts down his bundle?

Support your views with reference to the text.

(6)

The writer uses the language technique of ~~over~~ DS to describe the mans journey. The word 'journeyed' shows that it wasn't just an easy walk for the man but a whole journey meaning that it could've been hard and very long. The writer uses the structure technique of complex sentence which shows how heavy the bundle was when he put it down.

Examiner Comment

This is a brief response though one that offers supporting quotation and that makes a valid comment on 'journeyed', recognising the difficulties of the journey in the comment that this was no 'easy walk'. In addition there is an undeveloped point which identifies a complex sentence. This is a level 1 response as it does not successfully offer an explanation of how both language and structure have been used, which would have been necessary for a level 2 mark. The recognition of the use of a complex sentence and the ability to accurately point towards its location in the text, though not actually quote it, is what shades this answer into achieving two marks.

Examiner Tip

Paragraph your answer in such a way that you make sure that you have addressed both language and structure by having at least one paragraph that addresses each of these aspects.

Question 4

Question Introduction

Question four is the highest mark tariff question in Section A and candidates would be wise to ensure that they allocate sufficient time to this question. This question tests candidates' ability to evaluate texts critically and support their evaluations with appropriate textual references. The focus of evaluation is upon how well something has been achieved, not merely upon how it has been achieved; it is an assessment of the relative success of the writer rather than simply an explanation of the techniques that have been used. It is true that in order to offer a meaningful evaluation one must be able to show a well-informed understanding of the text and be able to support this with close reference to the text. The focus of this question was upon how successfully the writer had created sympathy for the man and the little girl. Once again, candidates must focus upon the question asked if they are to be successful. Better answers offered wide-ranging evaluations that were closely focused upon the Assessment Objective and which used apt text selection to support the points being made. The majority agreed that the man and girl were deserving of sympathy, with a few thinking that the man, seeming less vulnerable, was not so deserving of our sympathy. Most were able to pick out the description of the journey and the description of the man as evoking sympathy and were able to choose a quote and give a comment or explanation. A lot felt pity for the girl as she was so young but not all made the link that her mother had died and a very few that she was likely to die too. Stronger answers understood how the description of the man and his physique and the effect of the landscape on him created sympathy, and how this is used to create a contrast between the man and the little girl. Best answers saw her naivety and understood the poignancy of the gentle euphemisms used by the man to shield the little girl from the harsh truth and the symbolism of the buzzards in the final paragraph.

Weaker answers sometimes concentrated entirely upon the second part of the text, not recognising the importance of the landscape and their situation as a key factor in creating sympathy. Some showed only a partial understanding of the text, which limited their ability to evaluate how successfully the writer had achieved those effects. Such answers were often brief and undeveloped and often misunderstood the relationship between the characters and were unable to infer that the mother was dead.

Example 1

4 In this extract, there is an attempt to create sympathy for the man and the little girl.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Overall, the text is successful at creating sympathy for the man and girl, as ~~the~~ ~~the~~ ^{the reader is} introduced to the man through a description of his poor physical condition at the start, and the extract leaves the reader as the characters are on the brink of death, thus making it very impactful.

At the start of the extract, Doyle effectively creates sympathy for the man through the description of his character. "his eyes were sunken in his head, and burned with an unnatural lustre; while the hand... was hardly more fleshy than that of a skeleton." This graphic imagery presents this character to the reader, who instantly sympathises with ~~the~~ him, because they understand that this man is near to death because of lack of food and water.

Comparing the man to a skeleton presents a scarier image of the man, as skeletons are often considered to be a monster; often being used as Halloween decorations. Therefore comparing the man to a skeleton is powerful as it shows how deteriorated the man has become by dehumanising him. The skeleton imagery also builds sympathy as it foreshadows the man's death which the reader assumes is imminent.

In the middle of the extract, sympathy is intuitively implemented by Doyle when the character of the little girl is introduced. The description of the girl instantly depicts her adorable innocence through use of phrases such as "small, scared face", "bright brown eyes" and "dimpled fists". Because of

This portrayal, the reader develops more of an emotional connection to the girl, one that would be more painful for the reader to lose later in the text; ~~so when~~ This will make the death of the girl much more impactful should it eventually happen, because of the sympathy that is so masterfully built by Doyle in this section.

At the end of the extract, Doyle poignantly creates sympathy through continuous foreshadowing of the two characters' deaths. A semantic field of death is created in this section through the setting of the horizon, a metaphorical way of indicating the end of the man's life, as well as "in the blue vault of the heaven" to describe the sky, with the use of 'heaven' implying that the man and girl will be there soon. The foreshadowing is finally made explicit in the final sentence of the extract, as it reads: "They were buzzards, the vultures of the west, whose coming is the forerunner of death." Leaving the reader on this sentence is a painfully poignant way to heighten the reader's sympathy for the characters, as they are now sure that these characters (ones they have been masterfully attached to by Doyle) are going to die.

Overall, Doyle is very successful in ~~engaging~~ ^{building} a sense of sympathy in the reader, as the reader witnesses two lovable characters' final moments, which is ~~so~~ ^{and} powerfully emotive ~~and~~ ^{and} incredibly skillful.

Examiner Comment

This is a level 5 response. In the opening paragraph, this response's detached critical overview is shown through the points about the extract's structure. The candidate then evaluates Conan Doyle's 'graphic imagery' of the male character and argues that this is used 'effectively' in order to '[dehumanise]' him and to build sympathy for the man. There is a convincing discussion of the girl's 'adorable innocence' and an assessment of the writer 'masterfully' creating 'an emotional connection' between this character and

the reader in order to add impact to her probable death. The evaluative language is fully integrated into the response throughout ('poignantly', 'skilful', 'masterfully') and the quotations have been selected with discrimination. There is an extended discussion of the use of foreshadowing of the characters' deaths; judgement is given about Conan Doyle's use of a 'semantic field of death' and the metaphorical use of the 'blue vault of heaven' plus the arrival of the buzzards. The evaluative language, embedding of apt references, sustained judgement and focus on the reader enable this answer to achieve a mark in the middle of Level 5.

Examiner Tip

Look at how this answer opens with an evaluative comment about the structure of the whole passage and how this is used to influence the reader. These are characteristics of a level 5 answer if they are successfully sustained throughout the response.

Example 2

4 In this extract, there is an attempt to create sympathy for the man and the little girl.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer begins the extract with a description of the man. He is described as 'lean', 'haggard' and has 'brown parchment-like skin'. This immediately draws the reader in and makes us curious as to why he looks this way. 'brown parchment-like skin' suggests the man's skin was extremely thin ^{like paper} and that it could be damaged or cut easily. This effectively makes the reader sympathise with the man, as we can see immediately how fragile and unhealthy he is because of the lack of food and water.

The writer uses the verb 'leaned' to ^{emphasise} describe ~~how~~ ~~the man~~ ~~weak~~ ~~and~~ ~~tired~~ ~~the~~ ~~man~~ ~~is~~ describe ~~his~~ ~~the~~ ~~support~~ ~~of~~ ~~his~~ ~~rifle~~. 'Leaned' implies that ^{how the man uses the rifle for support} he was ~~extre~~ very weak and tired, which ~~s~~ successfully makes the reader sympathise with him, as we are worried about the man's safety. The writer also uses a dash to structure his quote of 'The man was dying - dying from hunger and from thirst'. The dash is abrupt and breaks up the structure to emphasise the word 'dying'. It may also symbolise the unpredictable, haggard ^{and disruptive} journey the man has been on.

The word 'dying' immediately engages the reader and fills us with discomfort and terror as we hope he can find something to keep him alive.

In contrast to the man's description the writer describes the girl in the man's 'grey shawl' as 'small', 'scared', ~~light~~ 'little'. These ~~adjective~~ adjectives 'small' and 'little' emphasises the girl's innocence and vulnerability to the reader, furthermore with the quote 'of about five years of age'. This At this point in the extract the reader realises that the man is not only looking after himself, but also his child.

Because of the contrasting adjective of 'healthy' the ~~text~~ writer shows that the man is prioritising his child over himself. This successfully shows, to the reader, that the man was caring, and makes us empathise with him further, as well as ^{reinforcing} ~~have~~ ^{the} concern ^{we have} about the man surviving in order to save his child. ~~also~~. The quote 'of about five years old' shocks the reader as we ~~realise~~ realise their dire situation. The fact the child who is only very young may be at risk of dying ~~makes~~ engages the reader as we have increasing concern for their survival.

^{that structure}
The ~~speech~~ ^{speech} ~~line~~ ^{line} 34, 'mother's gone. I guess you'll see her before long' ~~tells the reader~~ ^{shows the} ~~is the~~ man's answer to ~~his~~ his daughter's question. This quote effectively makes the reader empathise with both the man and the daughter, as it is implied that the mum has already died from the lack of food and water. 'I guess you'll see her before long' also illustrates that the man doesn't have much hope they will survive for much longer. // To conclude the extract the writer states that ~~the~~ 'buzzards' were coming towards them and describes them as 'the fore runner of death' ^{this speaks up the writer's audience.}

This cliffhanger leaves the reader feeling tense and anxious as 'the forerunner of death' suggests it was going to be difficult for the man and girl to survive, especially as the man is so 'lean' and 'haggard'. This ~~leaves the rea-~~ is effective because it leaves the reader with deflated hope^{and empathy} as it is expected the 'vultures' will kill them. This is contrasting to the beginning where both the reader and the man have hope for their survival.

* This changes the structure by speeding up the action and pace, in contrast to the beginning

Examiner Comment

At the start, the response focuses on the 'fragile and unhealthy' appearance of the man and the way in which this 'effectively makes the reader sympathise' with the character. The response zooms in on the use of the word 'leaning' and infers meaning: 'implies that he was very weak and tired' and considers the impact of the punctuation of 'The man was dying - dying...' However, some points are not fully convincing or developed, such as, 'we hope he can find something to keep him alive'. There is a well-developed analysis of the contrast between the characters and this includes embedded quotations, links to the reader response and the well-informed point that 'the man is prioritising his child over himself'. Evaluative language is used in the response: 'successfully'; 'effectively'; 'engages'. There is a recognition of structure in the discussion of the 'cliffhanger' at the end and here the candidate makes detailed use of appropriate references and recognises that the reader is left with a sense of 'deflated hope'. The response achieves a mark in the middle of Level 4. There were some missed opportunities for development (for example the first paragraph in the third side) and the recognition that this was an answer that was strong on analysis rather than evaluation.

Examiner Tip

Look again at this answer to recognise the quality that it has and also to identify where those missed opportunities for development were.

Example 3

4 In this extract, there is an attempt to create sympathy for the man and the little girl.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully achieved to create sympathy for the man and the little girl. The writer describe the man in a sickly way. "gaunt face" and "serile and deceitful" this makes the reader feel sympathy towards the old man because we feel bad sad and pity towards people who suffer. The quote "The man was dying" makes it more sympathetic as there's no hope for him.

The writer cleverly achieved to create sympathy for the man and the little girl through his hardcore and vigorous journey. The man had ~~painfully journeyed~~ "journeyed painfully" this shows that despite being sick and on the verge of death he did the journey. But despite all the hard ship he failed the quote "there was no gleam of hope"

shows that the ~~for~~ man's hardship were in vain. This makes the readers feel bad for him because there is nothing more terrible than losing what you worked hard for.

~~the~~ The writer successfully creates sympathy for the little girl through the absence of her mother. After the little girl got hurt by the man. She tells him "kiss it and make it well" this shows that ~~the~~ the little girl ~~misses~~ thinks her man is magical. Also the quote "That's what mother used to do" and "where's mother?" shows that she misses her mother and ~~still~~ remembers what her man used to do. The ~~so~~ readers feel sympathy towards the little girl because she lost her mother ~~and~~ she misses her man.

The writer successfully creates sympathy for both the man and little girl through showing there is no hope. The phrase "large brown

binds which cinched over the heads of the two wanderers" suggest that both the man and the little girl were on the verge of death. The phrase "vault of heaven" shows that the old man accepted his fate that he is going to die. This makes the readers ~~sympath~~ feel sympathy because the man has given up his life and hope.

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Examiner Comment

This response has a sense of informed judgements throughout and achieves a mark at the top of Level 3 because of the quality of the explanations made. It begins with a consideration of the man's 'senile and decrepit' appearance and there is use of appropriate references plus some development of the explanation: 'makes it more sympathetic as there's no hope for him'. There is also an explanation of the connotations of 'journeyed' and how this creates sympathy. The discussion of Conan Doyle's creation of sympathy through the girl's lack of a mother offers explanation but does not move towards an analytical or 'well-informed' (Level 4) approach: 'she lost her mother and she misses her mom.' The focus on the theme of sympathy is sound and there is some consideration of the impact on the reader, albeit lacking in depth: 'makes the reader feel sympathy'. This answer meets all of the level 3 criteria but does not have the developed critical judgement expected for a level 4.

Examiner Tip

Make sure that your answer includes a considered understanding of the impact on the reader and avoids relatively simple language in statements such as, 'this makes the reader feel bad'.

Question 5

Question Introduction

The specification entitles this section, 'Imaginative Writing', and it is important that all candidate understand what they are being asked to do in this section. There is no set text type for Section B; candidates are expected to produce clear and coherent text and to write for impact. Each question tells candidates that their work will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar. The question is marked against two assessment objectives and does not include a separate mark for SPAG. The two assessment objectives are AO5 which assess how well candidates can communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences; and in addition, how well they organise information and ideas, using structural and grammatical features to support coherence and cohesion. That is Assessment Objective 5 and it is worth 24 of the 40 marks available. Assessment Objective 6 accounts for the remaining 16 marks and assesses how well candidates use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

Candidates must choose one of the two questions available to them and are recommended to spend 45 minutes on this section. The paper now includes a section for candidates to plan their answers and they are recommended to do so. One of the questions will always make reference to a pair of printed images and in November 2022, this was question 6. There is a deliberate and thematic link to the text that has been read for Section A and this is intended to encourage and support candidates in their writing. In the November 2022 question 6 was the more popular of the two writing questions with its accessible focus upon 'a time when you did something adventurous'. Most candidates were able to complete a piece of writing in the available time. For those who had not left sufficient time for the writing they should be aware that the mark scheme makes specific reference to structural and grammatical features to support coherence and cohesion, therefore incomplete texts will not be able to access the full range of marks that is available for this question. Question 5 asked candidates to write about a time when 'you, or someone you know, had to rely upon someone else'. This question elicited many answers which recalled the support of a friend or family member and there were many solid pieces of writing showing a sense of purpose with the use of appropriate structural and grammatical features. While content was usually engaging, grammatical structure and control over sentence structure was not always as successful. Essentially, better responses crafted a response that used a wide variety of techniques, had emotional depth, accessible characters as well as a defined narrative structure. Weaker answers were often incomplete, lacking in accuracy and clarity of communication and sometimes assuming an understanding of character or setting that was not shared with the reader, making it difficult to fully engage with what was written.

Example 1

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

Chosen question number: Question 5

Question 6

Plan your answer to Section B here:

Lost in the Forest

+ Little Sister and I go out on a walk ~~with dog~~
+ Normal path is flooded so we take another
+ we are lost as it began to rain near
Sister relies on me
+ we figure out a way to know where we
are
~~+ help her out and we get back home~~
we reach the edge of forest but don't know if
it's the right one or not

Write your answer to Section B here:

Glistening beads of rainfall sat on the emerald blades of grass like diamonds in a crown. The fresh smell of a Autumn morning brings life into the surrounding animals. I was sat ~~outside~~ outside, drinking my morning tea, as I looked across the lush green landscape wondering where we should go. As it was the weekend me and my little sister, Bella, would take the dog

out for an early walk to give our parents a bye-in. Bella had woken and came looking for me "Adam, where are we going today?" I was unsure of where would be best but by instinct I said "The Forrest" only because it was the dog's favorite place.

On our approach to the forest, I realised that it was wetter than normal. The route we normally took was covered in deep murky water that not even the dog would go through. It was too early to head back so I told my sister I knew another way. The forest had rivers on both the east and west side so we just had to find a different way in after walking a further 27 meters, looking for a way in I saw an opening between the bushes and knew instantly it was our way in, we squeezed through and began our walk.

~~After~~

Suddenly after being in the forest for around 10 minutes, the sky above let out a grumble of thunder within seconds what was a day with blue skies descended into a grey melancholy storm. There was light rainfall that rapidly turned into a

Barrage, the rain was attacking us with great animosity. We sought refuge under a nearby tree. "Adam, I think we should head home now" said Bella with great softness, I agreed with her ~~except~~ the only problem was that we didn't know where we were. The rain had washed away our footprints. Feelings of anxiety and doubt began to engulf me, I was unsure how we could get back. We had to act fast I told Bella "we need to get home quick or we will be in serious danger, we are going to run in the direction that the water flows until we hopefully reach the right edge of the forest". I was unsure if it would take us to the right edge; it was a risk we had to take.

"3... 2... 1, Go! Run!"

It felt like the sky was dancing with us every step we took the rain got heavier the lightning brighter and the thunder louder straight ahead in the distance we could see the bush line that bordered the forest. The weather was doing all it could to keep us enclosed in the forest.

Eventually, we reached the bush line, exhausted, it felt like the weather began to ease. But

had we made it to the right bush line? or would we have to endure the forest again...

Examiner Comment

The response begins with an engaging piece of scene-setting demonstrating a wide and varied vocabulary, 'glistening beads of rainfall...' However this quality of expression is not sustained throughout, even though there are examples of lively phrasing and vocabulary later, such as 'descended into a grey, melancholy storm' and 'with great animosity'. The narrative is clear but the answer lacks the sense of urgency and jeopardy which the candidate intended and which the reader would have found engaging. The vocabulary is varied and dialogue is used to develop the narrative, albeit quite simply at times: "Adam, where are we going today?" ... 'The Forrest' and later on with the simple countdown. There are some errors of punctuation, spelling and capitalisation all of which prevent this answer achieving a higher mark for AO6. In summary, this is a sound level 3 response for both AOs.

Examiner Tip

Look at how this answer uses paragraphs well to structure and order the narrative in a way that helps the reader follow the development of the story whilst understanding the changing weather conditions.

Example 2

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

Chosen question number: Question 5 Question 6

Plan your answer to Section B here:

3:10 am.

Write your answer to Section B here:

I stand at the isolated bus stop. The rain hammering hard on the roof of the shelter above me, keeping me safe underneath it. This road is normally filled with people, cars, buses, with sirens wailing and children shrieking, but right now it's empty deserted, empty. Except for me. I can smell the rain-soaked ground around me with its gritty polluted smell invading

my nostrils. I can smell the kebabs
dances, on the breeze. And I think in
the distance I can hear people's laughter -
probably staff from one of the bar nearby
bars finally going home for the night. I
sip my drink. I long gaze longingly down
the road for the three digits that will
bring an end to this incessant wait - N28.
No sign of it. Not yet. I sit back on one
of the seats and drum my fingers on the
cold metal bar beneath it while I am
looking at the playground across the road.
It's normally filled with laughter and
joy, but right now the roundabout just starchy
springs, the swings shudder in the cold
and a vast pool of water obscures the
knight's stained entrance.

Whilst I am looking across the road, I
can hear something familiar, wondering
if some other soul has come and joined me
in this tedious and torturous fast of waiting
for TFC to sort their service out, but no
one was there. Maybe it's from a parked
car in the distance? Or maybe one of the
bars has decided to stay open later?

All I know is I can hear a song clear as
days, it's melodic, musing and rushing over me
like a wave. Suddenly, it's transporting
me away from this dark empty street to
a memory that I have tucked away for
years.....

Sitting in a room waiting for my
parents to give me some money so
that I can use it for my university
fees, but they just seemed busy in
their problems, just giving a lecture about
me and my future.

A silent and prolonged carpeem breaks me
away from my memory and snaps me back
into a present moment. It's still
raining, still freezing, the roundabout
is still bewilderingly turning in the wind.
The headlights catch me before I catch
sight of them and the bus is heading
towards me. Have outstretched into the
early morning air, can't help but still
replaying that moment in my head. Perhaps

14

there are just some things we are
never meant to let go off?

Examiner Comment

This is an example of a good level 4 for both AOs. It opens engagingly using the continuous present tense, which it sustains well throughout. There is a strong control of sentence variety from the complex sentence beginning 'The road is normally filled with ...' which contains an effective use of listing and is followed by the use of short, sharp sentences that heighten the sense of isolation, '...deserted. Empty. Except for me'. The candidate successfully creates a successful sense of the tedium and frustration of waiting and this is achieved through a varied range of sentence structures, descriptive details of sights, sounds and smells and the successful use of the continuous present. The structure is ambitious and contains a flashback to a memory of his or her parents, though this section is less secure in its control. However this is strong imaginative response that adapts tone and style successfully for effect and creates a strongly cohesive narrative. For AO6, the vocabulary is wide and selective ('obscured', 'begrudgingly'), spelling is largely accurate and there is a range of punctuation used.

Examiner Tip

Look at how this candidate makes effective use of a range of sentences to add interest to the writing and does not over-rely upon the sense of sight, which many writers do.

Question 6

As candidates have a choice of writing response, much of what was written to introduce question 5 applies here. The assessment objectives are identical to question five and the need to produce writing that has impact and which is accurate, clear and coherent for the reader is equally paramount. Question six also had a thematic link to the passage with its focus upon a time when the writer did something adventurous. Many made use of adventurous settings, often using the picture stimulus to write about activities involving mountains and forests. Candidates frequently imagined themselves in perilous situations, though not always with a clear sense of how they got there. Many of these were imaginative and exciting, some showing the influence of fantasy films or computer games.

Example 1

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

Chosen question number: Question 5 ☒ Question 6 ☒

Plan your answer to Section B here:

- 1) Describe to adventures
- 2) Point, Evidence, Explanation
- 3) what did you do in your holiday.
- 4) Be careful to your DEFGREST techniques.

Write your answer to Section B here:

~~It was about five years ago. My family and I went to the Turkey in Elazığ. In there the mountain was huge and dangerous.~~

Firstly, the adventures means, if any thing will excited or happied you it adventures. I will show you with my story. It was about ~~five~~^{three} years ago. My family and I went to the Turkey in Bursa. In there, my mum uncle is living.

when we arrived there we were exhausted and tired ^{from} the journey. Afterwards, next day we ~~will go to~~ would go to the Agri Mountain. It was huge and dangerous. We were going to there ~~for buying~~ sky diving. Before that, ~~me and my~~ my brother and I fight very angrily. Actually I didn't want to ~~hurt~~ hurt him. I understood my wrong.

After that, when we arrived in there, I want to ~~start~~ start to sky diving more quickly. However, I forgot to put significant thing on my back. Then we I started to sky diving and felt ~~to the~~ nearly I would die. whereas I not safety yet. I ~~one~~ caught some mountain's big rock. Finally my brother came to near me. I said to him "Please man help me, I am really sorry for ~~the~~ I did in the car". ~~After~~ After a ~~few minutes~~ second, I said to him "If you stretch my back I will stretch yours." Then finally, he decided to help me. Firstly he called to my father and my mum uncle,

and both my father and my mum uncle pull me be carefully. However a few minutes they ~~can~~ couldn't pull me. Because At end, the words came to my mind "a friend in need is friend indeed". ~~I ate three sandwiches burger~~ at the beginning I was eating ~~burger~~ three burger everyday. ~~So~~ My weight is ~~6~~ now 108 so both ~~my uncle and my~~ my dad and my uncle couldn't pull me. Afterwards, ~~my uncle said to~~ my father my mum uncle ~~and~~ said to my father,

" we must get help, other wise your son will not be ~~there~~ here" My mum uncle first called to his ~~best~~ friend John, but his friend got covid. The doctors ~~take~~ took to him in orcantaison time. After that, my dad decided to call police. A few minutes later two police officers came for to help me. Finally, I was free. Then I said to police ~~the~~ officers " Thank you" ~~Also then~~ and also I said to my brother. At the end the words came to my mind " a friend in need is friend indeed.

In our next life, I promised to my brother, I will not enoying him and not hurting him. Because his my best friend ever.

Examiner Comment

This is a good example of a mid-Level 2 response for AO5: there are obvious weaknesses in the response, but it does address most of the bullet points for that level. There is a clear narrative here and the candidate is able to communicate this to the reader, although the quality of expression is weak at times and lacks clarity. There is some awareness of audience and purpose: straightforward ideas are expressed and events are presented in chronological order. The response does make use of paragraphs to order the narrative in a simple way. There is some limited attempt to use devices, such as short sentences for effect such as "Finally, I was free". The writer deliberately attempts to create a sense of danger and concern, for the situation the narrator is in, but this is not always successful. There is some use of direct speech though the candidate's attempts to use idiomatic expression are often confused and do not add to the quality of communication. All of Level 1 is met for AO6 and spelling and punctuation are sufficiently accurate to place this answer in Level 2. Although the plan does not attract marks it is worth focusing on this plan as it reveals some confusion in the mind of the candidate. Number 4 on the plan is DAFOREST, which is a well known acronym to support the analysis of writing and then to use those same techniques to improve your own writing. On the other hand, Point, Evidence, Explanation is a technique more associated with a reading response and is not helpful in constructing a narrative.

Examiner Tip

Try to use the plan to clearly think through what you will write about in your answer and some of the features you hope to include.

Example 2

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

Chosen question number: **Question 5** **Question 6**

Plan your answer to Section B here:

gaurd
quart
minute
minute
panicked
minute

Write your answer to Section B here:

"Am I about to die?"

Every thing happened so ^{suddenly} fast. One ~~minute~~ ^{minute} ~~minute~~ I was driving along the road; the next I was hanging off a cliff! Scared, ~~panicked~~ ^{panicked} and worried. My heart was racing faster than the speed of light, my head spinning more than a waltzer at a fair and my leg felt as if it had been stabbed by a thousand blades. I can't ~~get~~ ^{get} get out! ~~With~~ ^{With} the slightest wrong movement I could go rolling off the cliff and plummeting to my death.

Why did that sheep have to be in the road?

It was almost as if it came out of nowhere. For a split second the road was clear ahead of me, but then for a split second I got distracted by the sun shining ^{down} ~~down~~. But then the road wasn't clear and a sheep stood ~~er~~ so still like a mouse in a trap just waiting for its death ~~er~~, without realising how they ended up in that position.

My body ~~then~~ started to relax. "HELP!" I screamed over and over. "HELP ME!": This went on for what felt like forever but in fact was only ~~in fact~~ around 10 minutes. In the distance I saw a car slowly ~~approaching~~ approaching me.

Frantically, I did every thing I could to attract the driver's attention. I ~~sounded the horn~~ I sounded the horn, I flashed my ^{lights} ~~trucks~~ and I sharply screamed. If this didn't get there attention I don't know what would get it. As they got closer I said a little prayer hoping I'd be saved. "Damn, that worked ^{well}!" I thought to myself. "Hallelujah! Praise the lord, ya I'm going to be saved!"

A frail man ~~stepped~~ stepped out his car and as quick as a switch he phoned the emergency services. "Thank you, Thank you, Thank you." Words could not describe how grateful I was to this man. He was like my ^{god's} ~~god's~~ guardian angel!

Shortly, a big red, noisy helicopter showed up. Hovering around about 10 metres above my car 2 men got lowered down on ladders

and so were I followed by thick harnesses. This is it, I was being saved from this nightmare.

One of the men called out to me "give me your hand". At first I was hesitant to move for good reasons but I assumed it was best to listen to the expert. But this however didn't work out completely to plan. Another whilst one man focused on ensuring my safety, another was working to attach my car to the harnesses. Another

As I took my first step across my car to the man tall, dark haired, & middle aged man the car started to slip and within that 3" I was happening further and further of the cliff; it each second sliding me off the cliff even more till I wasn't on it. I fell off the edge!

"Am I about to die?"

Examiner Comment

The opening line attempts to 'hook' the reader through the use of a question and the second paragraph introduces some tension through the deliberate use of short sentences, a list of three ('scared, panicked and worried'), exclamation marks and figurative language ('more than a waltzer'; 'stabbed by a thousand blades'). Paragraphs have been used appropriately to order the narrative and sometimes the openings are designed to increase pace and tension: 'Frantically'; 'Why...?'; 'Shortly'. However, there are moments where the intended sense of tension and danger has not been convincingly sustained: 'a sheep stood'; 'I saw a car slowly approaching me'; 'tall, dark haired, middle aged man'. The latter example is particularly distracting, coming as it does in the climax of the story. The use of stylistic and rhetorical devices contributes to the reader's engagement although the selection of the material is not always engaging. Ideas are connected through appropriate use of paragraphing and the response achieved 13 marks for A05 placing it in the top half of Level 3. It lacks the effective use of tone, style and register to be placed in level 4. For AO6, there is a tendency to overuse adjectives before nouns as a means of being descriptive such as, 'a big, red, flashy helicopter' and 'the tall, dark haired, middle aged man' which is accurate but

relatively simple in style. Elsewhere there is some ambition in vocabulary and sentence structure and the writing is accurate on the whole and as a result the response achieved the top mark in Level 3 for A06.

Examiner Tip

This answer has clearly thought about the opening of the narrative and where it will finish, attempting to make use of a cyclical structure. These are two key points in your narrative that you should be aware of as you start to write.

Example 3

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

Chosen question number: **Question 5** **Question 6**

Plan your answer to Section B here:

Simplest Verbs:	Plot
Wondrous wilderness of Windermere	• Open with fired/desperate dialogue
Mesmerized	• Description of setting
Stunning	• Continue climbing → present difficulty
Projecting peaks (of mountains)	• End at the top of mountain
Trodged, tired	

Include
()
...
;
:
" "

Write your answer to Section B here:

"Help! I can barely hold on!" cried Katie, who was clinging onto a small ledge ~~to~~ off to my left, her legs dangling over the abyss ~~which is the lake~~ ~~distance~~ ~~below~~ beneath her. Well, I say abyss. It's only the lake district. Had she forgotten that she had a harness that is more than capable of holding her up if she falls? Honestly, she's so dramatic! Nonetheless, I made my way over to her, and pulled her up onto the ledge.

I took a moment to look around, and I was immediately mesmerized once again by the ^{captivating} ~~captivated~~ environment that lay ~~at~~ before my eyes. I had

lived in England my whole life, but this was my first time visiting the lakes. It was somewhere I'd always wanted to go ~~to~~ climbing. Climbing has always been my passion. I'd reckon I was in a climbing harness before I was out of nappies! But to finally be here after so long ^{waiting} ~~waiting~~ was surreal to say the least. The vast, heavenly sky stretched out over me, the clouds now so close I could almost ^{reach out and} touch them. The wondrous wilderness of Windermere lay below me, ~~and~~ an environment so intricately spectacular I'm not sure I could capture it in words. The peaks of surrounding mountains projected up around us, peering the sky. The trees were truly impressive: giant green spears with branches forking off in every direction like dispersing ^{lightning} ~~lightning~~ bolts. In fact, they looked mildly threatening from up here, so I suppose Katie was somewhat justified in her panic.

We continued up the mountainside. The route was actually fairly challenging; many unstable rocks that would've been devastating if we weren't securely strapped in by our harnesses. Despite this, it was so much fun. Particularly when Joe challenged ~~to~~ me to a race up to the next checkpoint. Ha! Foolish boy. I have over two decades of experience! Poor guy didn't stand a chance. He had his excuses, but we all know ~~the~~ why he really lost, don't we?

Everyone made it to the summit eventually, (including Katie who had to once again be "rescued" from a protruding rock) and we ~~it~~ settled down for some late lunch. We piled our plates high, for it had been a tiring past three hours. Well worth it though; the food was delicious!

After a long, tiring hike back down the mountain into town, we made it

to our hotel ~~where~~ ^{where} we ~~were~~ ^{were} staying for the next three nights on our adventure holiday. Thought we'd best get an early night, as we'd be doing another mountain ^{bright and} climb ^{early} the next day. I wonder what wonders and events tomorrow holds...

Examiner Comment

This is a mature, controlled and engaging response that deserves a mark at the top of Level 5 for both assessment objectives. This is a candidate who shapes the reader's response from the outset in an original and creative manner. The writer opens the answer with high excitement: A single word, exclamative sentence, followed by a further exclamation which is a cry for help. The description of the drama is clearly delineated in a well-controlled and tense complex sentence, 'her legs dangling ... over the abyss.' This drama is instantly and confidently undercut with, 'Well, I say abyss. It's only the lake district'. This sets up an informal, chatty and witty tone beautifully in the opening paragraph and shows the control that this writer has, being able to change the tone from being catty and humorous to being lyrical and expressive in the second paragraph, 'The vast, heavenly sky stretched over me'. This candidate uses a wide range of techniques with ease and manipulates complex ideas very well, weaving several threads through the narrative. The candidate has sustained the sophisticated use of tone, style

and register throughout with an impressive control that never draws attention to itself. The candidate makes extensive vocabulary choices which demonstrate range and subtlety ('mesmerised'; 'captivating'; 'dispersing'; 'trudging'). Punctuation and sentence structures are selective and strongly add to the overall effect, such as the knowing and humorous, 'Ha! Foolish boy.' This is mature and highly competent answer that communicates in a highly effective manner and fully deserves to achieve top marks for both assessment objectives.

Examiner Tip:

Candidates should ensure that they establish a strong link with your reader as this writer does. At all times keep your reader in your minds-eye, making sure that you explain things clearly to them so that they understand what you are trying to communicate.

Paper Summary

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

- Read the passage in section A very carefully. On first reading you will identify the main features of the text: what is happening, the main characters and the setting. On a second and third reading you should start to identify the different ways in which the writer has tried to engage you as the reader.
- Pay particular attention to the opening and closing of the text as these are important points for any writer and they will help you to see how the writer has shaped their text to initially gain your interest as a reader and then to leave them at a particular point.
- On question 4, try to remember that you are being asked to evaluate how successfully something has been done, not just to comment on the language and structural devices that the writer has used.
- Remember that question 4 is worth more than twice as many marks as question 3. You should bear this in mind when considering the level of detail to include and how much to write.
- Before starting your own writing take some time to use the planning box that is now included on page 12. Plan the basic outline of your plot and then identify key features of characters, important vocabulary or language techniques that you will include. Just spend a few minutes to get your ideas in order.
- Think carefully about how you will begin to write so that it is imaginative and engaging for your reader from the very start. Use your own reading as stimulus, including the adoption of certain writers' techniques.
- Using your plan, think of your writing like a journey so that as you begin to write, you will know what your destination is and where you will end. This will help you to write in a manner that is cohesive and coherent for your reader.
- Take care throughout with accuracy of all sorts: spelling, punctuation and grammar.
- Keep a close eye on the time during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>