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Examiners' Report

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GCSE English Language 1EN0 01

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in English Language is a linear course. It consists of two externally examined components and one endorsement for Spoken Language. Paper 1 is worth 40% of the total GCSE and consists of two sections, lasting for one hour and forty-five minutes in total. Candidates are recommended to spend one hour on section A which tests reading with questions on an unseen 19th-century fiction extract of approximately 650 words. In the summer of 2017, this was an extract from *The Woman in White* by Wilkie Collins. There are four questions on the text which are stepped in difficulty with the following mark breakdown: Q1 = 1 mark, Q2 = 2 marks, Q3 = 6 marks and Q4 = 15 marks. Questions 1 and 2 test AO1: Identify and interpret explicit and implicit information and ideas. Question 3 tests AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views and Question 4 tests AO4: evaluate texts critically and support this with appropriate textual references.

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

This is an untiered specification and the choice of texts and questions set are such that all candidates are able to access the paper and to show their abilities in reading and writing. In the summer of 2017 candidates found the paper to be engaging and interesting and they responded well to it.

Question 1

Question one is a single mark question which tests candidates' ability to identify and interpret explicit and implicit information and ideas. This low-tarif question is intended to lead candidates into the examination and was successfully done by the majority of candidates in the summer 2017 paper. The examples below indicate the most common responses with most candidates able to successfully answer this question with a single word answer, though others gave the full phrase 'lightly and suddenly'; all of these responses were awarded the single mark that was available. Where candidates were unsuccessful they either chose a section of the text from lines 1-2 which did not answer the question or chose text from outside the line references given.

SECTION A – Reading

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

You should spend about 1 hour on this section.

Write your answers in the spaces provided.

- 1 From lines 1-2, identify a word or phrase which describes how the hand is laid on the narrator's shoulder.

lightly

(Total for Question 1 = 1 mark)



ResultsPlus
Examiner Comments

This candidate successfully identifies a key word from the passage in answer to the question and is awarded one mark.



ResultsPlus
Examiner Tip

Candidates must take care and ensure that they only choose words and phrases from within the line range given in the question.

- 1 From lines 1-2, identify a word or phrase which describes how the hand is laid on the narrator's shoulder.

by suddenly

(Total for Question 1 = 1 mark)



ResultsPlus
Examiner Comments

This candidate successfully identifies a key word from the passage in answer to the question and is awarded one mark.



ResultsPlus
Examiner Tip

Candidates should only include the word or phrase from the passage and should not include any other words of their own.

- 1 From lines 1-2, identify a word or phrase which describes how the hand is laid on the narrator's shoulder.

Hand laid lightly and suddenly on my shoulder

(Total for Question 1 = 1 mark)



ResultsPlus
Examiner Comments

This candidate gives a full phrase from the passage which includes both of the correct answers, 'lightly' and 'suddenly' and as such is awarded the one mark available.



ResultsPlus
Examiner Tip

Candidates should ensure that they are clear on the focus of the question and are directly finding words or phrases which will answer the question.

Question 2

Question two is worth two marks and, like question one, tests candidates' ability to identify and interpret explicit and implicit information and ideas. This question develops from question one by asking candidates to focus upon a longer section of text and by allowing candidates to express answers in their own words as well as using quotations from the text. The question asked candidates to 'give two ways in which the appearance of the woman surprises the narrator.' The layout, with its use of separate lines numbered 1 and 2 is intended to structure the answer for candidates and to ensure that they include two ways, in order to gain the two marks that are available. This question was answered successfully by the majority of candidates. Where candidates were unsuccessful they often failed to recognise that the question was focusing upon the woman's appearance or the manner in which she appears to the narrator, and how that surprises him. Therefore, it was not acceptable to state that the narrator was 'startled' as this did not focus upon appearance and merely repeated the key idea given in the passage, that he was surprised. Other unsuccessful answers referred to text from outside the line references given.

2 From lines 4-10, give **two** ways in which the appearance of the woman surprises the narrator.

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

- 1 "extraordinary apparition stood before me".
- 2 "The strange woman"



ResultsPlus Examiner Comments

This answer uses two quotations from the text and identifies two features of the woman's appearance and so is awarded two marks. The two key points that this candidate recognises are that she is an 'extraordinary apparition' and that her appearance and the manner of her appearance is 'strange'. This answer makes use of the two lines to separate the two elements it identifies.



ResultsPlus Examiner Tip

Make use of the layout to ensure that you include two parts to your answer.

2 From lines 4-10, give **two** ways in which the appearance of the woman surprises the narrator.

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

1 Woman, dressed from head to foot in white ~~garments~~ gowns

2 Her face was bent in grave inquiry.



ResultsPlus

Examiner Comments

This candidate uses two quotations from the passage but does not indicate that they are direct quotations. The spelling mistake on the second quotation is overlooked to give this candidate two marks for identifying two features from the passage. 'Grave inquiry' is covered in the mark scheme as, 'she looked at him intently.'

2 From lines 4-10, give **two** ways in which the appearance of the woman surprises the narrator.

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

1 She startles him, 'I was far too seriously startled'

2 She appears 'in the dead of night and in that lonely place' before him.



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Examiner Comments

The first half of this answer, under number 1, does not score any marks as it merely indicates that the narrator was surprised or startled and does not offer a point relating to the woman's appearance. The second part of the answer recognises that she was a 'strange woman' which features on the mark scheme and so this answer was given a mark of one.



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Examiner Tip

Be sure to look closely at the wording of the question and make sure that you are addressing it directly.

Question 3

Question three is worth six marks and tests candidates' ability to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. The most notable feature of this question is that it asks candidates to comment upon both language and structure. The mark scheme is split into three levels of two marks each with the instruction that, 'responses that are unbalanced cannot access Level 2 or above.' This is an important feature and one that centres should be aware of. However candidates should use the mark tariff as a guide about how much to write in response in this question and it is quite possible to attain all six marks in the one page provided in the answer booklet and there is an example of just such a response below. It was a feature of some responses in the summer 2017 paper that candidates spent too long responding to question 3 at the expense of later questions on the paper. In order to access the marks in levels two and three, it is not necessary for the language and structure comments to be equally weighted, only that the answer must contain an analysis of both. Stronger answers were those that offered an analysis of both features and which were focused upon how these were used to show the narrator's thoughts and feelings. Weaker responses wrote about only language or structure or only offered comments upon features and did not clearly explain the effects that the writer had sought to achieve and were not able to to examine in detail those features and so reach the marks in levels two and three.

3 In lines 12-29, how does the writer use language and structure to show the narrator's thoughts and feelings?

Support your views with reference to the text.

The writer shows that the narrator feels intrigued by the women. He 'looked attentively' which he wants to understand her because the ~~adverb~~ adverb 'attentively' has connotations of being eager to learn and alert. The writer also tells the reader that it was 'nearly one o'clock' and by ^{presenting} presenting this information in a short sentence he suggests the narrator feels it is a surprising fact that she is out at this time.

The narrator also feels confused about the women. Her voice is described as having 'something curiously still and mechanical', by using the word 'something' the reader is shown the narrator's perplexity because this word is very

vague. The writers use of 'colons and lists also shows this an indecision ^{that} of ^{the} the narrator feels because he continues to add more and more description about her as though he cannot fullyathom what this lady is.

Finally we also see that the narrator feels the woman is trustworthy because he could not have 'misconstrued her motive'. This alliteration of the 'm' sound gives the diction a soft tone which suggests the narrator is not concerned about what he sees.



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Examiner Comments

An answer that successfully interweaves language and structure analysis; a wide range of thoughts and feelings has been identified with some subtle insights around the creation of perplexity.

The answer begins crisply without unnecessary introduction. Within the first two sentences this candidate has identified the feeling of intrigue, has identified the relevant language feature used to create this effect and is offering an analysis of how this is affecting the reader. This candidate is focused upon the question rather than simply amassing elements of language and structure and so it moves quickly on to another feeling, one of surprise, and offers a structural feature based on sentence length to support this point. Paragraph two moves the answer on to address perplexity which is a subtle insight and which is well supported with a language-based feature of the text. The final section here shows the analysing how feelings of uncertainty have been created, supported by reference to the use of colons and lists as a structural feature. The final paragraph shows the candidate seeking to interpret the text further, though the claims made for alliteration were thought to be less convincing than its earlier analysis. That in no way detracts from an answer that clearly analyses both language and structure; includes features of vocabulary, sentence structure, punctuation and other language features. The answer selects references with discrimination and uses them to clarify the subtle and perceptive interpretations made. Above all else, this is an answer that is focused upon addressing the question and not merely feature-spotting elements of language and structure.



ResultsPlus

Examiner Tip

Always focus upon the question and recognise that language and structure are tools used by writers to achieve particular effects; they are not an end in themselves.

3 In lines 12-29, how does the writer use language and structure to show the narrator's thoughts and feelings?

Support your views with reference to the text.

Collins uses listing to show his ~~is~~ fascination for the woman in white.

"She held a small bag in her hand: on her dress - bonnet, shawl and all of white ... or very expensive materials"

This implies Collins was expressing his fascination by trying to list all the things she was wearing. It also suggests the narrator wanted to identify her in some way by the rapid listing. By using a hyphen it implies the narrator was desperately trying to look at her and is ~~is~~ anxious because he hadn't seen anything like that before. ~~As~~ as it seems he's trying to go back on what he says with a slight pause.



ResultsPlus

Examiner Comments

This is an answer that only presents points about structure and so cannot go beyond Level 1. It quickly identifies the use of listing, identifies the feeling of fascination and offers supporting text. There is further exploration about the effects of listing in the next part of the answer. The second part of the answer makes a point about the use of hyphens and their role in creating the narrator's feeling of anxiety. It could be seen that the claim made by the candidate is actually based upon a parenthetical insertion between commas, rather than the use of hyphens. However, this a moot point in the circumstances. This answer contains only comments about structure and so is restricted to a mark within level one. It makes and supports those points well and so was awarded a mark of two from within level one. It should also be noted that, compared to the answer above, this response identifies only two feelings and so is somewhat restricted in the available features that it can comment upon.



ResultsPlus

Examiner Tip

The more features that you can identify, in this case 'thoughts and feelings', the more scope you will give yourself to show your understanding of the writer's craft.

3 In lines 12-29, how does the writer use language and structure to show the narrator's thoughts and feelings?

Support your views with reference to the text.

The narrator put most of the thoughts about this woman at the start and some other things dotted around in these lines.

Narrator structures most of his thoughts about the woman in lists, that makes it easier for the reader to read and imagine in their heads how she looks.



ResultsPlus

Examiner Comments

This is an example of a weaker response that was given a mark of one. The answer is very short and lacks the insights required to achieve the marks available. Paragraph one is vague and contains no rewardable material. Paragraph two shows a recognition that the writer uses lists as a structural feature, though there is no supporting text and the candidate is not able to explain the effect that the writer was trying to achieve. For that reason it was given the lower of the two marks in level one.

3 In lines 12-29, how does the writer use language and structure to show the narrator's thoughts and feelings?

Support your views with reference to the text.

The writer says "A little touched by suspicion" which suggests that she isn't touched by suspicion and the narrator is suspicious of her. This phrase ~~to~~ implies to the audience that the narrator is suspicious.

The writer also uses the ~~word~~ phrase "had something curiously still and mechanical" this phrase is effective as suggests to the readers that the narrator is curious about the woman's voice.

The writer says "strange ~~etc~~ circumstances" ~~of~~. This phrase suggests to readers that the narrator is feeling a little shocked and confused. The adjective "strange" implies that that the situation is odd and weird. This makes the reader feel uncomfortable as well as the narrator.

At the beginning of this paragraph the narrator says "I looked attentively at her" ~~the~~ ~~verb~~ and ~~and~~. The verb "looked" and adverb "attentively" suggests to the reader that the narrator is shocked and worried because he has to look at

(Total for Question 3 = 6 marks)

the woman "attentively." This phrase makes the readers feel scared and the phrase created tension.



ResultsPlus Examiner Comments

This is an example of a response that is all language and no structure. There is some confusion at times but it improves steadily, however it is unable to get beyond Level 1.

The opening paragraph is a little confused but recognises the use of the word 'suspicious' as being important. This does not 'imply' that the narrator is suspicious, it directly states it is so. The answer moves on to the feeling of curiosity and though there is supporting text, the quality of commentary lacks depth. The candidate is essentially re-presenting the key word relating to feelings from the quotation used. The same technique is used in the third paragraph though the candidate identifies a wider range of thoughts and feelings and offers a more developed commentary. The same approach is taken in the final paragraph. The strength of this answer lies in its identification of a range of thoughts and feelings, however, as it contains no points about structure, it cannot rise beyond level 1 and was given a mark of two as recognition of the range of language points made and support offered.



ResultsPlus Examiner Tip

When you use quotations from the text, try to make sure that you are saying something about them and the techniques used and you are not simply repeating them in your own words.

Question 4

Question four is the highest mark tariff question in Section A and candidates would be wise to ensure that they allocate sufficient time to this question. This question tests candidates' ability to evaluate texts critically and support their evaluations with appropriate textual references. The focus of evaluation is upon how well something has been achieved, not merely upon how it has been achieved; it is an assessment of the relative success of the writer rather than simply an explanation of the techniques that have been used. It is true that in order to offer a meaningful evaluation one must be able to show a well-informed understanding of the text and be able to support this with close reference to the text.

The focus of this question was upon the creation of an atmosphere of mystery. Once again, candidates must focus upon the question asked if they are to be successful. Better answers offered wide-ranging evaluations that were closely focused upon the Assessment Objective and which used apt text selection to support the points being made. Weaker answers were often brief and showed only a partial understanding of the text, which limited their ability to evaluate how successfully the writer had achieved those effects.

4 In this extract, there is an attempt to create an atmosphere of mystery.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Collins successfully creates an atmosphere of mystery by through a range of language and structure. From the start of the extract, there is only one sentence in the beginning paragraph. This effectively creates an atmosphere of mystery as the audience are unaware of whose hand ~~was~~ 'laid lightly' on his shoulder. Also, the alliteration in 'laid lightly' suggests that the woman is perhaps gentle and not harmful, which also creates an atmosphere of mystery well, as the audience ~~is~~ is unable to comprehend the intentions of this woman. In addition to this, ~~by describe~~ the hand movement could also suggest that the woman is alarmed and does not want to ~~cause~~ appear intimidating in

Peep of 'what sort of man' he is. In addition ~~that~~, by describing the hand on the man's shoulder using a complex sentence, it shows how slowly this action ~~of the woman~~ ^{is}, which creates mystery ~~as the woman is~~ ^{as the woman is} ~~standing~~ is suggests that the woman is on-edge and is afraid of something that the audience is unaware of. Furthermore, pathetic fallacy is also used to create an atmosphere of mystery.

The man in the extract is only able to see the features of the woman through the 'moonlight', ~~suggests~~ creating an eerie and mysterious tone. 'Moonlight' has connotations of dark evil and people partaking in ludicrous actions as 'lunatic' is derived from the word 'luna' which means moon. This creates an atmosphere of mystery as the woman is wandering the streets 'alone' and 'late at night'. People are usually at their homes in the night as the outside environment can become dangerous as the night offers concealment for people. However, the woman is described to be standing 'in the middle' of the 'high-road', which effectively creates ~~an~~ ^a mystery as it appears to the audience that the woman intends to be seen.

Collins continues to successfully create an atmosphere of mystery. At first, the woman appears to speak 'quietly' and her movements are 'still and mechanical'. This ~~suggests~~ creates a tone of mystery as ~~she~~ her characteristics seem unearthly and inhumane. However, her utterances were 'remarkably rapid', which subtly shows her character under her robotic-like exterior. The alliteration of 'remarkably rapid' emphasises how fast she is speaking, which could suggest that she is in an urgent and rushed situation. This creates an atmosphere of mystery as the woman's circumstance is unknown to the reader as well as to the man, who describes the reader as being 'dropped from heaven'. The parenthesis before this statement suggests to the audience that the narrator has to ~~find a suitable~~ an explanation ~~where~~^{for} where the woman came from as ~~the~~ the man is ~~perplexed~~^{perplexed} about her whereabouts. In addition to this, the dynamic verb, 'dropped', gives negative connotations which could suggest that the woman was forced to leave heaven due to her actions, which creates a mysterious tone well. Overall, the extract is not in a regular structure, which manifests

that the women's actions are spontaneous and unexpected, which adds to the atmosphere of mystery. Furthermore, the fact that the woman initiates the conversation with the man suggests a sense of confidence, which contradicts her 'uncertain' and 'nervous' demeanour. This effectively creates mystery as the woman's personality is an anomaly. (★) and 'failed to guess' where she came from.



ResultsPlus Examiner Comments

This is an answer which shows a sustained focus on the demands of the question. Textual references are used in a discriminating fashion, for example, the comment towards the end about her 'uncertain' and 'nervous demeanour' which is juxtaposed with comments about her actually initiating the conversation with the narrator. There is a strong sense of evaluation throughout. Evaluative language is used directly in the opening paragraph and the subtle and perceptive section about the moon on the second page of the answer is well focused and concludes with an evaluation of the technique. This candidate is able to offer alternative interpretations such as the effect created by the use of the alliterative 'remarkably rapid.' It should also be noted that this answer covers a wide range of features and focuses doggedly upon the question as it seeks to evaluate how successfully the atmosphere of mystery is created rather than simply offering broader points about the writer's technique.



ResultsPlus Examiner Tip

As you go through your answer, make sure that there are times when you are saying how well something has been done rather than just explaining how it has been achieved.

4 In this extract, there is an attempt to create an atmosphere of mystery.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

"steal after me and touch me? why not call me?" The narrator questions himself about the mysterious woman at the end of the extract, this shows his deep confusion to what is going on, and we don't know any more than he does which adds considerably to the strange atmosphere, as the reader feels empathy towards the narrator as he is worrying slightly about the situation.

"- bonnet, shawl, and gown all of white." This sentence is highlighted due to its connection with the book's title "The Woman in White"; this phrase creates an atmosphere of mystery due to the fact that the reader and the narrator want to know why she is just wearing all white and what is the hidden meaning behind the colour, perhaps there is an supernatural undertone to her choice of white.

"In one moment, - every drop of blood, - ~~was~~ touch of a hand ... suddenly." The very first sentence of this extract throws you straight into the mysterious aspect of the scene as you instantly want to know who or what touched him and why they did it.

As this is a long sentence and only has a comma at the beginning and a full stop at the end this shows his emotions quickly as this sentence is what is happening to him. The mystery is clear and obvious as we don't know what is going on and what will happen next.

"nothing wild." "Nervous." "a little melancholy." "quiet". The author uses many words to describe the mysterious lady but all these different words make us want to find out who she is, as we ^{don't} know who she is, and the mystery is building up as we find out more about how she is acting and her appearance. We want to know more about her and this is causing tension as you just want to get through the mystery.

"She said... rapidly... without... impatience" As it is difficult to speak both quietly, fast and sound impatient at the same time this adds confusion regarding the woman as she comes across "sharpe".

"I have met with an accident." "I am very unfortunate in being here alone so late." "Why do you... suspect... doing wrong?" These quotations highlight the fact we don't know where she is going, has been, who she has been with or why. Her question states that she is now wary of the narrator as he is suspicious of her, but she almost certainly has something to hide and the mystery here is extremely effective as we really want to read on and know more.

"Suspiciously late hour and in that suspiciously lonely place." This suspicion is the main factor of this extract, he is confused, shocked, surprised and curious about the strange woman and the use of suspiciously twice highlights this. ~~and~~ It makes the atmosphere extremely unpredictable as well as the obvious and strong sense of mystery which is shrouding the woman and what the narrator knows and what importantly he doesn't know about her.



ResultsPlus Examiner Comments

This is an answer that achieved a mid-level 3 mark of eight. Although it begins with evaluation in paragraph one, it quickly becomes an answer that explains and at times comments, rather than evaluates. An example of this can be seen in the second paragraph where the candidate recognises that the woman is wearing white and that it may have a 'supernatural undertone.' What is meant by this is not made clear and the answer moves on without developing the point any further. There are some appropriate references used and the candidate explains some ideas and events. However, the judgements made are not always informed and there are some general comments made. There is some repetition of ideas, such as that of suspicion, and some attempts to explain, but these are not always clear and convincing. This candidate should be congratulated upon their focus upon the question throughout most of the answer. There are many ways to structure a successful answer. However, it can be noted that this candidate tends to begin paragraphs with quotations and that this does not always help the candidate to structure a developed and varied evaluation. This can be seen in paragraph two and the final paragraph on page two.



ResultsPlus Examiner Tip

Always be clear about the point that you are making and be sure to state it clearly and explain it. Some candidates find that using PEE is a useful support to them in structuring their response.

4 In this extract, there is an attempt to create an atmosphere of mystery.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to create an atmosphere by using certain words ^{and} ~~of~~ phrases for example ~~he~~ in the beginning he says "in one moment every drop of blood in my body was brought to a stop by the touch of a hand laid lightly and suddenly on my shoulder from behind me" this is where the writer starts to build up the atmosphere and it makes you want to read on to find out what is next so far he has successfully achieved making a atmosphere you can also sense it when the writer says "Please don't suppose that I have any idea of suspecting you" or any other wish than to be of assistance to you".



ResultsPlus Examiner Comments

This is a Level 1 response consisting of two quotations, one limited comment on effect, a brief evaluation and one limited assertion. The inclusion of the second quotation is as a further support for the point that has already been made and does not move the answer forward in any way. Note how this candidate tends to use longer quotations that lack the sharp focus and apt selection of text that one would expect to see higher up the mark levels. The response meets the bullets of Level 1 and it is largely the middle part of the answer that moves it towards the upper end of level one and therefore a mark of 3 is appropriate, however there is not a sufficient range of comment to move into Level 2.



ResultsPlus Examiner Tip

Try to include as little of the text as you need to make your point clearly. If you only use a few words or a phrase, then you can embed these into your comment as you make it.

Question 5

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

Candidates must choose one of the two questions available to them and are recommended to spend 45 minutes on this section. One of the questions will always make reference to a pair of printed images and in this instance, this was question 5 where candidates were asked to write about a time when they met somebody new. There is a deliberate and thematic link to the text that has been read for Section A and this is intended to encourage and support candidates in their writing. Candidates are free to make use of the images, or not, as they choose. In the summer of 2017 question 5 was the more popular of the two writing questions and seemed to draw upon the first of the two images with many candidates choosing to write about their first day at school or about meeting somebody who was new to their school. Most candidates were able to complete a piece of writing in the available time. For those who had not left sufficient time for the writing they should be aware that the mark scheme makes specific reference to structural and grammatical features to support coherence and cohesion, therefore incomplete texts will not be able to access the full range of marks that is available for this question. There was a wonderful range of writing with many candidates creating a genuine connection with the reader, crafting a response that had emotional depth, accessible characters as well as a defined narrative structure. The question invites candidates to write about an experience that is real or imagined. Whichever is chosen, it is important that candidates remember the purpose of the writing task is to write clear and coherent texts and they should avoid the tendency to prioritise remaining true to a factual recount of a real incident over the opportunity to be creative in their imaginative use of language. Weaker answers were often incomplete, lacking in accuracy or assumed an understanding of character or setting that was not shared with the reader, making it difficult to fully engage with what was written.

Chosen question number: Question 5 Question 6

Write your answer to Section B here:

She was amazing. She was ~~stunning~~ stunning. She was potent. She was the girl of my dreams and I wanted nothing more than her. She was perfect. My vivid and deluded ~~picture~~ imagination had left me with only one problem: I had never spoken to her.

Until now.

The night of the party it was raining heavily. It foretold me what was to come. I entered the house and the explosion of sounds ~~resounded~~ resounded ~~throughout~~ throughout my body. There was so much going on it made it impossible to comprehend my senses. ~~The music:~~ The music surrounded me and took ~~seize~~ ^{seize} over of my ears. The pungent ~~odor~~ stench of ^{teenage boy} ~~teens~~ ^{teens} battled with the sweet aroma of ~~vain~~ ^{teenage girls} to gain control over my nose. I ~~felt my heart beat~~ ~~me~~ As I walked through the house, looking for a place to feel safe, I quickly became ~~accustomed~~ ~~at~~ acquainted with ~~enjoy~~ the grotesque snack table. ~~Then~~ I stood, like a lemon, awkwardly waiting to go home. But there was no turning back now. I was

stuck here in this place of insanity and I didn't
did not like it.

Until she walked in. The new girl.

She walked in the door. ~~The~~ My ^I ~~vision~~ became fix-
ated on her. My mind intoxicated with our future. The
I knew I had to know her name. Unfortunately, the sheer
thought of talking to her ~~drove~~ ^{drove} my body ~~into a frenzy~~
to malfunction. My hands: Overwhelmed with sweat; ^{My} ~~my~~
drowning heart: beating out of its cage, refusing to slow
down. I felt the room grow ever more still as my mind
began to drown in the thought of talking to her. Words
began to choke me. It was a fear that I had to get over
as I knew I needed to meet her. I began to take
steps towards her. My cautiousness caused my feet to move
very slowly towards her. The rain: ^{pounding} ~~pounded~~ ever more to
tell me this was a bad idea. ~~The room~~ ~~My feet~~ ~~to~~
I approached her; my mouth ^{becoming} ~~became~~ as dry as sandpaper.
It felt as if someone had stolen ^{all} the air in the room. I
wanted to speak, but my words refused to crawl out of
my mouth. ~~Her~~ ~~sweet~~ The sweet aroma of her perfume
tickled and eviced my sense of smell, beckoning me to
come talk to her. I tapped her on her shoulder. As she
turned round, I uttered ~~the~~ the sentence that would
-change my night.

"Hi, my name's Darren, what's yours?"

~~I find my~~ I found myself running. Hard and fast. I ~~don't know where to~~ didn't know where to, but I had to get away from her. She was still chasing me. I dashed through the woods, weaving in and out of trees, like a gazelle being chased by a lion. My heart was in my mouth as I kept running. The rain continued to pound ~~down~~ pound down, like bombs. It mocked me for being so foolish. I hid behind a bush as everything fell silent. ~~Deep~~ Deeply silent. Too silent. My palms were once again sweating; I felt exposed and vulnerable. ~~Just as I~~ ~~waited~~ Just as I had made the decision to keep running, I felt a hand grab my shoulder.

"Tag! Your it!"

She was amazing. She was everything I wanted. She was all I needed. She was the girl of my dreams ~~and~~ ~~I~~ I had finally spoken to her. ~~had met her and spoken to her.~~ The sun shone down, smiling upon me as ~~me~~ I walked ~~over~~ her home.



ResultsPlus Examiner Comments

This answer was awarded full marks for each of the assessment objectives as it demonstrates a performance at the highest standards in the short time available within the examination. The response begins in a compelling way with a subtle patterning of simple and compound sentences that also involves the patterning of syllables between sentences. and the candidate is clearly aware of the reader. The single sentence, two word paragraph is the first indication of how effective this candidate controls the use of time and time shifts which add a further layer of interest for the reader. There is a humorous and powerful evocation of a teenage party which draws on a range of senses and demonstrates control of repetition and a wide vocabulary that is used to excellent effect in the balanced sentence, 'The pungent stench of sweaty teenage boys battled with the sweet aroma of vain teenage girls.' This candidate also makes very effective use of simple language where it is more appropriate, such as the simplicity of "I needed to meet her" in the midst of the metaphor of drowning in his own fear. The candidate uses a number of narrative hooks, such as that at the bottom of the second page.

This is writing that is deliberately sophisticated in its control of structure, use of imagery, creation and sustaining of tension with a wide vocabulary that is used to excellent effect. This candidate always knows the effect that they are trying to achieve and shows an outstanding control of a wide range of writing techniques to achieve those effects.

Precise vocabulary has been chosen to ensure the reader is kept in suspense throughout and the suspense is then undercut by the use of bathos on more than one occasion on the final page of the answer. The final paragraph deserves attention as it draws the piece together, echoing as it does the opening paragraph in sentence structure and rhythm.



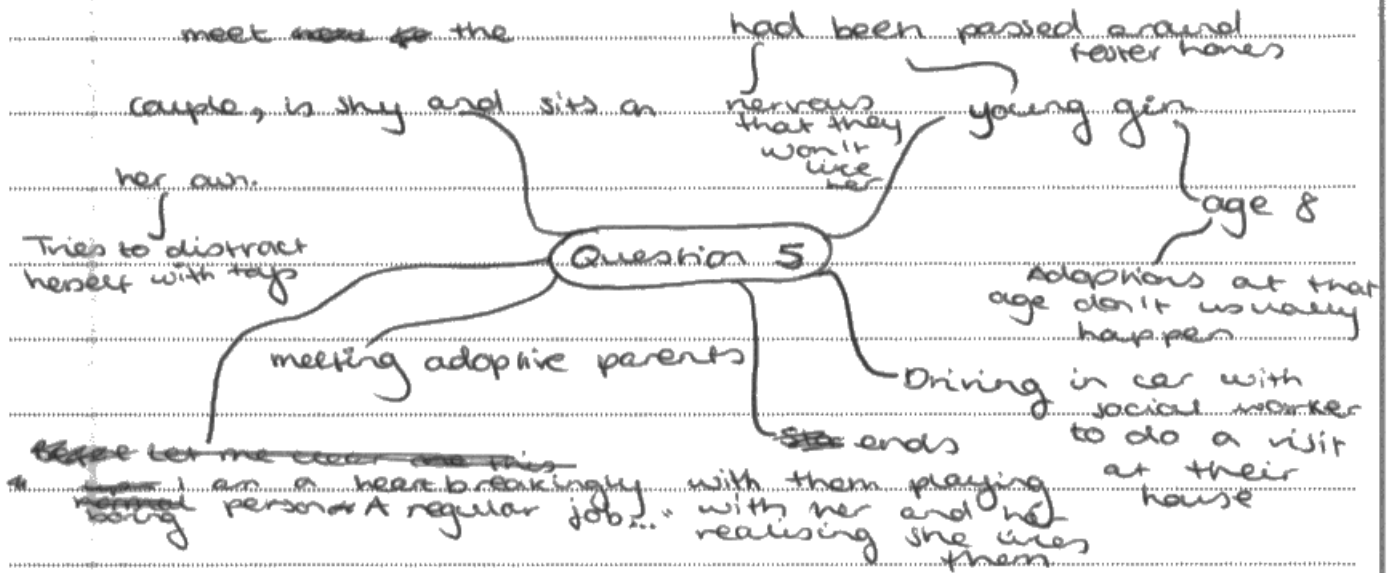
ResultsPlus Examiner Tip

Think about how you want your reader to react to what you are writing and then choose the most appropriate means of achieving that effect, whether that is through your choice of vocabulary, use of particular punctuation or any other techniques.

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

Chosen question number: Question 5 Question 6

Write your answer to Section B here:



To meet, I am a heart-breakingly being ~~person~~ ^{person}.
~~Known as heart-breakingly being person~~ A regular job ~~with an~~
~~average salary, not a lot~~ that pays an average salary,
 an old car (not vintage, just old) and what seems like
 your run-of-the-mill, ~~some~~ southern English family. But
~~known as~~ there is a little more to me than meets
 the eye, - in particular, the fact that, ~~known as~~ adopted
 at ~~8 years old~~ eight years old, I was adopted.

I still remember the day I met my ~~parents~~ soon
 to be parents as ~~clearly~~ clearly as I remember what I
 had for breakfast this morning. In all the years since
 that cold march Saturday I don't think I've ever been
~~more~~ more anxious. ~~that's~~ ~~with~~ ~~the~~ ~~left~~ ~~directions~~ of

~~my social workers~~ as we were driven to ~~the~~
~~new parents' home~~ I can still feel everything I
I can still feel everything I felt that day, still hear
all I heard. ~~The soft vibrations of my social worker~~
Soft car vibrations as I was driven to their house. My
~~social worker's~~ social worker's mindless chatter. The tightening
in my chest as the ~~dead~~ existential dread built and
~~built inside me~~ built inside me - so powerful it
brightened every colour and sharpened every edge I could
see.
~~see. I~~ I lived in a hyper-reality that day. A
hyper-reality of my own making, caused by the
great fear that everyone can relate to - what if
they don't like me?

~~The car pulled up~~ After what was actually a ~~short~~
20-minute drive but felt like a ~~long~~ lifetime, we
pulled up at my new parents' house. They had stood
outside their dauntingly large home with warm ~~smiles~~
smiles across their faces. ~~A small part~~ My
base of anxiety lifted ~~so~~ slightly when I saw
them - they'd finally become real. They were no
longer just a fantasy, ~~a dream~~ a far-off dream
of a child who'd been parentless as long as she
could remember. They were there. And they were happy
to see me.

I was led inside after some polite but friendly greetings. ~~The house~~ The house was less scary from the inside, it had been furnished expertly but not in a way that made it seem like it was out of a catalogue, it ~~wasn't~~ looked lived in. It looked like I could live in it.

As the day progressed I got to know my new family and ~~steadily relaxed~~ better and better, and, with that, became more and more at ease with them. They were a kind, generous couple who had always wanted children but were unable to have them. There was room in their home and their hearts for me, and that was something I wasn't used to.

By the time I went to sleep that night all my ~~earlier~~ ~~earlier~~ earlier fears were ~~to~~ little more than a distant memory. I knew I'd ~~found~~ ^{found} my home and I was nothing but happy about it - after so many years of waiting and being passed between foster homes, against all odds I had found somewhere I belonged.



This answer was also awarded full marks for both assessment objectives but does so in a manner that is quite different to the previous example. It also creates a genuine sense of a meeting but in a less flamboyant manner but one which is equally impressive in its emotional depth and control.

It is interesting to note that this candidate has produced a detailed plan. Whilst it must be stressed that plans are not marked, it does demonstrate how well this candidate knows where their writing is going before they begin and also their ability to edit, as not all ideas from the plan appear in the answer. The response is carefully crafted, opening with the single line paragraph, 'To most I am a heartbreakingly boring person.' The use of deliberate understatement and the unusual juxtaposition of heartbreakingly and boring combine well to engage the reader. Candidates need to appreciate how important it is to engage their readers quickly at the start of their writing, by whatever means they choose. Each paragraph of this response is well crafted, such as the second paragraph which deepens the character of the writer with its modest understatement and which deliberately builds up to the reveal, 'I was adopted.' This writer controls the passage of time well and candidates would do well to look at the paragraph openings to see how this shift in time is controlled from the flashback of "I still remember" through "as the day progressed" to "By the time I went to slip". The reader is subtly guided in a temporal understanding that is used to enhance the emotional content of what is taking place. The first paragraph on page two shows an expressive and precise vocabulary at work from 'existential dread' to the repeated 'hyper-reality' but it also knows when to make use of simple vocabulary for effect ending the paragraph with the deliberately simple and emotive, 'what if they don't like me?'. Candidates would also be advised to look at the manner in which this candidate finishes their paragraphs. The rhetorical question mentioned above is followed in the next paragraph by the use of paired and deliberately simple sentences which carry a great sense of pathos. The next paragraph contains a subtle rearrangement of word order to create an emotional connection with the thoughts and feelings of the writer. The next paragraph ends with the use of zeugma, sometimes called syllepsis or parallelism where the candidate makes use of a single word to govern two parts of a sentence as in: 'There was room in their home and their hearts for me,' which is also alliterative for added impact. This answer is not error free but it is beautifully crafted in its evocation of the thoughts and feelings of the writer in the form of an internal monologue. The candidate avoids the need to offer any real description of the place or other people involved, as that is not the focus of the writing and neither is it what is engaging the reader. That is the subtle creation of the character of the writer and an emotional investment in their experience. The answer has a confidence and quiet ability that can be seen in its control of vocabulary, sentences and textual structure that is of the highest order.



Know what you are going to write about and where your writing is going to end before you begin. That way, you are likely to create a greater sense of textual cohesion.

met somebody new

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

Chosen question number: Question 5 Question 6

Write your answer to Section B here:

It was late at night, I was wandering the streets as I usually do when I can't sleep. The full moon glaring at me. The dim street lights were flickering, ^{as} nobody decides to fix them. There were only a few people on the street, probably coming back from ~~drinking~~ drinking as they generally do at this time in the morning. I'm always wary about the people who wander the streets at this time in the morning, by the time they wake up ^{later on} in the morning they won't remember much of the night before. I see a man grabbing a woman by the waist. She doesn't seem to like it. I can see her struggling to break free of his grasp, sweat pouring down her face, an evil look in his eyes. ~~He~~ He looked at her with a rage I hadn't ever seen on anyone.

I ran over to the two people, the woman who was just thrown at the wall by the man, was now on the floor crying from the pain he had caused her. The man tried to hit her yet again, but I stood in the way so the punch was thrown at me instead. It hit the centre of my chest. The man was of a great build, he had veins ~~com~~ showing on his arms because of his tensed position. The man screamed

profanities at me, asking why I had got into his way. The woman on the floor now had a lot of blood running down her face from her nose. From what I could guess he had broken it. Her screams filled the quiet street.

The man tried to shove me out of the way, but he was slowed down by his fatigue. I threw a punch at his jawline so hard that I heard it crack. His legs gave way and he smashed his face into the ground, leaving him unconscious. I helped the woman up onto her feet holding her around her waist in case she stumbled. I ripped some of the material off of my clothing so that I could bandage her nose for her. She told me that she was called Emma and that she was extremely grateful for me coming to help her out. ^{I could see that she was extremely} ~~that my name was~~ ^{grateful} many after the incident so I decided that I should call her a taxi in order for her to get to the hospital, as I didn't know exactly how much damage had been caused to her nose and if he had hurt her even more before I had seen her. She decided against the taxi, as she didn't think she was well enough to go alone. // By the time we had gotten down the ~~end~~ end of the long-winding street I could see in the moonlight that was shining down on us that she had a few swollen limbs and bruises of black and dark blue all over her body. It turns out that the person who was beating her up was her psychotic ex that wouldn't leave her alone. She said that she was used to his outrageous behaviour. One of the people

who had lived on the street that she had gotten beat up on had heard her screaming and had decided to ring the police. Once the police had arrived they took away her ex and jailed him. The ambulances came to take Emma away. The ambulance took longer than the police did to get here. By the time the police had gotten here, you could hear the deafening swears of the ambulances flashing their glaring blue lights.

The paramedics told me that she had a few broken bones, but she should be able to make a speedy recovery. They explained how if I hadn't been there then she may not have been able to walk again. One Emma had found out how she may have never been able to walk again she couldn't thank me enough. She said that one day she hopes to be able to meet me again, I hoped for that too.



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Examiner Comments

This is a mid-level response that was given a final mark of 21, with 12 marks for AO5 and 9 for AO6, both mid-level 3 marks.

This is a clear and sound response to the question. It is important to remember in these responses that candidates do not have to respond to the images in a particular manner and the idea of meeting someone new can be interpreted in a broad number of ways. There is a deliberate attempt here to engage the reader and there are some flashes of creativity. This is not, however, sustained, and the narrative sometimes drops away and fails to sustain the interest of the reader throughout. The answer begins by establishing a clear sense of time and place and there is some deliberate use of technique, such as the short sentence for effect and the expressive vocabulary. Part way through the first paragraph, the piece shifts into the historical present, but this is not sustained and by the end of the paragraph has returned to the past tense. In terms of organisation, the narrative moves along in an organised way but with an occasional loss of pace. There is a selection of material and some devices to suit audience and purpose and the tone is mostly appropriate, as is style. The writer is more intent upon relating the details of the incident and there is little emotional connection with any of the characters present. The candidate connects ideas, which is a level 3 characteristic, but these are not always developed and the paragraphing is mostly clear. In AO6, the candidate achieves a mark of 9, as there is varied vocabulary, with correct spelling and mostly accurate punctuation. There are attempts at expressive vocabulary, such as 'ambulances flashing their glaring blue lights.' For a story that relates a dramatic incident the writer does not create tension or excitement for the reader and the most exciting element of the arrival of the police and the man's arrest is passed over in a very factual manner. The sentence structures are not used for deliberate effect in all cases and so the response achieves a mid-level mark.



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Examiner Tip

Always remember the needs of your reader and try to choose words and techniques that will interest and engage them.

Question 6

As candidates have a choice of writing response, much of what was written to introduce question 5 applies here. The assessment objectives are identical to question five and the need to produce writing that has impact and which is accurate, clear and coherent for the reader is equally paramount. Question six also had a thematic link to the passage with its focus upon when something strange or unusual happened to you or someone that you know. Some candidates made good use of the source material without plagiarising it whilst others wrote more familiar ghost stories. There was a wide range of response which were lively and interesting to read.

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

Write your answer to Section B here:

Its ~~so~~ stormy outside, meaning its cold and wet to most people but calming and relaxing to me the sound of the thunder and lightening banging and crashing like a drum kit playing along to the singing leaves in trees ~~and~~ and the droplets of water hitting the ground like piano keys, most people see depression where as I see ungeration. I get hungry so I walk to the shop only to ~~be~~ ^{and pushed} pulled by the wind like Alice and Tweedle dee and Tweedle dumb and before I knew it I slipped, fall over and ~~collide~~ collide my head on the wooden post. I wake up to what seemed ~~to~~ to be minutes later ~~to~~ a small fox cub crying, but not with the animal cry, it sounds human, I slowly arise to prevent a sharp ~~in~~ pain in my head getting sharper I take a few gentle steps towards

the crying cub, with each step being a soggy one the cub ~~could~~^{could} hear me getting closer, expecting it to run ~~away~~^{away} it came

closer, and what would usually come out as a fox bark came out as a sad hello. I ~~was~~^{am} scared confused and yet kind-of-happy for a reason I did not know. I ~~then~~ said hello back with a warming smile. The fox cub came towards me with caution and sniffed ^{took a} of my trainers and says "Im red. who are you, and why can you understand me?" I reply with "Hello red im Jess and i dont know why i can understand you, can i pick you up and take you out of this rain?" The cub replied with a simple but quick "yes please". When i got back i placed the fox in an old towel and dried him with my hair-dryer until he was dry. My phone then started to ring. I answered to my mother who was on her way home from work, we had a conversation then she came in the front door 5 minutes later, she rushed over to me and asked what happened as i had a small cut to my head i told her everything that happened even the part where i had a conversation ^{with} the fox cub that in my lap my mum just laughed and said "Jess"

your imagination is just like your father". I got up and said "Mum! I'm serious I can talk to animals! I know it ~~is~~ sounds stupid but I can!"

She looked at me with apologetic eyes and said "Sorry ~~is~~ shouldn't have laughed I know how much you love nature and animals and although it sounds silly it's ~~is~~ the truth"

In the end I made ^{Pet} a shop where I had a secret with my pet friends. But will my secret stay safe?



ResultsPlus Examiner Comments

This is an example of an answer that was given level two marks for both AOs with a mark of 8 for AO5 and 5 for AO6, giving a total of 13 marks. There is some awareness of the audience and some grammatical features are used. Despite its unreal subject matter, the tone is straightforward but ideas are not overly clear and description is often quite simple. The candidate makes use of dialogue but it is equally simple and does little to develop the plot or the understanding of character. Although this is mainly a single paragraph, paragraphs are used but they are clearly not a strong feature of how this writer structures their writing and it is only at the end that we get a second and third paragraph. The use of the present or historical present tense is not well controlled and is often confusing for the reader. The piece lifts slightly with the introduction of the mother who seems to speak the way a mother might, but her character is not developed any further. The ending makes use of a rhetorical question but otherwise is relatively basic. There is some control but a lot of errors. There is a range of correctly spelt vocabulary but punctuation is not always controlled and its overall effect is a lack of connection with the reader and a relatively disjointed piece of writing.



ResultsPlus Examiner Tip

Always remember the needs of your reader and what they need to know and understand if they are to follow your writing fully.

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

Chosen question number: Question 5 ☒ Question 6 ☒

Write your answer to Section B here:

That evening was one that I will never forget. Cold, icy wind battered at the bare trees relentlessly, swaying the brittle, moss ridden branches as a new layer of rain fell, pattering against the windows. I could have come to the conclusion that it was in fact a ^{plaid} storm, for we did live far out in the countryside where heavy storms were rather common and expected, especially with the dull, gloomy weather that we had been having as of late. As I dully sipped the coffee held between my hands for warmth I couldn't help but think to myself about the tapping ^{of} the rain created on the roof of our worn down cottage. Carefully I placed my mug onto the ^{battered} coaster which lay on the ^{coffee table} by the armchair and stood up to investigate, ^{the noise the rain created} my imagination being a little over active for there was no television signal to occupy my mind and began upstairs.

As I ascended the stairs I could hear the creaking of the wood beneath my feet, something I hadn't cared to observe before but the adreniline of the curiosity surrounding the storm had enhanced my senses to the point where I would make certain to observe every little noise, every little creak. For in that moment, that tiny creak would be enough to strongly worry me. I cautiously made ^{my way up} to the landing, my eyes darting over

the large window positioned at the top^{on which droplets of rain gathered}, the edges masked by an outdated floral wallpaper of which we had long since forgotten to change upon moving in to this old cottage. I pulled the hem of my sleeves over my hands as ~~immediately~~ I focused on that window for a few moments, ^{nervously biting my lip as I was unsure of what there would be} slowly stepping closer and closer to it so that my palms pressed against the ice cold glass.

~~As~~ ^{immediately} My eyes^{it was a long, boring highway leading to the small town that sat nearby} fell onto the highway outside our house, I noticed something amongst the rain, a solitary shadow of a figure. ~~pulling back~~ Pulling back from the window, I gasped, dashing down the set of stairs, barely caring that they were steep, for the inhuman figure was all that I could think about in my overly curious ~~mind~~.

That figure raced through my mind as I settled back onto the chair, my heart beating as if it could explode. I asked myself over and over for clues and answers none of which I could think of as I imagined that spectre over and over again, the very image of it making me shake, but what was it?

That morning I went to gaze out that window yet again to see. All that was left was a few dull trees of which was typical of this area and a plain, regular highway sign of which there was nothing

astounding about.

To this day I can't imagine what the figure I saw was despite the image that still stayed with me, it was tall much like our street sign, with a large, round head and now that I think about it that could easily be my conclusion to what the apparition was; perhaps it was just the thin shadow of a street sign close by to our house but in that time I was clouded with imagination. Besides, it was just a shadow.



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Examiner Comments

This is an example of a level 4 response with 16 marks for AO5 and 11 marks for AO6, giving a total of 27 marks.

This candidate works hard, creating an atmosphere of mystery with the use of some well-selected and imaginative vocabulary. The opening sentence sets up a narrative hook and there is some powerful and expressive vocabulary used. There is, however, a repeated tendency to punctuate the atmosphere that has been created with some over-use of description. This can be seen as the writer climbs the stairs or the unnecessary description of the highway in the second paragraph on page two. The narrative is well-organised and with good use of short opening and closing sentences. There is some variety of sentence structures though some of the more complex ones are not as controlled. The overall impression is a mixed one, but as the response is looked at it meets all of the bullets of Level 3 and moves into Level 4 with the organisation for effect and the management of information and ideas. The initial promise of an evening 'I will never forget' is not realised and the writing ends in a relatively simple manner that slightly disappoints the reader who has been led to expect something else. AO6 has a wide, selective vocabulary in the main and there are only occasional spelling errors. This is a strong response in many ways but one which lacks the consistency and control to move into level 5.

Paper summary

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

- Read the passage in section A very carefully, identifying the different ways in which the writer has tried to engage you as the reader.
- Pay particular attention to the opening and closing of the text as these are important points for any writer and they will help you to see how the writer has shaped their text to initially gain the interest of the reader and then to leave them at a particular point.
- On question 3, try to cover points on both language and structure within the space you have been given and with a time allocation that is appropriate to the six marks the question offers. There is no need for an introduction or conclusion on this question.
- Try to identify the different techniques that have been used by the writer and how successful you feel the writer has been.
- When you are writing, always think about your reader, what you want them to understand and how you want them to react at different parts of your writing; then choose the best words, phrases or techniques available to you to achieve those effects.
- Think carefully about how you will begin to write so that it is imaginative and 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.
- Take care throughout with accuracy of all sorts: spelling, punctuation and grammar.
- Keep a close eye on the time during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question.

Grade Boundaries

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

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

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