



Examiners' Report

Principal Examiner Feedback

November 2022

Pearson Edexcel GCSE

In English Language (1EN0)

Paper 2: Non-fiction and Transactional
Writing

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

The qualification consists of three components:

Unit 1: Fiction and Imaginative Writing - 40% (examination)

Unit 2: Non-fiction and Transactional Writing - 60% (this examination)

Unit 3: Spoken Language Endorsement (non-examination assessment)

This report will focus on Unit 2: Non-fiction and Transactional Writing.

The paper is assessed through a 2 hour 5 minute examination. The total number of marks available is 96. The reading and writing sections on this paper are linked by a theme.

This focus of this component is:

Section A – Reading

Study and analyse selections from a range of non-fiction texts.

This paper features two unseen non-fiction extracts from 20th- and 21st-century texts. One of these texts is literary non-fiction. The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. The specification identifies that:

'Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary nonfiction, such as selections from autobiography, letters, obituaries and travel writing.'

The questions are on Text 1 (Questions 1 to 3) and Text 2 (Questions 4 to 6). Question 7 is on both texts.

There is a mixture of short and extended response questions on the extracts.

Candidates' ability to synthesise across two texts will be assessed in a separate question, 7a, which will focus on similarities in the texts. The final question of this section, 7b, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

Section B – Transactional Writing

This section allows students to explore and develop transactional writing skills, for example letters, articles, reports.

There are two writing tasks, linked by a theme to the reading extracts. Candidates pick one question to respond to. It is possible for the same form (for example a letter, an article) to be present on both tasks in the same paper but with a different focus and/or audience.

For this series, the two tasks were to write a section for a guide giving advice to people on helping wildlife or the text for a speech looking back on an experience with an animal or animals.

The Assessment Objectives for this paper are:

Section A: Reading

AO1:

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

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

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

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

Section B: Writing

AO5:

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

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

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

General overview

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

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

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

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

- the level of knowledge of and engagement with the texts
- completion of the questions in the paper in the time available and coverage of all of the assessment objectives
- the inclusion of judgements at different levels for AO4
- the ability to make at least some meaningful comparisons for AO3
- writing that showed a range of ideas and suitable tone, style and register for audience and purpose
- the use of a variety of vocabulary and sentence structures in writing.

Less successful responses:

- struggled to comment on, explain or analyse structural points in terms of their effect on readers in AO2 responses
- failed to support points using appropriate textual evidence, or used textual evidence that did not support the point being made
- lacked focus on the question in Question 7 - a) and b) both ask a specific question, not just similarities between the texts and ideas and perspectives broadly
- lacked organisation in their writing
- connected but did not develop ideas enough in their writing
- lacked accurate spelling and secure control of punctuation.

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

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

Overall, examiners were very impressed with the performance of candidates and with the range of responses they saw. One noted 'it felt as though they really engaged with the tasks and had a lot to write about'. As Principal Examiner for this paper and Chief Examiner for the specification, it was a privilege to read responses and to see the engagement, interest and hard work in the responses candidates had completed for this resit series.

Question 1

The majority of candidates achieved two marks in this question.

The questions are designed with ramping in mind and to encourage achievement and this question showed the confidence of candidates in reading the lines given and finding the information.

This question requires understanding of AO1: 'identify and interpret'. The important advice for this question is to read what is being asked for and select the correct information.

Examples are included here that show different ways of achieving these marks. Common examples seen were 'looked inside the lorry', 'settled down', 'went to the studio', although all of the answers from the mark scheme were seen to varying degrees.

The few candidates who did not achieve any marks chose wrong lines or did not answer the question. Candidates must ensure that their answer responds to the question being asked. A popular choice for a mark was 'refused to leave the camp for a walk'. although a few candidates failed to score the mark with this one by missing out the word 'refused' and offering 'left the camp for a walk'.

Example A

1 From lines 6–9, identify **two** things Elsa does.

- 1 looks inside the lorry
- 2 calling for ~~the~~ the man's wife

(Total for Question 1 = 2 marks)

2 marks are given for the 2 valid points. The 'own words' of 'for the man's wife' is acceptable.

Example B

1 From lines 6–9, identify **two** things Elsa does.

- 1 she (looked inside the lorry)
- 2 She spends the whole day with George

(Total for Question 1 = 2 marks)

2 valid points from the mark scheme are given here.

Example C

1 From lines 6–9, identify **two** things Elsa does.

- 1 looked inside the lorry-
- 2 Refused to leave camp for a walk.

(Total for Question 1 = 2 marks)

2 valid points are made for 2 marks.

Example D

1 From lines 6–9, identify **two** things Elsa does.

- 1 She was much PuzZled.
- 2 She would go to the studio in the morning to spend time with him.

(Total for Question 1 = 2 marks)

There are 3 correct points here, however only 2 marks are available.

Example E

1 From lines 6–9, identify **two** things Elsa does.

- 1 "She ^{absolutely} refused to leave the camp"
- 2 ~~She spent the whole day there with me~~
"She would go to the studio"

(Total for Question 1 = 2 marks)

The handwriting here is not the tidiest, however, we are not marking this. There are 2 valid points from the mark scheme given.

Example F

1 From lines 6–9, identify **two** things Elsa does.

- 1 goes to the studio with narrator
- 2 she is stated to be "going to her mat."

(Total for Question 1 = 2 marks)

1 valid point is made. The second point is not from the given lines.

Example G

1 From lines 6–9, identify **two** things Elsa does.

1 Elsa settled down into the usual routine

2 Elsa would go refused to leave the camp for a walk

(Total for Question 1 = 2 marks)

This is a slightly longer response, but it makes 2 valid points.

Example H

1 From lines 6–9, identify **two** things Elsa does.

1 'She appeared from across the river'

2 'She made a great fuss'.

(Total for Question 1 = 2 marks)

No marks can be awarded as this is not the selected lines (it is lines 3–4).

Question 2

The majority of candidates achieved two marks in this question and there were a range of responses to choose from. The format of this question has varied from the summer and this question will be presented in this way for all series in the future. This goes back to the format of the paper in the earliest series, where Question 5 has the relevant lines printed in the question paper.

The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of both parts of bullet 1 of AO1: 'identify and interpret'. For this reason, responses that interpreted information from the lines were acceptable. While the question asked about Elsa's appearance, those candidates who interpreted this as the way she appeared into the scene were credited. The responses did, however, have to be related to the appearance of Elsa.

These examples show different ways of achieving two marks, with quotations from the text (which meets the 'identify' part of AO1) and own words (which meets the 'interpret' part of AO1). Either quotations or own words are acceptable.

Example A

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 'very fit'
- 2 'Some scars'

(Total for Question 2 = 2 marks)

2 valid points are offered. This is a minimalist, efficient answer.

Example B

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 Looking very fit with plenty of flesh on her bones
- 2 She had some scars

(Total for Question 2 = 2 marks)

There are 3 correct points made here, however, only 2 marks are available.

Example C

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 She must have killed at least once since I left her.
- 2 She had some scars on her face skin.

(Total for Question 2 = 2 marks)

1 valid point. The first point made is not about Elsa's appearance.

Example D

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 "she had some scars."
 - 2 she's depicted as "fit" and hunts so the writer infers she is strong.
-
- (Total for Question 2 = 2 marks)

2 marks – although the candidate goes on to look at something which is not related to appearance, they have already achieved their marks and could have stopped after 'fit'.

Example E

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 Elsa has become bigger. 'plenty of flesh on her bones'.
 - 2 Elsa was hurt. 'had some scars'.
-

(Total for Question 2 = 2 marks)

This is a longer response, including own words and quotations. Either sets would be fine (so each point here would achieve a mark, but only 2 are available).

Example F

From the extract, give **two** ways the writer describes Elsa's appearance.

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

- 1 she suddenly appeared -
 - 2 she gave me a tremendous ^{welcome.} ~~welcome~~
-

(Total for Question 2 = 2 marks)

1 valid point, interpreting appearance as the way that she appears 'on the scene'. The second is what Elsa does, not her appearance.

Question 3

This question discriminates well on this paper. The mark scheme for this question indicates that 'The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.' It was pleasing to see that the majority of responses had considered both language and structure and that candidates had been encouraged to be aware of structural points. The majority of candidates were able to pick out both elements of language and structure in the text using well-selected quotation/references.

Many candidates chose to write about the descriptions of the lion and used the descriptions of her appearance at the beginning and later on in the text 'She was looking fit, but thin and hungry' and 'looking very fit with plenty of flesh on her bones'. Structure was a good discriminator in this question as candidates had been encouraged to look for obvious structural points such as sentence types (in this case short sentences) and repetition. Some candidates were able to link the letter/diary format to first person narration and identify the ways this led to informality and perhaps an element of 'not wanting to worry his wife'. Less successful responses made more superficial comments about structure, such as 'the writer uses dates to make it easy to read' or 'the writer uses lots of long and short sentences/paragraphs so that it keeps the reader interested.'

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language/structure had been explained. In the mid-level range of the mark scheme, responses were able to identify effective language and structural features and explain why they were effective but ideas were not then linked to the overall meaning and atmosphere of the text. This tended to make mid-level responses more like a list of effective features with supporting quotations.

The best responses showed detailed and confident analysis of language and structure, weaving this with how techniques interested and engaged the reader. These responses were specific about how effects were created, and the analysis was closely linked to the evidence used. The most successful responses think about the type of text the extract is from, and how this is designed and created for the reader it is written for. The most successful responses analysed tone - exploring the subtle pride yet sadness Adamson felt at seeing Elsa growing in independence. Candidates seemed to enjoy the text, and many were drawn to the personality of Elsa - some remarked how she was like a human/ child, whereas others saw this as a sign of emotional intelligence. Another key talking point seemed to be the change in Elsa - her inability to hunt in the first letter

against the healthier appearance in the latter. Responses at the top levels were commenting on both language and structure consistently, confidently and succinctly – often looking at the interrelationship between them. In the very best responses there was understanding of the text as a whole rather than exploration of particular moments. One examiner noted:

'I saw some thoughtful discussions of how Elsa's behaviour was humanised and there were some successful responses which explored the writer's concern with how the lioness was coping in the wild. Some, but alas too few, commented on the humour in the text.'

Another noted:

Most candidates seemed on safer ground with their analysis of language features and effects, writing confidently about the personification of Elsa and her bond with George. Higher-attaining responses impressed with the range of features they discussed with many able to analyse the playful mood created by Elsa and George's sleeping arrangements.'

Less successful responses made were quite generic comments and explanations when writing about the use of punctuation. Responses that were in Levels 1 and 2 tended to indicate that language and structure 'is used to engage and interest the reader' which is a phrase used in the question and this did not allow them to meet the higher levels by looking in more details at how these are used to achieve effects and influence readers. Less successful responses also ended up feature-spotting without explaining how features were used, or made very generalised comments such as 'uses short sentences to keep the reader interested'. There were also a number of responses that gave an overview of the text, without specific consideration of structure or language.

Example A

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

The writer uses language and structure to interest and engage the reader.

The writer does this by using the structural technique of a diary structure, by using this technique it makes the reader more drawn as the text is changing throughout instead of stay the same.

The language features and techniques engage the reader because the writer uses very described language for example "plenty of flesh on her bones." by the writer giving described language thought it makes the reader understand and feels like they are there and have seen the character for themselves rather than just reading the text like they are.

The response starts with a repetition of the question as a brief introduction but moves on to make a couple of points.

In the second paragraph the candidate identifies a 'diary structure' and makes a straightforward comment about the effect on the reader who is 'more drawn'.

In the final paragraph there is a reference to 'described language' supported by a quotation. The candidate does not offer any context for the quotation or make reference to the fact that it is describing Elsa, the lion. They make a very general comment about how language 'make the reader understand and feels like they

are there', but there is no reference to how language is used within this particular text.

Overall, this short response meets all Level 1 criteria and achieves 3 marks. There is insufficient development to move into Level 2.

Example B

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

The writer uses ~~frantic~~ emotive language to describe how Elsa was not there at the camp this is in the quote "I went to visit Elsa on the 16th and there was no sign of Elsa." This projects a ^{cautious} ~~cautious~~ 'felling to the reader and the nerve-racking and neglecting feeling. This engages the reader because what if Elsa survived and is ^{reunited} ~~with her~~ ~~the lion~~ or if something distraught had happened to her since the last time he saw her.

~~The writer uses dates to ^{provide} ~~structure~~ a structural opening to a next set of ~~the~~ ~~fore~~ paragraphs, therefore engaging the reader and putting ~~on~~ a true understanding to how long Elsa could ~~be~~ ~~been~~ missing.~~

The writer inflicts a nerve-racking effect ^{to} ~~on~~ ~~the~~ ~~fore~~ engage the reader, the lion ~~is~~ ~~nowhere~~

to be seen, this is shown in the quote "there was no sign of Elsa" Elsa has gone missing ~~the~~ this has created suspense for the reader and therefore engages ~~him~~ ~~to~~ them. ~~later on in~~ the text the

Later on the writer uses hyperbole's ~~own~~ show in the quote "she was rather full of beans and twice knocked me over, once into a thorn bush!" The owner was amazed by how much energy this lion had.

This response includes comments on the language used, rather than explaining anything. The references selected do not always support the points being made, for instance the initial emotive language idea is not supported by evidence that includes emotive language. The nerve-racking effect point is made twice, using the same evidence: 'There was no sign of Elsa'. The point about hyperbole moves towards explanation, but is still more a comment: 'the owner was amazed by how much energy this lion had'. There is nothing on structure. The best fit mark for this response is 5, in the middle of Level 2.

Example C

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

In this extract we are seeing an unusual relationship between a human and a lion. We see that everytime the writer talks about something that happened, there is always a specified ~~at~~ date and sometimes time as well telling where and when a certain action happened. We also see that George and Elsa have some kind of a routine, for example multiple times throughout the text we see the quote "she would go to studio with me". This suggests that Elsa developed trust for George since she was a cub and that trust continued to ~~to~~ grow throughout the month. We see writer using multiple language techniques, one of those is Facts.

The writer is constantly giving us focus about activities that ~~he~~ he is doing, but also how Elsa has been

changing since she was a ~~cup~~ George is also telling us the routines that him and ~~Elsa~~ Elsa had.

When talking about a structure of a text we mean how is it made up to interest the reader to read more. Text A starts off by the writer telling us what he has done in the past couple of days and how they went with seeing Elsa. After describing what he has done, George swaps the theme and starts explaining to us what Elsa has been doing. Writer finishes the extract off by talking about the change George sees in Elsa, and she became for suitable to be on her own without the need of help from anyone.

Affect on the reader is an important thing to talk about, because not everybody will feel the same way after reading an extract or a book. In the case of this extract, it's a

very positive and heart warming extract.
This is because it shows that humans
and wild animals can be closely
connected together without conflict

This response presents an overview: 'we are seeing an unusual relationship between a human and a lion'. There is an early point about structure ('specified time and ... date' used as signposts) and some explanation of the kind of relationship that exists ('routine' and 'trust'). The point on 'facts' as a language technique is not particularly developed and the second paragraph lacks specific references and detail. The point about structure in the third paragraph is generic and, although there is some overall summary and explanation of what the writer is telling us, there is no focus on language and nothing on the effect on the reader.

The reference to 'affect [sic] on the reader' is, again, initially generic but there are valid assertions about it being 'positive' and 'heart warming', with a concluding comment.

There is some explanation but the lack of close reading and exemplification keeps the response just into Level 3 with a mark of 7.

Example D

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

Language is used in the extract to engage the reader by personifying the lion to make it appear more ~~more~~ relatable. An example of this is when the lion 'adopted the same aloof manner' shows ~~that~~ the writer is trying to make the lion sound more humanistic in the way that it acts towards humans ~~and~~, this would make it easier for the audience to ~~understand~~ ~~that~~ the lion empathise with the lion, thus making the extract more engaging to read.

Another way language and structure is used is in the third paragraph of the extract when the writer writes 'still ~~has~~ no ~~presence~~ or sign of her contacting lions'. This simple sentence puts emphasis on the fact that the lion has made no attempt to communicate with her own species and instead feels ~~more~~ closer with her human family. This quote is also an ~~example~~ another example of personification because the lion is ~~is~~ displaying

Human behaviour by Making no attempt to find a new family because she feels safe and close with the human one she has.

Another way the writer has used ^{Language} ~~Structure~~ to engage the reader is when the lion is said to have a 'routine'. When the writer goes to see the lion again, she is described to have 'settled down' and go to her 'usual routine'. This shows that Elsa feels comfortable with the writer and can do what she wants around her without feeling unsafe. ~~The~~ This shows to the reader that the lion has integrated its self with the humans seamlessly and could make the reader feel like the lion is more human than animal.

This response begins by identifying personification and evidences this point with 'adopted the same aloof manner'. There is reference to the reader with the comment on empathising with the lion, so the candidate has commented on effect. This is quite a precise point that addresses the demands of the question. The second paragraph identifies a structural point, 'this simple sentence', followed by some explanation of the closeness of the lion to humans rather than to lions. The subsequent identification of personification at the bottom of the page is less clear and focused. The next point, about Elsa feeling safe with humans and not finding 'a new family' is valid, but could be further developed in terms of language techniques or structural techniques used to portray this message. The third paragraph explains the writer's use of the word 'routine' and how Elsa has 'settled down'. The candidate uses appropriate references here and is able to explain how this choice of language shows how Elsa is comfortable with the writer. The impact on the reader is also explained.

This response meets all the demands of Level 3. Both language and structure are covered, there is explanation throughout, references are appropriate and relevant and the candidate refers each point to the effect on the reader.

There are times when it appears to be moving towards exploration, but the response stops just short of this, meaning that the response remains at the top of Level 3 with 9 marks.

Example E

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

Throughout the text the author uses time stamps to illustrate the progression of Elsa as on the "5 March" 1959 he discovered "thin and hungry" lion highlighting that by this point Elsa had not fully adapted to life in the wild however only a fortnite later on "19 March" she appeared "fit with plenty of flesh on her bones" illuminating her adaptation as she has "plenty of flesh" highlighting that she had become a proficient hunter compare to when she was "thin" this adjective has connotations of a poor adaptation to life alone by this point as she had struggled to build flesh. The use of time stamps allows the reader to easily follow the happening allowing them to more effectively engage with Elsa's journey.

In addition Pathos is repeatedly used in Elsa's relationship with George

George as to begin with she arrived only
"fifteen minutes after my arrival" and
would "spend the whole day with me" showing
that she was still very attached to
Jog and George illustrating a strong
emotional connection ~~at~~ allowing the
reader to resonate with the book.
Yet upon his second arrival
"there was no sign of Elsa" and "spent
most of the days with me" highlighting
she had started to become more
wild this is reinforced as "She had
some scars" highlighting she had begun
to embrace what a lion truly is and
lose that emotional connection with
the reader. Creating a sense of sympathy
As the reader can imagine that connection
being lost ~~and~~, yet giving hope she may
thrive in her new environment

The response starts by focusing on 'time stamps' and explaining how these are used to show progression of Elsa in the text. The candidate explains how both structure, temporal markers ('5th March 1959', '19th March'), and language, descriptions of Elsa ('thin and hungry', 'fit with plenty of flesh') are used to influence readers. There is clear explanation and some exploration of the effects on the readers and points are fully supported with appropriate and relevant references.

In the second part of the response, the candidate discusses the pathos and emotional connection between Elsa and George and explores how both structure (indicated by temporal markers) and language ('there was no sign of

Elsa', 'she had some scars') affect the reader and reader's response. The ideas are explored rather than explained.

The candidate demonstrates sound understanding of the text, considers both structure and language in the response, attempts to explore effects, with the points not always expressed in the clearest way possible. This response fulfils all the criteria in Level 3 and with some exploration and some detail moves into Level 4 with a mark of 10.

Example F

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

In the extract, 'Born Free', the writer has established ~~created~~ the loving relationship between ~~the~~ Elsa, wild animal, and ~~the~~ George. Instantly a short sentence, 'She must have heard the lorry,' implies the idea Elsa can understand when George ~~is~~ ^{has} arrived therefore suggests the happiness she feels to find somebody she knows come to her, even though 'she made a fuss'. The ~~verb~~ word 'fuss' ~~emphasises~~ suggests the writer has included realistic human characters and given them to Elsa, implying the tone used as to describe Elsa as a child. To further support the idea, Elsa 'absolutely refused' to leave. The adverb 'absolutely' creates a comical tone which allows the reader to understand, wild animals such as Elsa are young and have the same personalities as a human child. However, some characteristics do not exist on a human such as when Elsa is 'quite fierce' revealing her

true nature. The adjective 'fierce' highlights Elsa ~~being~~ being aggressive or possessive of her 'meat'; the writer has done this ~~allowing~~ to provide an ~~effect~~ ^{impression and} reminder to the readers how animals are not someone to try and mess around with them, employing the idea of Elsa being dangerous.

As the extract further progresses, the writer uses a verb 'deposited' to ~~suggest~~ provide a comical tone which shows the behaviour of Elsa being funny and playful. This clearly juxtaposes with her being 'fierce' and therefore eases the ~~readers~~ tense atmosphere, creating a safe environment.

On 19th March 1959, the writer has ~~included~~ established the fear of losing Elsa. The writer includes a hyphen '-' there was no sign of Elsa' to employ the idea of being afraid to lose someone you love. The hyphen is used to ~~provide~~ allow the reader to further understand and sympathise with George's feelings. The writer continues to develop fear as ~~the~~ George mentions using a short sentence, ~~there~~

'Still no signs.' The short sentence highlights George's worry as he ~~has~~ he is lost for words because Elsa is not around. It further suggests how Elsa can keep George's conversation going between Joy and him. Luckily she 'suddenly' appeared. The adverb provides relief for both the reader and George.

Towards the end of the extract the writer uses an exclamative sentence 'she was rather full of beans ... into a thornbush!' to further establish the playful relationship, both Elsa and George have. This touches the readers hearts as there is an emotional attachment between the two. Unfortunately, sooner or later their relationship will begin to be more distant as Elsa becomes 'more independent'. The writer more reveals to terror in George and the reader as the relationship may begin to slowly end.

The response contains evidence of analysis throughout. This starts with the examination of the use of the short sentence 'she must have heard the lorry' and how this demonstrates Elsa's happiness to see George. The response also picks up on the comical tone of the extract and how Elsa is portrayed as being similar to a child. The analysis continues on the second page where there is an astute point about the juxtaposition between Elsa being presented as 'fierce' whilst also being 'funny and playful.' There is also an analytical structural point about how the hyphen and short sentence are used to convey tension. The point on the last page about the 'terror' George feels about the end of the relationship misses the understanding of the way that the couple are trying to return Elsa to the wild.

Overall, the response demonstrates analysis of how both language and structure are used to achieve effects and influence readers and there is discriminating use of references. 14 marks are awarded in Level 5.

Question 4

The majority of candidates achieved the mark available for this question and there were a range of responses to choose from. Where candidates did not achieve the mark, it was due to lifting of information from the wrong lines. Correct answers were usually some variation of the team digging a ramp in the snow, followed by them finding the birds, and less frequently, being 'moved to tears' by their plight.

There was a strong representation of information from lines 1-3 instead of 4-8 amongst incorrect answers – particularly the crew 'breaking the golden rule of wildlife-film-making.'

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

Example A

4 From lines 4–8, identify **one** action taken by the camera crew.

~~one chick died as it tried to get out of~~
~~the ravine~~ After being moved to the tears
by the Plight . (Total for Question 4 = 1 mark)

1 mark is achieved here.

Example B

4 From lines 4–8, identify **one** action taken by the camera crew.

The team dug a ramp in the snow
that allowed the surviving ~~peagions~~ penguins
to walk to safety. (Total for Question 4 = 1 mark)

There are 2 correct points made here, however, only 1 mark is available.

Example C

4 From lines 4–8, identify **one** action taken by the camera crew.

dug a ramp

(Total for Question 4 = 1 mark)

1 mark. This is a succinct response.

Example D

4 From lines 4–8, identify **one** action taken by the camera crew.

dug a ramp for the penguins

(Total for Question 4 = 1 mark)

1 mark achieved.

Example E

4 From lines 4–8, identify **one** action taken by the camera crew.

They had saved the penguins from freezing to death in a gully.

(Total for Question 4 = 1 mark)

No mark. The reference to 'freezing to death' is in line 3, and the actions of the camera crew did not save the penguins, they helped them save themselves. As the candidate has taken information from other lines, they have taken the writer's viewpoint/interpretation.

Example F

4 From lines 4–8, identify **one** action taken by the camera crew.

~~They broke the golden rule.~~
'found birds trapped in a gully!'

(Total for Question 4 = 1 mark)

1 mark is achieved (it is worth noting the candidate has checked their reference and crossed out what would have been an incorrect answer).

Example G

4 From lines 4–8, identify **one** action taken by the camera crew.

broke the rules to save wildlife

(Total for Question 4 = 1 mark)

No mark as this is from lines 1–2.

Question 5

Again, the majority of candidates achieved the mark available for this question and there were a range of responses to choose from.

The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of both parts of bullet 1 of AO1: 'identify and interpret'. There was occasional confusion regarding what Mike Gunton meant by his words – candidate must identify and interpret here. Correct answers usually pertained to making cuts in the ice, or how no hands were laid on the animals. The concept of 'intervention' was less well understood, Gunton's point being that the camera crew were not intervening. Candidates also did not achieve marks when attributing Sir David Attenborough's sentiment from another line (he would have done the same thing as the crew if he'd been there) to Gunton, or 'there are always exceptions to the rule' from the last line of the extract.

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

Example A

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

"No hands were laid".

(Total for Question 5 = 1 mark)

1 mark. We can assume that they are referring to hands being laid on the penguins.

Example B

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

That they could get a grip & and escape but he also said that is was ~~okay~~ even ~~like~~ sir David would of done the same.

(Total for Question 5 = 1 mark)

1 mark achieved. The point about Sir David Attenborough moves away from the correct lines, but the candidate has already achieved the mark, and this does not negate the positive.

Example C

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

He's saying the crew didn't even lay a hand on the bird they just made a gap in the ice. ~~make~~

(Total for Question 5 = 1 mark)

2 valid points are made, only 1 mark is available.

Example D

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

"reach. an my aid was make some cup in se ice"

(Total for Question 5 = 1 mark)

1 mark achieved using valid quotation.

Example E

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

Mike discredits the team by saying "no hands were laid on these animals. 'Intervention' is quite a strong word"

(Total for Question 5 = 1 mark)

1 mark awarded. Although the section that mentions how he 'discredits the team' is not correct, there are 2 correct points that follow. The identification is there, even though the interpretation shows some confusion.

Example F

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

intervention

(Total for Question 5 = 1 mark)

No mark - what Mike Gunton says implies that he feels they did not intervene.

Example G

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

Mike ~~Gunton~~ Gunton said that camera crew's actions were "Intervention"

(Total for Question 5 = 1 mark)

No mark - again, what Mike Gunton says implies that he feels they did not intervene.

Example H

- 5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

'Intervention' is quite a strong word really all they did was make cuts in the ice so the birds could escape.

(Total for Question 5 = 1 mark)

3 points made and 1 mark achieved. This is quite a long selection from the text, but there is selection.

Example I

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

'Intervention' is quite a strong word.

(Total for Question 5 = 1 mark)

1 mark achieved with quotation – this is what he says about the actions of the crew.

Example J

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

The ~~other~~ antarctic authorities have supported what we did

(Total for Question 5 = 1 mark)

No mark as this is from line 24.

Example K

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

~~'No an crew is laid on the these animals~~
'Investigation is a long strong word!

(Total for Question 5 = 1 mark)

No mark as the candidate confuses 'investigation' with 'intervention'.

Example L

5 From lines 20–22, identify **one** thing Mike Gunton says about the camera crew's actions.

Mike Gunton said he would have done
the same thing - ~~like~~ ~~late~~

(Total for Question 5 = 1 mark)

No mark as this is from lines 23–24.

Question 6

This question differentiated well. Candidates in the mid-levels were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of their responses, normally 'successfully', with appropriate and relevant references. The vast majority agreed that the writer was successful in showing how important it is to help out, and most candidates were able to use a reasonable range of evidence to support their ideas. As ever, the most successful responses used embedded quotations, whereas less successful responses were often more quotation than points.

It was notable that many candidates took the 'SITE'/'TIES'/'SPITE' approach, as was evident in notes/plans made, and this helped develop responses. The majority of candidates also attempted to use evaluative phrases in their responses in order to give their judgements.

Some candidates just made the basic point that the text showed the importance of helping the penguins as they would have died otherwise, while others were able to follow the argument of the text and differentiate between a situation where it was important to help out (with the penguins) and others where it would not be helpful (with the starving elephant).

Responses tended to focus on the rescuing of the penguins, with some candidates exploring ideas surrounding the emotional attachment the crew felt towards helping the penguins. Some responses demonstrated engagement with the idea that the actions of the crew were commended by others - in particular Sir David Attenborough, with his status as a celebrity adding credence to his viewpoints.

The least successful responses tended to be narrative-based, with some lack of clear understanding of whether the evidence itself supported the importance of helping out. These responses were often narrative, telling what the cameramen did, rather than evaluating how the information was presented. The narrative/descriptive approach led to candidates outlining events where the animals had been helped, with Elsa being fostered and the ramp dug for the penguins being the popular choices.

The most successful responses considered the extract in its entirety and were able to weigh less successful parts against the more obvious, some talking

insightfully about the effect of the exclusive focus upon TV programmes and their makers. Successful responses argued that it depended on the circumstances and also acknowledged that it was not always right to help out. One examiner noted:

'The best response questioned whether the writer was trying to show the importance of helping out at all; she was showing that the rule of not actively helping out, but letting nature take its course, was the accepted procedure in this context.'

The quality of evaluative language was a good discriminator, as was the focus on the question. It is important to read the question carefully, as some candidates read the question as 'how effectively did the camera crew help out', detailing what steps had been taken and if they had worked. The focus was on how the crew had helped the penguins, rather than being focused on evaluating the attitudes to helping out.

Examiners commented:

'Some candidates felt they had to defend the actions of the camera crew from criticism: 'Furthermore, I think the camera crew did the right thing and should be awarded for it.'

'...some interesting points about the difficulty of not helping out when witnessing animals in distress, although some were confused by the later references to the elephant calf/hyenas attacking the cheetah cubs, wondering why some animals were helped and not others.'

The mark scheme for this question indicates that 'References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language.

Example A

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

~~In this extract there is an attempt to~~

In this extract there is a successful attempt to show the importance of helping out by not following orders. This is shown in the extract when it says "The BBC's Natural History unit had defended a camera crew that broke the golden rule of wildlife's film making by stepping in to save some penguins." If the crew had not stepped in the wildlife would not have survived and they wouldn't have been able to record anything due to there being no wildlife left.

At the start of this response the candidate offers the view that 'there is a successful attempt to show the importance of helping out by not following orders'. Much of this is a simple repetition of the question but it is linked to the idea of 'not following orders'. It is followed by a lengthy quotation which takes up three and a half lines of this brief answer. The response concludes with a clear point about the possible consequences if the crew had not intervened.

Overall, the response is 'limited' as there is only one point and so there is insufficient evidence to move it beyond Level 1 - it achieves 3 marks.

Example B

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In the text I think it's achieved very successfully. If the crew didn't make that hole in the ice, the animals would of died by freezing to death and that wasn't fair. So by them doing that it shows how important of helping out is. So they successfully saved the animals and there babies without laying a finger on them.

Some people say they done the ~~top~~ ^{wrong} thing and saying ~~the~~ it ~~intervened~~ ^{interfered} with the course of their life but that isn't true because they didn't touch them or the babies. ~~didn't stop the~~ There wasn't any other animals around so they didn't stop the food cycle. So nothing they did was wrong and it shows how important helping out is even when there could be consisense.

Everyone who was asked even sir david said he done the same thing and mike gunton was the head of natural history

Mosten said 'theres ^{always} ~~atways~~ exceptions for this rule'. So this show many & people in that Persion would of done the something so that's ^{why} ~~that~~ i believe that the writer has successfully showed the importance of helping out even if your not supposed to.

The answer begins by offering a straightforward opinion, that it 'wasn't fair' to leave the penguins and their chicks to freeze to death, thus supporting the importance of helping out. This point is repeated at the end of the opening paragraph, by stressing that the penguins and their babies were saved 'without laying a finger on them'. However, there is no indication as to why this fact is important, showing some understanding but a lack of development.

In the second paragraph, the candidate gives another very simple opinion, in that it 'wasn't true' the camera crew had 'done the wrong thing' because they 'didn't stop the food cycle'. The point indicates a grasp of the rule regarding 'intervention', but, again, there is little development, so the answer does not move from comment to explanation.

The final paragraph includes a quotation; 'there's always exceptions to this rule' (of non-intervention), which the candidate sees as showing the importance of helping out 'even if your not supposed to'.

There is a focus on how successfully the importance of helping out is shown, through details from the text in the candidate's own words, with simple comment and opinion given, suggesting a mark in Level 2. The references to the text are valid but not developed, again supporting a mark in Level 2 – 5 marks are achieved.

Example C

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Overall I think that this attempt was very successfully achieved due to a number of reasons. ~~The~~ In the first paragraph of the extract, the writer tells us the consequences of them not stepping in to help, as it says in the text: 'To save some penguins from freezing to death.' This sentence instantly draws on the affections of the reader. ~~the~~ The reader instantly. This sentence tells the reader how bad the situation was and how some body had to help out.

Further on in the extract we find out ~~that~~ how affectionate these cameramen were towards the penguins, as it says in the text, 'After being moved by tears by the plight of one chick that died.' When the loss of life is mentioned in any context, the ~~heart~~ sense of help is in a human mind, instantly wants to save more lives.

This ~~phrase~~ sentence is really important in the extract and definitely helps it to be successfully achieved.

To conclude I believe that the attempt to show the importance of helping out is successfully achieved. However as we learn from the extract, we have to use our common sense and it depends on the situation,

but the whole article is based on the hope of the
situation that the penguins were in, but information
worked well on this situation.

There is some explanation of ideas and opinions and the beginnings of informed judgement. The point on 'affections' in the opening paragraph is not entirely correct, but there is a general idea of how the reader is affected. This is developed further in the second paragraph where the point is made about how affectionate the cameramen were towards the penguins. This is supported by evidence from the text and then partially explained: 'this sentence is very important in the attempt and definitely helps to be successfully achieved.'

The final paragraph offers an overall judgement: 'however, as we learn from the extract, we have to use our common sense and it depends on the situation ...', showing some evidence of being informed. The response needs more coverage to access marks higher in Level 3. A mark of 7 is achieved.

Example D

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

On line 6, the writer impressively shows the importance of helping out: "After being moved to tears by the plight of one chick that died as it tried to get out of the ravine". This is impressive because he used emotions: "moved to tears" to and a death to show the depth of how ~~not~~ helping out could drastically make a difference. This is impressive because it persuades the reader ~~that~~ to help out by creating a consequence of not helping out.

On lines 1-2, the writer cleverly shows the importance of helping out: "A camera crew that broke the golden rule ... by saving penguins from freezing to death with their chicks". This is clever because the reader states that not helping out for the camera man is a golden rule but in some cases it is acceptable and important to help out. In this

case, the writer has also gone to an extreme: "from freezing to death". This is a subtle attempt to show the importance because the writer acknowledges that the penguins could die if not helped which almost makes the reader scream out telling the camera crew to help out.

In the first paragraph of this response, the candidate indicates the way emotion is used in the text to highlight the 'consequence of not helping out'. This is valid, but underdeveloped, as in the second paragraph the candidate refers to the 'golden rule' and how, 'in some cases', this must be broken to help out. The candidate then returns to the point that there would be fatal consequences if there is no help.

The candidate therefore explains two of the ways in which the extract shows the importance of helping out, supported by a small number of references. Opinions are offered but judgement is limited to the use of some evaluative words and phrases ('impressively', 'drastically', 'cleverly', 'a subtle attempt') without any expansion.

A mark securely in Level 3 is appropriate and the response is awarded 8.

Example E

6 In this extract, there is an attempt to show the importance of helping out.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract, the writer successfully portrays the importance of helping out by showing that it can have a huge ~~impact~~ positive impact and is a caring thing to do. ~~The writer~~ In addition, the writer effectively emphasises the idea that the ~~people~~ camera crew that helped the penguins did 'the right thing' by the constant reference of popular people that are experts in the nature and wildlife field such as 'Sir David Attenborough' and 'Mike ~~Gaw~~ Curzon' to add credibility that the help they did really helped save the penguins and chicks' lives. Therefore, this masterfully reinforces the idea to the reader that although it could be daunting and you are unsure whether to help out, the reader is made to feel confident into helping out as the camera crew were supported and praise for their correct actions as 'Both he and the Antarctic authorities have supported what he did'.

Moreover, the writer powerfully suggests to the reader that helping out is important even if rules have to be broken 'break the golden rule' and there are 'exceptions' to situations where you have to over-step and interact to help out as you know it is morally correct to do so in order to help out, such as the camera crew that saved the

penguins. Additionally, the writer creatively portrays the idea to the reader that ~~there~~ there is boundaries and ~~if~~ you must be aware when to not cross the line such as 'No hands were laid on these animals'. This further effectively ~~reinforce~~ reinforces to the reader that the camera crew knew the rules of no 'intervention' and found a way around to help out the struggling animals by 'make some cuts in the ice ~~is that~~'. This reflects vividly to the reader that even the smallest action can make a huge difference and consequently save lives and therefore shows how important helping out can be.

Furthermore, the writer skillfully portrays to the reader that there can be negative consequences to helping out 'you might be depriving something of food' which emphasises to the reader there is always could be a negative consequence to helping out even with the right intentions 'we could have intervened' but 'the animal is another animal's meal'. Overall however the text has a positive tone towards helping out 'allowed the struggling penguins to walk to safety' to emphasise successfully to the reader how vital it is to help when someone is in need and go out of your own way as it can benefit ~~the~~ a small group which ~~effectively~~ eventually affects a whole ecosystem or community as there is multiple 'predator and prey' scenarios.

This response sustains a focus on the question and 'the importance of helping out'. It also uses a range of evaluative vocabulary appropriately to demonstrate judgement.

The opening gives the candidate's opinion and then offers the example of the camera crew who 'did the right thing'. The candidate identifies the use of experts and analyses this by stating that it adds 'credibility'. The paragraph continues by making the forceful point that this 'reinforces the idea to the reader' and the effect that the reader 'is made to feel confident'. The first paragraph is already suggesting that, if this is sustained, it is well-informed judgement.

The evaluative word 'powerfully' at the start of the second paragraph is appropriate because the candidate does refer to the power of helping out when morally it is the right thing to do. The word 'additionally' at the top of the second page signposts the extra information that the candidate is offering. The comments about the camera crew, 'no intervention', the problem solving around this and the impact on the reader all offer more well-informed judgement. The end of that paragraph emphasises the fact that this response sustains its focus on the question set.

The final paragraph focuses on the 'negative consequences of helping out'. The candidate offers another developed point. There is an effective conclusion that offers more than just a summary of the earlier points.

The response offers analysis throughout, with embedded, succinct quotations that fully support the points being made. Overall, there is well-informed and developed critical judgement throughout this response and the highest mark in Level 4, 12, is achieved. However, there is no sense of a detached critical overview that would be required to move into Level 5.

Question 7

Question 7a

Most candidates were achieving at least Level 2 for this question. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of the second bullet point of AO1: select and synthesise.

Responses in the mid-levels offered at least two or three similarities, demonstrating clear synthesis and valid evidence. Responses at the highest levels gave a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence. Almost all responses were able to give at least one similarity, although with little synthesis or evidence. This series, as in previous series, some candidates did not read the question properly. The question is not about similarities between the texts, but similarities between the animals. The simplest way of achieving marks here is to find similarities linked to the question.

The majority of candidates were successful and identified relevant similarities such as in both texts animals were in danger, needed help, survived and relevant quotations. There does need to be evidence of synthesis in order to move into Level 2 and 3, and in some cases detailed synthesis was lacking (usually linked to the lack of focus on the question) or some similarities which were not as clear/sound were offered, for example that both had elephants.

A number of candidates did not achieve marks in Level 3 as they selected evidence which did not fit in with the question focus, for example about the text generally rather than animals in particular. This seems to be a common issue with this question and one examiner pointed that responses typically started with 'Both texts say...', rather than 'Animals in both texts...' There are also still some candidates who bring in writer's techniques here which does not necessarily help them to show synthesis and understanding in order to achieve Level 2 or 3 marks.

In a minority of cases candidates attempted to examine differences, and these differences were credited in the responses to 7b (these are marked together the online marking system).

A range of responses to 7a are included here including examples of achievement in all levels.

Question 7b

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

Responses at the mid-level of the mark scheme considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made. Almost all candidates appeared to know that they needed to support their ideas with quotations from the texts.

Candidates often discussed the differences in form. Whilst this could have been an appropriate approach, many of these responses simply identified the difference in form without linking it in any way to the question. Popular comparisons included thinking about the relationship between humans and animals and whether or not we should interfere with the lives of or help wild animals. Many candidates discussed the fact that the humans in both texts had become emotionally attached to the animals and some candidates explored the differences in these relationships. Examiners felt that there was plenty to compare between the texts, with candidates exploring comparisons in terms of people's experiences with the animals and their emotional attachments to animals. A particular popular response focused on the question of whether helping out was a good or bad thing, with candidates seeing a contrast between the general view against interfering in Text 2 and the fact the Elsa was explicitly raised through close contact.

The best responses weaved their comparison rather than exploring one text in a paragraph then separately approaching the next text, were successfully able to offer exploration and analytical comparisons of the texts as well as covering the 'wide', 'varied' and 'comprehensive' comparison. The best responses immediately identified perspective and impact on reader across both texts, offered a discussion of how the writers selected information to shape the texts and used effective comparative phrases throughout the response. The higher-level responses tended to focus more on perspectives as well as ideas, for example identifying that in Text 1 the writer has a different purpose and audience than Text 2, and that the writer in Text 1 has a much more personal perspective, being 'closer to the action' than Text 2.

Responses at the lowest levels considered one or more obvious comparisons between the texts, with comment on writers' ideas. These responses sometimes focused on comparing the animals themselves, rather than answering the question. Lower-level responses which listed points sometimes achieved more 'range' but failed to develop points sufficiently.

The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. Examiners felt that there was some imbalance between the comparison of the two texts - more candidates talking more fully about the first text than the second.

Some candidates again here suffered from lack of focus on the question. It is not ideas and perspectives broadly, it is about a specific area, in this case, human contact with animals. Candidates could have brought in some of the ideas they had picked up in Questions 3 and 6.

Example A

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

Throughout the two extracts, the similarities the animals share in these extracts are that they were both helped by humans. For example, in text 1, Joy and George rescued a lion cub and orphaned it until they became an adult and in text 2, the camera crew dug a ramp in the snow that allowed the penguins to survive.

The candidate identifies one similarity and this similarity is supported, but the evidence for Text 1 comes from the italicised introduction to the text. 2 marks are achieved.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

The writers of Text 1 and Text 2 present their ideas and perspectives about human contact with animals. In both texts, the contact with animals was ~~basically~~ ~~basically~~ basically helping them live/survive, for example in text 1. The writer wrote about their experience raising a lion cub to when they are an adult, ~~where~~ ^{where} ~~where~~ they are now in the wild. In text 2, the writer wrote about the camera crew seeing penguins. Text 1 was from a book and text 2 was from a newspaper.

The main difference between both texts was that in text 2, they showed the negative impact of helping out in human contact with animals. The negative impact was shown through the thought of somebody else who said, 'you can't interfere' whilst in text 1 they spoke about the lack of independence the animal has ~~never~~ being raised by ~~humans~~ humans ever since it was a lion cub.

The first paragraph of the response offers a clear similarity which does link back to the question, helping animals to survive (although, again, the evidence is linked to the italicised introduction for Text 1). There is a comparison of book versus newspaper, however this is an obvious comparison and no connection to the question is made.

The final comparison on the negative impact of helping out demonstrates some movement towards 'explanation'. The first bullet point from the mark scheme is met in Level 2, the second in Level 2/3 and the third more Level 1, as references are quite limited. 'Best-fit' places this at the top of Level 2 with 5 marks.

Total marks = 7

Example B

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

one similarity ^{that} ~~do~~ ~~are~~ animals share in these extracts could be that they are both in the wild. Evidence from text 1 could be that it says in line 36: "Still no signs of her being in contact with wild ~~animals~~ lions." And evidence from text 2: "It would usually be very dangerous". This suggests that they're in the wild because they're dangerous.

Another similarity that animals share in these extracts could be that they're both about human contact with animals. Evidence from text 1: "probably makes it easier for elsa to hunt". This suggests that she is in contact with animals. Evidence from text 2: "The team dug a ramp in the snow that allowed the surviving penguins to walk to safety."

The candidate demonstrates clear understanding of similarities the animals in the extracts share. Two points are identified: being in the wild, and humans

having contact with animals. It is not a problem that the first similarity is from the question. The evidence from texts for the first similarity is valid ('wild lions' and 'dangerous' to support and imply wild). The evidence offered for the second similarity is somewhat imbalanced, as the example from the Text 1 ('probably makes it easier for Elsa to hunt') is not the most relevant to support that point. The candidate therefore shows sound understanding of similarities but does not achieve a clear synthesis of the two texts. A mark of 3 in Level 3 is awarded.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

The writers of text 1 and text 2 present ideas and perspectives about human contact with animals. Evidence from text 1: "probably makes it easier for Elsa to hunt". This suggests that Elsa is contact with the animals. Evidence from text 2: "the team dug a ramp in the snow that allowed the surviving penguins to walk to safety".

Another similarity between text 1 and text 2 could be that the writers were both very relaxed when writing these extracts. Evidence from text 1 could be that he uses lots of exclamation marks and the end of jokey sentences. Evidence from text 2 could be that there is quite a lot of arguing so this could mean that the writer was laid back and not serious.

One difference between text 1 and text 2 could be that the way they're structured. In text 2

It's structured like an article, ~~lots~~ lots of paragraphs and lots of Dialogue. In ~~paper~~ text 1 it's structured like a memoir, still quite a few bits of Dialogue but longer paragraphs.

Another difference between text 1 and text 2 could be that in text 2 there is a lot of persuasion/advise. For example in lines 26-27, they say: 'That's a perfect example why you shouldn't intervene'. This suggests this ^s article is giving the readers advice.

The response starts with identifying the similarity about texts both presenting ideas and perspectives about human contact with animals, which is related to the question for 7b), however, this is the content already credited in part a) of the question.

In the second paragraph, there is a comment about both writers being very relaxed; although the candidate attempts to support this point, references that are used are general ('lots of exclamation marks and the end of jokey sentences'), and not valid ('a lot of arguing'). There are some obvious comparisons of the texts – a memoir and an article and in the last paragraph the purpose is considered. This last point is a comment on writer's ideas related to the human contact with animals and the textual reference used ('...you shouldn't intervene') is valid, but not developed.

The response is awarded a mark of 3 in Level 2. It makes obvious links between the two texts and there is some comment on the ideas, but these are not always related to the question. The use of references is overall limited except for the last paragraph where it can be seen as being valid but undeveloped.

Total marks = 6

Example C

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

Both text say that the animals were in drought. Text 1 says "the pool was dry", and tex 2 says "in a drought". Both texts say the animals depend on other animals. Text 1 says "must have killed at least once" and Text 2 says "one animal is another animal's meal". Both text mention a dead elephant, Text 1 says "ambushed the elephant" and Text 2 says "an elephant calf starved to death"

The opening similarity of the animals being 'in drought' is clearly identified and supported by references from both texts, albeit without much detail. The second similarity of how 'animals depend on other animals' is a clearer point and begins to show evidence of detailed synthesis. The third point is not as successful and does not really highlight a similarity about animals in the text. Overall, however, sound understanding is shown and Level 2 is achieved with 4 marks.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Text 1 seems to support that animals and humans can have contacts and be able to do so much together where as Text 2 has a different perspective about human contact with animals, it suggest that animals are more of harm to humans so its best there is no contact at all. Text 1 the human interepers in the animals lives as he feeds it and even shares a tent with it where as in text 2 the human are not even allowed to interef intervene in the animals lives for their own safety. This is probaly because of the different times in the a difference in the generation, Text 1 is from the 1960s, it long ago people and animals used to be one as people were more brave and believed in wild life where as Text 2 is from the morden day where people see animals as danger and food.

The response makes a clear comparison about how the texts have different perspectives on contacts between humans and animals, saying that Text 1 suggests they can 'do so much together' and Text 2 suggests it is best if 'there is no contact at all.' This comparison is supported by references to the text, although these are fairly limited and lack development. The second comparison about when the texts were written is not really rooted in the text.

The response includes a comparison that is better than obvious, but there is a lack of range and references are limited. The 'best-fit' for this response is Level 2 and a mark of 5.

Total marks = 9

Example D

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

In both texts the animals have been hurt. In text one, 'She had ~~been~~ some scars' and in text two 'one chick that died'.

In both texts there has been upset. In text one, 'solemnly walked' and in text two, 'moved to tears'.

In both texts ~~the~~ the relationship between predator and prey is recognised. In text one, 'Elsa ambushed the Elephant' and in text two, 'one animal is another animals meal'

Two points are given to show similarities animals share, with clear evidence from both texts to support them. The first point identifies that 'animals have been hurt', while the second shows 'the relationship between predator and prey'. A third point is not relevant, since it refers to humans, not animals. 4 marks in Level 2 are achieved.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Text one and two are different as in text one the author ~~is~~ treats the animal like a pet whereas in text two the author strongly advises against intervention. In text one the author infantilises Elsa and paints herself as a parental figure to the reader. This is ~~conveyed~~ communicated to the reader by making Elsa and the author appear inseparable, 'she spent most of the days with me.' ~~by it~~ This conveys to the reader that Elsa has become reliant on the author as she doesn't leave his side. However, in text two the author emphasises the lack of contact they had with the penguins, 'intervention is ^{quite} a strong

word' the ~~at~~ author does this to prevent the reader attempting to save animals, as the author recognises the negative effect it has.

However, both texts recognise the relationship between predator and prey. In text one, the author recognises Elsa's 'struggle with her last kill', the author chooses to only briefly mention this and instead emphasise Elsa's injuries ~~to~~ so that the reader recognises that they expected Elsa to kill as ~~B~~ she is a predator. Whilst in text two the author emphasises the frequency of predator and prey scenarios to communicate to the reader that it is natural and shouldn't be prevented, 'all of us who make wildlife films have witnessed a predator and prey scenario'. This is done to ~~hel~~ aid the reader in accepting that they can't interjere in wildlife scenarios as it is just natural.

The answer considers first how the two texts are different, based on the treatment of the animals concerned. Text 1 treats Elsa 'as a pet', 'infantilises' her, while George is seen as a 'parental figure'. Text 2 emphasises the 'lack of contact' between humans and animals, as contact would have a 'negative effect'. The answer does not explore what the 'negative effect' would be.

A similarity is then identified, in that both texts 'recognise the relationship between predator and prey'. Again, the point is supported by evidence from both texts.

The question of a range of comparisons arises; here there is considerable depth and development of the points made, suggesting a range of ideas. The comparisons are not obvious and there is strong explanation in each case. The final point does imply a link to human contact, as required by the question, but is not as explicit as with the other ideas. The references are appropriate and relevant, with a balance between the texts. All these factors suggest a mark within Level 3 of 8.

Total marks = 12

Example E

7 (a) The two texts show animals in the wild.

What similarities do animals share in these extracts?

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

(6)

Both texts show humans helping animals in the wild. Text 1 shows Adamson 'brought her meat on Sunday'. Text 2 describes the camera crew making 'cuts in the ice.'

Both texts show an emotional connection between the narrator and animals. Text 1 shows this as ~~it was~~ he was woken up 'several times at night & by "rubbing noses" and sitting on me.' Text 2 ~~shows~~ describes how they were 'moved to tears by the plight of one chick that died.'

Lastly, both texts show the narrator observing animals ^{kill} in the wild. Text 1 says that Elsa 'must have killed at least once' since Adamson left. ^{Similar} Text 2 explains how 'there was a cheetah mother with some tiny cubs and we saw hyenas coming, but they couldn't intervene.'

The candidate identifies three similarities the animals share in the extracts. The first one is humans helping animals in the wild. This is supported by evidence from Text 1: 'Adamson 'brought her meat on Sunday.'" and in Text 2: 'The camera crew making 'cuts in the ice.'

The second similarity is that 'both texts show an emotional connection between the narrator and animals.' This is supported from Text 1: 'he was woken up

'several times at night by 'rubbing noses' and sitting on me.'" and from Text 2: 'how they were moved to tears...'

The final similarity is both texts show the narrator seeing animals killing something in the wild. The support from Text 1 is: 'Elsa 'must have killed at least once.'" and in Text 2 "...and we saw hyenas coming' but they couldn't intervene.'

The response meets all Level 3 criteria with detailed understanding of similarities and selection of relevant and detailed evidence. Full marks for part a) are achieved.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about human contact with animals.

You should write about:

ANALYSIS

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

Support your answer with detailed references to the texts.

(14)

Both writers show how an emotional connection is developed with the animal and how the effects now they act with the animal. In text 1, Adamson allows Elsa to sleep in the mountain tent with him and explains how he would wake him up 'several times a night.' This undoubtedly shows their emotional connection as he trusts Elsa enough to sleep next to her. Similarly, in text 2 the camera men explain how they were 'moved to tears by the plight of one chick that died as it tried to get out of the ravine.' Because of this they chose to dig a deep ramp to save the birds, although it is not recommended to intervene with nature, which highlights how they feel for the animals as they would ~~be~~ break rules to save them. However, text 2 does not believe in intervention.

in the same way text 1 does: where Adamson raised a cub and is attempting to return Elsa to the wild as an adult. In text 2, believes that 'you don't interfere, you can't interfere, you wouldn't interfere,' because it changes the dynamics of the 'natural system.' ~~Whilst~~^{This} highlights the difference in opinion between the two texts as the cameramen from text 2 would not approve of the rehabilitation of an orphan cub, as it ~~also~~ intervenes with nature.

Furthermore, ~~both texts~~ both texts include personal accounts. But, text 1 could be seen as a more personal recollection due to it being written in the first person as letters. Whilst text 2 only contains accounts from the camera men involved, which are included throughout the report, which is written in the third person.

Lastly, both texts ~~do~~ show ^{humans} animals helping animals and convey the importance of helping animals when needed. In text 1, Adamson and his wife rescued Elsa as

an orphaned cub. ~~There~~ Their intervention shows the importance of helping out, because otherwise it is highly likely Elsa would have died. As well as ^{showing} the reward Adamson gets ~~in~~ ^{as} he has a loyal companion who will 'spend the whole day' in the studio ~~working~~ with him. However, ~~the~~ text 1 also highlights the importance of helping out by returning Elsa to her natural habitat, where she belongs, as she becomes 'more independent.' Furthermore, in text 2, the camera men 'make some cuts in the ice so that if the birds wanted to they could get a grip and escape.' This highlights the importance of helping animals, which are helpless in this tough situation, as ~~the~~ camera man will have saved the penguins lives.

There are a range of comparisons, but these could be developed further. There is some exploration of the texts, so this goes beyond explanation, although the response becomes a little less successful towards the end. References are balanced overall and largely support the ideas made. However, ideas are not always fully relevant.

The initial comparison is about the emotional connection between humans and animals and how this 'effects how they act with the animal'. This is supported by evidence from both texts and each comment is accompanied by some explanation such as 'this undoubtedly shows their emotional connection as he trusts Elsa enough to sleep next to her.'

The second point states how 'Text 2 does not believe in intervention in the same way as Text 1', comparing Adamson's behaviour with that of the cameramen.

This is clearly supported by direct quotations from each text with some exploration of ideas in the last sentence of the paragraph: 'This highlights the difference in opinion between the two texts...' with further developed comments.

The response moves on to a comparison of the style of the personal accounts, comparing first person with third person – this is a little general and could be explored more fully, but is still valid.

The final area covered compares how humans are shown helping animals when needed. Ideas are compared but this lacks a depth of exploration. 10 marks are achieved (Level 4).

Total marks = 16

Writing

General Comments

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

For this first time on 1EN0 the planning box was included at the start of the writing response. Examiners commented that they felt that there was a reasonable amount of evidence of planning and that the majority of candidates did seem to use the planning box. One examiner noted:

'As well as helping candidates who ran out of time, I saw the planning boxes frequently being used and thought they produced more structured answers.'

It was pleasing to see that even at the lowest levels candidates were able to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At these lower levels candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The main areas that discriminated the writing responses were:

- whether candidates could meet both parts of the first part of bullet one in the mark scheme for AO5. For example, they often expressed ideas to achieve in Level 2, but these ideas lacked the order for the second part of that bullet. In Level 3, they may have connected ideas but not developed them.
- the consideration of purpose and audience to achieve the high levels in AO5
- the success of tone, style and register in AO5
- the spelling of basic vocabulary in AO6, for example homophones, words with double consonants
- the accuracy of punctuation and use of varied punctuation in AO6, for example comma splicing, missing apostrophes, missing capital letters at the beginning of sentences, random capital letters
- the use of a range of sentence structures for AO6

- strategic use of vocabulary to achieve Level 5 in AO6 - seen where candidates really consider their reader and their message in the choice of words.

Examiners were impressed by the range and quality of responses, and noted that candidates were engaged, creating very enthusiastic, interesting and engaging responses, often using a lively tone. Examiners felt that all candidates engaged with the wider topic of wildlife, whether they answered Question 8 or Question 9.

Both questions showed candidates had the ability to style and shape their work to suit the style and tasks set.

Overall comments on AO5:

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

One examiner commented:

'The questions drew a wide range of responses based on an equally wide range of wildlife. Some were very much 'home-grown', while others ranged further afield. Many candidates successfully adapted parts of the texts to inform their ideas. Most responses were heavily guided by the bullet points given with the questions, helping with the organisation of the material.'

Many examiners made similar comments.

Overall comments on AO6:

Examiners felt that AO6 did seem stronger than previous series, with a lot more focus on use of vocabulary which strengthened responses.

The following comment from one examiner summed up many comments from the team, and is an issue also noted in the Summer series of 2022:

'...handwriting is noticeably on the decline and in this series, paragraphing was often very mechanical.'

As with previous series, some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy. A key message to centres is to focus on crafting and organisation whatever the nature of the task. Examiners felt that vocabulary was effectively used - particularly in constructing an emotional attachment to animals.

The responses achieving the higher AO6 marks were fluent, used paragraphs well and had a good use of a range of vocabulary as well as grammatical features and punctuation. Successful responses used a wide range of accurate and ambitious vocabulary. The most successful responses focused on variety of sentence types and punctuation for effect, using complex and simple sentences with a range of paragraph structures, used for effect, including the use of short paragraphs for impact. In the best responses there was a strong use of varied sentence structures, and an impressive level of accuracy in spelling and punctuation. One examiner stated that varied sentence lengths and punctuation also played a role in enabling the most successful responses to establish and sustain an effective tone throughout.

Less successful responses had frequent errors, did not use paragraphs and wrote in a manner which was hard to follow (consider the need to 'express and order ideas' in the mark scheme at least). These responses often started sentences in the same way and vocabulary was in these cases quite repetitive and simple with many spelling errors of simple words. Common errors were:

One examiner noted:

'Spelling was largely acceptable but punctuation and capitalisation were particularly anarchic this series. Editing and crossing out suggested that candidates were aware of the need to try and make their work as accurate as possible.'

As with the summer series, and already noted, handwriting was an issue, often making it difficult to decipher what a candidate had written. Examiners will do their best to read responses, however, they cannot credit varied / selective / extensive vocabulary if they cannot read it.

Question 8

There were a range of approaches to this question with the vast majority of candidates having understood the requirements of the task, clearly grasping the appropriate register for the audience and purpose required.

Often candidates took an advisory stance and used 'facts' and anecdotes to communicate their ideas. Occasionally candidates had interpreted the task by adopting the persona of a guide taking a group of people on a tour around a zoo, safari park or similar. This is a valid approach. One examiner felt that most candidates were able to consider the form of a guide and gave some advice on what to do in particular situations, drawing on their own knowledge and on the extracts. Some took the position of selling an experience and persuading people to take part, and some persuasive writing and interesting statistics were used.

The format of a guide was quite open to interpretation, but the use of headings and subheadings was quite common to give structure. Candidates structured their guides around a variety of wildlife experiences including many responses that considered wildlife in their local area and how we can look after it. Some candidates focused on more exotic animals and it was clear that some candidates had used ideas from the texts. This was almost always in a new way using ideas of caring for/ adopting animals or helping them out rather than directly copying ideas from the texts.

Approaches varied from learners who thought that the best way to help animals was to save the environment to those who gave practical advice about looking after particular animals. There were many examples of conservation, including recycling and examples of how to promote wildlife. One examiner commented:

'Candidates' responses to this question were engaged and convincing with most writing confidently about the perils faced by wildlife - an impressive range including blue tits, penguins, giraffes and cheetahs! - and what people could do to help. Candidates at all levels spoke compellingly about their genuine concerns for wildlife, be they global or domestic, and many wrote in an informed and impassioned way about climate change and its environmental impact.'

Candidates were soundly informed about 'wildlife' and brought their contemporary citizenship awareness into the question. One examiner noted that 'It felt as though candidates were really pulling on their knowledge from their real life and subjects such as geography.'

The best responses showed an impressive command of features, coupled with a lively and engaging style which made for really impressive responses. Those that

were the most successful really created a voice, especially with passion, and were able to sustain this which interested their reader – examiners felt that tone was key. Successful responses also tended to use an informative layout with headings and subheadings.

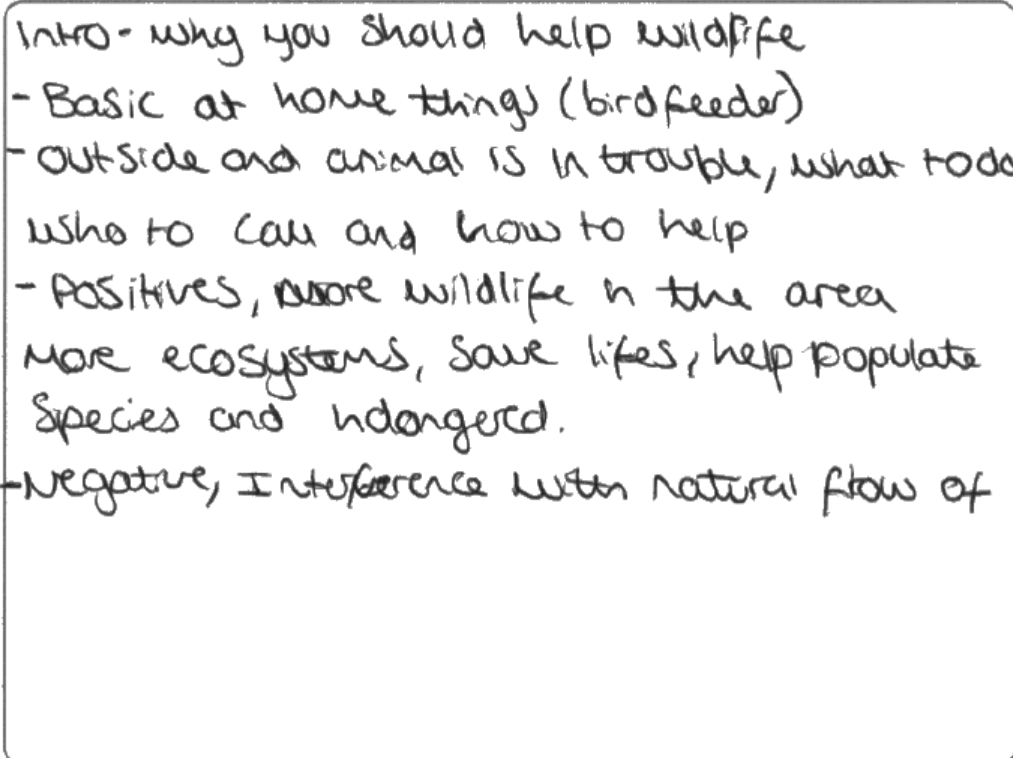
The less successful responses tended to be more anecdotal and narrative and did not always follow the format of a guide. These responses appeared to have no planning, which seemed to have an impact in being able to sustain control and quality and maintain cohesion and coherence.

Example A

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 8** ☒ **Question 9** ☒

Plan your answer to Section B here:



INTRO - why you should help wildlife

- Basic at home things (bird feeder)
- Outside and animal is in trouble, what to do who to call and how to help
- Positives, more wildlife in the area more ecosystems, save lives, help populate species and endangered.
- Negative, interference with natural flow of

For the first time this series we have the inclusion of the planning box for the two writing questions.

A05 – The actual writing response is included as guidance. The candidate has not had time to do more than a plan, but this an example of why a plan is so important.

The planning demonstrates awareness of purpose (helping wildlife at home, what to do if you find an injured animal, for example) and to an extent, audience. Responses are only credited according to the mark scheme bullet points, and for AO5 we can say that there is an awareness of audience and purpose (the first part of the first bullet point in Level 2). The second part of the first bullet point is related to 'use of tone, style and register', and it is fair to say that given there is limited coverage, this is straightforward. Even as a plan, it does more than Level 1 for this first bullet point – it is a basic response, however we cannot say 'with audience and/or purpose not fully established'. The second bullet point in the mark scheme is met in Level 1, however – the candidate does express information and ideas, but as it is merely a plan, there is limited use of structural and grammatical features. While on first reading it felt that the response may not move out of Level 1, it does just touch the part of the second bullet point in Level 2, and therefore achieves 5 marks.

AO6 – we do have to apply 'best-fit' in this case given lack of evidence. There is evidence of vocabulary we would describe as 'varied', for example ecosystems, populate, species, interference, however there is not the evidence to feel secure into Level 3 with a 'varied vocabulary' (where we could consider 'varied' meaning a range of vocabulary). Spelling is accurate, other than the spelling of endangered. For the second bullet point of the mark scheme for AO6, given that this is a plan, the candidate uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. This is Level 1. As we have one bullet point which demonstrates evidence of Level 3, and one bullet point which demonstrates evidence of Level 1, a mark just into Level 2 is achieved as 'best-fit'.

We must credit what we can according to the mark scheme, and while this is brief, it does have ideas, sense of purpose and, to an extent, audience. Think also about the total marks achieved: 9 marks out of 40 in this case.

Total marks = 9 out of 40

The importance:

Why is it important to help ^{the} wildlife?

Well so many reasons. Why destroy it? Wildlife values the Earth; a part of our nature. Including animals as it is their home as well. ~~and~~ Imagine all the beauty of wildlife was destroyed from our action. Therefore, the future generation won't witness the wildlife and won't learn to understand how to look after other living things.

This is where you take ~~action~~ ^{steps}! Once you master this you will become a hero! Not sure ^{how}? Don't you ^{ever} *¹ come to the right place.

*¹ worry, you
Tips: First of all let's take a think to avoid any unnecessary actions to avoid any harm.

- Less cutting trees
- Stop unnecessary hunting
- Protect animals from predators
- Protect from climate change - flooding, heat (too much), earthquakes.
- Donate money so we can afford resources which it can look

after the Wild Life.

- Have huge responsibilities! Huge responsibilities!

Positives and negatives

Helping the wild life is a good thing where you can make a difference. However, the negatives are there are consequences if you don't do this strictly, professionally and carefully. Avoid harming the animal by not touching the animal too much and interesting too much.

Overall, this is your time to make a change and make yourself a better person. Let's do this before it's too late and protect the wildlife as it was your own.

AO5 – The candidate has sketched out a plan and sticks to it, producing a guide which is suitable in content, structured under a number of subheadings. The candidate has employed several stylistic and rhetorical devices successfully, including direct address to the audience; rhetorical questions ('Not sure how?'); bullet points, exclamation marks ('Huge responsibilities!') and a rule of three ('strictly, professionally, carefully'). This places the response securely in Level 3 with a mark of 12, but the comparatively modest range of material and lack of development prevent any move into Level 4.

AO6 – The candidate has used a range of correctly spelt vocabulary (*generation, responsibilities, consequences, professionally*) and varied punctuation, including question marks and exclamation marks, appropriately. However, although there is a range of sentence structures, these are not always controlled, as exemplified

in the first sentence of the response. Again, a mark securely in Level 3, 8, is appropriate.

Total marks = 20 out of 40

Example C

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 8 ☒ Question 9 ☒

Plan your answer to Section B here:

- what types of wildlife people may come across.
- " " " people can give to wildlife.
- the positives and negatives of helping wildlife.

For a guide.

Introduction, landscape describe, wild animals
& behavior, the trail, past stories, myths,
, how you can help, do's & don'ts

Write your answer to Section B here:

Welcome, ladies and gentlemen to the jungle. I will be your guide for the rest of your day. We will be getting on our safari jeep and I will show you many see many & lovely wild animals in their natural habitats, some animals are huge, some are small. Let's see who can spot as many ^{the} wild animals they can. They are very hard to look out for,

because they have been evolved to ~~come~~ match blend in their surroundings. So have a Keen eye sharp eye to watch out for them, mostly for the dangerous ones. ~~Here we go.~~

These wild animals that you see in this jungle are threatened by ~~the~~ our activities. Yes! They are dangerous; they can kill us, ~~with~~ But we humans have been destroying their homes for the ~~rainfo~~ many centuries now. We are destroying the rainforests, ~~the~~ jungles, coral reefs, cutting down hills for ~~missing~~ minerals.

Some ^{of the wild} animals we ^{would} ~~may~~ find in this jungle ~~would~~ ^{could} be bears, lions, tigers, leopards, deers, reindeers, monkeys, sloths, crocodiles, elephants, hyenas, foxes, snakes, tortoises, giraffes and many more. We must remember ~~to~~ not to indulge with these animals as they can be deadly, when threatened or they may see you as prey.

These ~~poor~~ animals are ~~survival~~ is threatened by human activities. We destroy

The survival of these animals is threatened by human activities. ~~They~~ Their numbers in the wild ~~are~~ is declining rapidly, this is due to us. We humans, ^{were} ~~are~~ hunting these animals for leisure. Activities ~~like hunting~~ Even now there are illegal hunters and poachers roaming in the jungle to hunt for these ~~poor~~ poor animals. They ~~kill~~ sell the skins, claws, ~~meant~~ meat of these animals on the black market or to the rich people of the society. I would suggest you to not to buy such things of ~~or~~ animals from anywhere, ~~and not to suppo~~ which will support us ~~against~~ for the fight welfare of these animals.

Your help is all that they need. @ You can help them by not ~~pot~~ polluting the environment: ~~with~~ If you see i.e. by not littering on our trail. They will choke on the ~~plastics~~ plastic wrappers/bottles and die, so please do not throw ~~a~~ rubbish in the wild. The animals have a way of life i.e. they hunt or salvage their food in the jungle. So if you feed the animals food, they will get dependent on what you feed them, that's why we should not feed the wild animals. We would possibly have destroyed the balance in nature in doing so.

If you ^{want to} help wildlife, help them in a way where you are not interfering in their daily activities. If ~~to~~ Interfering in a chase of a lion and a deer, may save the deer from being eaten by the lion but this ~~not~~ would mean that the lion will have to go hungry. Nature has ~~a~~ different rules than what we do. It is the survival of the fittest.

We can help wildlife in many other ways as well. It would ~~by~~ be by protesting against deforestation, ~~stopper~~ mining, ~~to~~ use of fossil fuels, damage to coral reefs, etc to the government. There are many charities that aid to the forests. They help in regrowing new forests in places where people had chopped down forests for timber. You can always donate \$ to these charities to help them grow more natural forests which provide ~~is the home of these animals~~ in turn brings wild animals to live in them.

I think ~~we can help~~ that these animals must be left alone in the wild. It is true that wild animals survive longer in human care, but who are we to alter nature's

plan. The animals in the zoo should have ~~better~~ either better living conditions or they must be sent back to their ~~respected~~ ~~respected~~ habitats. Zoo's are cruelty towards animals. How would you feel being kept in a small ~~end~~ enclosure with limited space for the rest of your life?

They are being forced to move out of their homes due to the destruction of forests, and wander around in ^{the} search of new a new home. By doing so they come near ~~human~~ ~~our~~ ~~pro~~ settlements and endanger ~~their~~ ~~lives~~ ^{themselves} as well as the people ^{living} in that area. So by raising our voices against the destruction of wildlife forests we are helping ourselves and the wildlife in being in danger.

The forests ~~provides~~ ~~a~~ serves as a ~~best~~ carbon sink, by capturing the carbon from the atmosphere with the help of trees. This further helps in reducing ~~the~~ effects of global warming i.e. now causing a ~~bee~~ catastrophic weather events, that further affects the global economy. By protecting ~~these~~ wildlife we are protecting ourselves from the

impending doom we are bringing upon ourselves. The forests transpire and helps maintain a pleasant environment for everyone, I live by making it rain and helps in ~~pre~~ prevention of drought.

The wildlife is a what makes this planet habitable. The co-relation of the organisms in the forests is what helps balance our ecosystem. I hope we do our parts in protecting ~~wildlife~~ and helping our wildlife.

AO5 – The response starts off as if the candidate is the tour guide, rather than the response being a piece for a section for a guide giving advice to people on helping wildlife.

From the third page onwards, the voice is more appropriate to the task. The candidate uses a range of devices to engage the reader, such as 'Your help is all they need', and 'how would you feel?'. This shows the management of information and structural and grammatical features being used for effect. Ideas become more wide-ranging and appropriate. A 'best-fit' approach needs to be adopted here. The response becomes more secure and material is managed for effect. This was placed at the top of Level 4 with a mark of 19. It lacks the overall cohesion and the manipulation of complex ideas necessary for a mark in Level 5.

AO6 – A range of sentence structures is used for deliberate effect. There are some errors, for example punctuation is not always fully controlled. However, there is some ambition in the vocabulary choices and these are definitely wide and selective. This response sits comfortably at the top of Level 4, with a mark of 12. It lacks the strategic use of an extensive vocabulary necessary for Level 5.

Total marks = 31 out of 40

Question 9

This was the more popular writing question, where many candidates detailed their experiences with pets or formative encounters with more exotic animals. Examiners were impressed by the emotive nature of the responses, including comments in their reports such as 'lively and detailed', and 'committed, heartfelt and really delightful to read'. One said 'Many wrote about pets and my personal favourite was one about a pet rat where the candidate tried to overturn perceived prejudices against them.' There was often good descriptive detail of the event itself with an appropriate closing comment or scenario. The majority of candidates were aware of the form of a speech. Examiners felt that the speech format:

'really ignited some lively and accessible responses, with discursive markers aplenty and a real universal ability to anecdotally relate to the question. Some were able to use a range of persuasive features and blend it with anecdote, others had a less-developed more intimate confessional feel that lacked informative or persuasive features.'

Those which were based on realistic experiences were more convincing and lent themselves to a clear structure – 'when I first met/got the animal, our time together, what I learned', for example. Experiences with particular pets allowed many to create interesting and imaginative accounts, which were sometimes in danger of turning into a story, with more focus on description and setting. The highly personal anecdotes about pets sometimes led to candidates losing the purpose of the writing somewhat, although the sense of a speech was sometimes sustained to the end: 'What I need you guys to take away from me rambling on about a fish and a dog is to never give up.'

One examiner made reference to responses that:

'...looked further afield, with more exotic animals, while some went even further, writing about experiences with two-headed deer, two-headed lions and even a three-eyed rat! There were some effective moments, such as 'The past is in your mind but the future is in your hands', 'Wildlife. The animal kingdom....it keeps the world spinning...', 'His beautiful mane, the very symbol of power and authority'

The most successful responses generally structured arguments well and moved beyond just the signalling of this at the opening and ending, regularly directly addressed the audience. The best responses had a unique take on the question, whilst still addressing the audience and purpose i.e. comparing the qualities of cats versus dogs in a humourous way via describing their encounters with both.

These responses also had a clear 'voice' i.e. had framed their encounters within a line of argument. Most included some speech features such as rhetorical questions and direct address and other used more sophisticated touches like appeal to the audience.

One examiner noted:

'There were some very moving and touching exemplars ... *Dancing Denise* the hamster stuck with me...their little tale was emotive and touching. There was authenticity to it. The strongest responses adopted a direct address approach and/or a Ted Talk style, which were often an engaging and immersive read. The best of these carefully chose their stance, thought about their language choice and structure of the piece and as a result were effective in manipulating their reader: I laughed out loud on several occasions and shed a few tears along the way also.'

The less successful responses lapsed too far into a narrative structure, just recounting personal experience and, in some cases, not reflecting on the positives and negatives. Conversely, sometimes the positives and negatives were added in a mechanical way which hindered the overall tone. Some less successful responses were underdeveloped, where candidates were unable to develop their ideas in much detail.

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

'Interesting to mark, with an insight into the conscientious citizens that there are out there in these unprecedented environmentally precarious times and it was heart-warming to feel that this growing 'hive mind' of a collective consciousness might mean that the young can affect change in the future.'

Example A

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 8 ☒ Question 9 ☒

Plan your answer to Section B here:

Question 9

intro - talk about bats

P1 - ~~The~~ how I saved a bat

P2 - my life with a pet bat

P3 - letting the bat go

conclusion - look back at it

Write your answer to Section B here:

Bats. Bats are associated with many things. You've got Bat man, Bat woman, the bat mobile, darkness, night time. Well let me tell you something.

When I was about ~~12~~ 16 years old, I found a bat lying on the floor clinging onto life with a broken wing. So I took him to the vets where patched him up. I took him home bought him a massive cage to sleep in & called him Wayne.

Over time Wayne's wing slowly healed & he learnt how to fly again. ~~So~~ So at night time we would go out he would fly around get some air & ~~he would~~ I taught to return to me when I whistle, we became amazing friends. ~~Months~~ Months went by with loads & loads of fun. That's when I made the decision.

I set him out in the wild. It was extremely hard for me, but that's what was best for Wayne. I still, to this day miss the way he would slither & slip through the air at speed.

Looking back at it I don't regret anything, there were no negatives of the experience, only positives. ~~I~~ I miss you Wayne.

AO5: The candidate opens up the speech with repetitive use of 'bat', selected to engage the audience. Direct address is used ('Well let me tell you something.') The speech continues with a narrative approach of a three-part structure as laid out in the plan: saving the bat, keeping him as a pet, letting him go. Ideas are ordered and in paragraphs that make the meaning clear. Language is adapted for purpose and audience with examples being 'clinging onto life with a broken wing', 'patched him up', 'miss the way he would slither and slip through the air with speed'. The name of the bat is 'Wayne', also probably selected for appeal to the audience. Although occasionally straightforward 'took him home bought him a massive cage... called him Wayne', the ideas are connected, and the meaning is clear. A mark of 11 in Level 3 is awarded for AO5.

AO6: Vocabulary is varied and spelt correctly. Punctuation is mostly used with control and at places, sentences are adapted to contribute positively to the purpose, such as creating short sentences to create pauses in speech, 'I set him out in the wild.', and using comma to for effect 'I still, to this day...'. At places lack

of control, with missed out full stop, apostrophe, comma. 'Best-fit' mark is Level 3 mark of 7.

Total marks = 18 out of 40

Example B

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 8 ☒ Question 9 ☒

Plan your answer to Section B here:

Speech → cats was on the verge of getting banned. I owned a cat.

Write your answer to Section B here:

Hi, I am speaking today to share my experience with cats.

I've always loved cats, I can't really see why anyone wouldn't. They're fluffy, ~~and~~ cute, caring and pretty much everything you want your ~~cat~~^{pet} to be like.

So imagine my reaction when I

heard the government wanted to ban cats as pets. I couldn't think of any logical reason as to why they'd want to ban our little friends, don't you agree?

Imagine a world in which cats are extinct. Where stress levels rise. Where people no longer have pets. ~~Cats cats deserve~~

Me personally, I knew this wasn't the world for me. I own three cats, (Whiskers, Bobity and Abigale) and I look forward to seeing them every day after work. My daughter loves our cats and from them she has learnt to be more compassionate and gentle. Cats bring so many benefits to ~~us~~ our lives so I just wouldn't understand why they wanted to ban them. Isn't it selfish how they blame cats for ~~roadants~~ roadants deaths when humans affect roadants more?

More widely, It has been proven that women ~~with~~ that own cats are 15% less likely to go through stress as

Cats have a calming and charming vibe to them. ~~At~~ Although it is true cats ~~are~~ was affecting the population of birds, I still firmly believed that it was unfair for those selfish bird watchers to try to wipe out cats just to see birds fly around. It was as if cats didn't belong in our world ~~the~~ or something.

I firmly argued for I loved my cats and I couldn't imagine not being able to walk them ever again. I made it clear that cats bring more positives than negatives and that removing a species would greatly affect the economy as well as the ecosystem. It was as if the government hadn't thought about all the income gained from cat food being sold, surely we would take a massive hit from that. Did they want cats banned for to protect rodents or did they just personally enjoy birdwatching? Either way I was furious with the attempt. In the end, ~~we~~ we was able to completely

abolish the idea to ban cats without
losing any ground.

Thank you for listening to my experience
with cats.

AO5 – The response takes an unusual approach (opposing a proposed ban on cats), but one that is definitely relevant to the theme of experience of animals. There is some effective use of tone, style and register for a speech in the form of direct address, rhetorical questions and appeal to the reader, for example 'Imagine a world in which cats are extinct...' There is evidence of material being selected and organised for particular effect, for example through the use of personal anecdote and the claim that humans 'affect rodents more.' There are also sections that are less convincing, for example when talking about bird watchers, but the response meets all of the Level 3 criteria and the strengths in tone, style and register take it into Level 4 with a mark of 15.

AO6 – The learner uses a varied vocabulary such as *compassionate*, *calming* and *abolish*. There is the occasional spelling error such as 'rodent.' Punctuation is generally accurate and there is some variety (for example the use of brackets and question marks). There is some evidence of the candidate adapting sentence structure for effect, for example 'don't you agree?'. The response meets all of the Level 3 criteria but a little more variety would be needed to move into Level 4. A mark of 9 is achieved.

Total marks = 24 out of 40

Example C

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 8 ☒ Question 9 ☒

Plan your answer to Section B here:

ZOO

mankeys medicine bananas	elephant swimming	tiger bushmeat none
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- hard work
- building a relationship
- hard to say goal by a

P next address
 A theme
 F or
 F
 O pinion
 R exation
 E no the budget
 S tatistics
 T riple's

Zoo — Willow Parks

- Willow

Budget cuts

don't shut it down -

Write your answer to Section B here:

Willow Parks, 25 years. Willow Zoo is an amazing part of it. You may think that it's just a zoo. Send the animals back in the wild. They'll fit right in. No. No they won't. And the workers they'll find new animals. They'll be fine. No. No they won't. When you realised that you needed to ~~take~~ make these budget cuts you

thought of the zoo. But Willow Zoo is more than just money. It's about the animals.

I worked ~~here~~ as an ~~volunteered~~ here for ~~my~~ ^{three} ~~two~~ summers during high school. As an animal lover I'm sure you can understand why. I built a relationship with them. I nurtured them. I feel them with my own two hands.

Jonathan. A monkey. I have personally ~~cared for~~, for 4 years. ~~I've built a relationship.~~ Trust me, it's more work than handing him a banana now and then. Of course, you have to put ~~it~~ up with their ^{cheek,} cheekiness as well, ~~&~~ clean up, after them. bathe them, as well.

Lyra. An elephant. An endangered elephant. An endangered elephant that you want to throw back into the wild to be killed by poachers, just so they can ~~get~~ harvest her tusks for ivory. Lyra has been ~~&~~ thinking

at Willow Parks, occasionally putting on a show here and there to attract more and more people.

~~These are just two of the incredible inhabitants of Willow Parks. Are you telling me that you've provided for these animals, you've nurtured these animals, you've fed these animals; and now you're going to throw them back because of your financial ~~keep~~ troubles?~~

Caring for animals takes strenuous work. ~~and long nights - 12 months~~
Feeding, training, caring. 70% of animals don't survive for less than 2 weeks when sent back to the wild. ~~Am I complaining or~~
I don't complain the work. Does any animal center? We have a strong bond with animals. We will work hard to give them the life that they deserve.

Simba. Simba was a tiny cub, with blood-stained beige fur, tremulous, hiding beneath banana leaves, before I rescued him. I washed him, suffered a few scratches, gave him his vaccinations, suffered a few more scratches, combed his fur, suffered even more scratches. I still have the scars and I still remember; I saw Simba and I instantly knew that I would do anything to save him, ~~and~~^{to} give him a better life.

Now you see him standing in his enclosure, neck arched up, ~~with~~ head held high. And so do I. I know that I gave him this life. I saved him. But you gave him a name - the only name he's known and you want to take it away.

Candy, Willow Park's ^{owl,} ~~bird~~ ~~and~~ personal watchbird, now a mother of three. ~~My colleague~~ ~~kinda~~ rescued her on one of her camping trips. ~~to~~ She built her own nest ~~here~~ here. She

made it her home, ~~And~~ and you
want to abandon her. She made
this the home of her children. ~~A~~
~~Occasionally~~, ^{occasionally} she ^{playing} goes into the
forest to explore - yet she comes
back. Why? Willow Park
is her home. It's their home.

~~You can't take away the zoo.
You can't send them back.
You can't ~~take~~ take away
their home. You can't send
them back into the wild like
lambs to the slaughter.~~

Save them. Save their home.
Save our home.

~~A~~ I remember ~~from~~ those few months.
Checking on the eggs, checking
off Candy. When they were born
it was a joyous ~~event~~ occasion.

A cause for ~~celeb~~ celebration, showing
the true connection between humans
and animals: ~~they~~ enjoying the joy
of each other. She continues her

daily life

Paper Summary

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

- For short-answer Questions 1,2,4 and 5 ensure that you are responding briefly and selecting information, not just writing out a section. Highlight the relevant lines in your source booklet and read the question carefully. Ensure you answer on the correct text as well as the correct lines.
- For Question 3, it can be tempting to look out for the usual features of language (alliteration, personification, simile, metaphor) and structure (lists, repetition, short sentences, questions). These can be commented on well. The most successful responses, however, think about the type of text the extract is from, and how this is designed and created for the reader it is written for.
- In Questions 3 and 6, make sure you are using the correct text from the Source Booklet. Question 3 is on Text 1 and Question 6 is on Text 2.
- In those questions where reference to the whole extract is needed, it is important to consider what references you will use and consider what examples are most significant. Discriminating references are seen where you pick out specific examples across the extract that link to your points, not just where you comment on every feature seen.
- For your evaluations, read the question carefully – what is it you are giving your opinion on? What do you think about whether the writer does whatever you are asked successfully? What would the opinions of others be about how well this is done? You do not need to comment on language and structure here unless this supports your evaluation. For example, you can think about the audience and purpose of the text and whether it would be successful for readers or not.
- For question 7a, always comment on similarities. You can comment on differences in 7b. There are only 6 marks for 7a, so be brief and succinct here.
- In 7b, link comparisons back to the ideas of the writers and their perspectives on the question focus.
- When you are writing, always think about your reader, what ideas you want them to understand and how you want them to react at different

parts of your writing; then choose the most useful words, phrases or techniques available to you to achieve those effects.

- Plan your writing using the planning box, even just briefly. Think carefully about how you will begin to write so that it is engaging for your reader from the very start. As you begin to write, know where you will end. This will help you to write in a manner that is cohesive and coherent for your reader. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy: spelling, punctuation and grammar.
- Focus on timing during the examination and use the number of marks and space available in the answer booklet for each question as an indication of how long you should spend answering each question.
- Make sure you use the correct space for your answer in the answer booklet. If you need additional space, use an additional sheet, rather than any un-used pages in the answer booklet.
- Take care with handwriting. Examiners will do their best to read responses, however, they cannot credit your use of varied/selective/extensive vocabulary if they cannot read it.