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# Examiners' Report

November 2018

Pearson Edexcel GCSE

In English Language (1EN0)

Paper 1: Fiction and Imaginative Writing

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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 November 2018, this was an extract from *The Time Machine* by H.G.Wells. 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 November of 2018 candidates found the paper to be engaging and interesting and they responded well to it.

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-6 This was the fourth examination of the specification in GCSE English Language 9-1 and the second 'resit' opportunity for candidates. It was therefore a much smaller entry than in summer 2018.

### 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-tariff question is intended to lead candidates into the examination and was successfully done by the majority of candidates in the November 2018 paper. The correct answer was 'brown' and this can be seen in the examples below. Some gave a single word answer whilst others gave a phrase; all of these answers were awarded the single mark that was available. Where candidates were unsuccessful they chose a section of text from outside the given line references or they chose a section of text which did not answer the question. The two most frequent incorrect answers were, 'The grey downpour' and 'the intense blue of the summer sky.'

#### Example 1

1 From lines 1-3, identify a word or phrase which describes the colour of the clouds.

faint brown

(Total for Question 1 = 1 mark)

#### Examiner Comments:

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

#### Example 2

1 From lines 1-3, identify a word or phrase which describes the colour of the clouds.

"some faint brown snreds of cloud"

(Total for Question 1 = 1 mark)

#### Examiner Comments:

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

#### Example 3

1 From lines 1-3, identify a word or phrase which describes the colour of the clouds.

"The grey downpour"

(Total for Question 1 = 1 mark)

#### Examiner Comments:

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

#### **Example 4**

1 From lines 1-3, identify a word or phrase which describes the colour of the clouds.

'brown'

(Total for Question 1 = 1 mark)

#### **Examiner Comments:**

This response may seem to be minimalist in its approach, however it selects the correct word from the lines selected and is awarded one mark.

#### **Examiner Tip:**

Candidates should ensure that they are clear on the focus of the question and that they make a selection from the text within the given lines for the question, including only the word or phrase from the passage. The question does not ask for explanation, only selection and so candidates should not include any words of their own in their response.

#### ***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 writer shows that the narrator is worried.' The layout, with its use of separate lines numbered 1 and 2 is intended to structure the answer for candidates and to ensure that they include two ways, in order to gain the two marks that are available. This question was answered successfully by the majority of candidates, with most candidates achieving at least one mark and many achieving full marks. Where candidates were unsuccessful they often failed to provide two parts to their answer or sometimes referred to text from outside the line references given. Some candidates selected 'I felt as perhaps a bird may feel in the clear air', failing to recognise that this particular section of text does not contain reference to worry of any sort; it is the phrase that follows this is where the writer addresses the worries of the narrator.

### Example 1

2 From lines 6-10, give **two** ways in which the writer shows that the narrator is worried.

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

1 "My fear grew to frenzy"

2 "I felt naked in a strange world"

(Total for Question 2 = 2 marks)

### Examiner Comments:

This response achieves two marks as it selects two quotations from the passage which are in the mark scheme.

### Example 2

2 From lines 6-10, give **two** ways in which the writer shows that the narrator is worried.

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

1 The narrator\* ~~feels worried~~ in a similar way a bird would feel knowing a hawk may attack it. \* was a simile showing

2 The narrator says he "feels naked in a strange world" which conveys a sense of confusion and worry.

(Total for Question 2 = 2 marks)

### Examiner Comments:

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

### Example 3

2 From lines 6-10, give **two** ways in which the writer shows that the narrator is worried.

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

1 The narrator\* ~~feels~~ ~~naked~~ in a similar way a bird would feel knowing a hawk may attack it. \* uses a simile to show worry

2 The narrator says he "feels naked in a strange world" which conveys a sense of confusion and worry.

(Total for Question 2 = 2 marks)

#### **Examiner Comments:**

This response was given one mark for the first part of the answer. The second part is a comment upon technique which does not identify a second part of the text and so does not achieve a mark.

#### **Examiner Tip:**

Candidates should make use of the layout to ensure that their answer includes two distinct parts.

### **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.' In order to access the marks in levels two and three, it is not necessary for the language and structure comments to be equally weighted, only that the answer must contain reference to both. This is an important feature and one that centres should make candidates fully aware of. In response to feedback from centres there is now additional space to answer this question and it is quite possible to attain all six marks in the space provided. Some candidates are including introductions and conclusions to this answer, which are not necessary and this could have an impact upon the time available to address the later questions on the paper.

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. At this level response were not able to examine the chosen features in any detail or to be more discriminating in its selection of textual references. Weaker answers sometimes misread the question and gave their own thoughts and feelings about the future world depicted in the extract rather than writing about the narrator. Stronger answers were those that offered

an analysis of both features, were aptly supported and which were focused upon how these features were used to show the narrator's thoughts and feelings.

### Example 1

- 3 In lines 12-27, how does the writer use language and structure to show the narrator's thoughts and feelings about the people he meets?

Support your views with reference to the text.

the writer

In lines 12-27<sup>v</sup> uses language and structure to show the narrator's thoughts and feeling about the people he meets. The narrator seems to be happy to see some kind of life come up to him, because he said as soon as saw the "sight of him I regained confidence". The point that he regained his confidence tells us as a reader that when he got into this time machine he was scared and clueless on what was going to happen next. As soon as he saw some kind of life that ecnologed him he felt more at ease. He describes the people he met as "very beautiful and graceful creature". The ~~con~~ connotations of the word 'creature' is something not human like and out of the ordinary. ~~graceful and creature~~ Juxtaposition is used between the words 'gracful' and 'creature' because you wouldn't really describe a creature as being gracful or very beautiful. You



can tell' at a reader that he has never come across people like this ever in his life before.

There is quite a bit of use of compound sentences throughout this extract. An example of this is "Then he turned to the two others who were following him and spoke to them in a strange and very sweet and liquid tongue". The 'and' that has been put between the two sentences to join them and make the one tell us as a reader that he has a lot to say about these 'creatures' that he is trying to fit it all in one sentence without stopping.

#### Examiner Comments:

Both language and structure have been considered in this response and the supporting references have been selected with discrimination. The response considers the way in which the narrator moves from being 'scared and clueless' to 'regain[ing] confidence'. This structural point is linked to the first bullet point under structure in the indicative content of the mark scheme. The response further considers the juxtaposition of 'graceful' and 'creature' and assesses what this shows about the narrator's thoughts and feelings. A sound structural point is made about the way in which sentence structure is used to show the narrator's reaction to events. If this final point had been further developed the answer may have achieved full marks. Nevertheless, it is a strong Level 3 answer and is awarded five marks.

## Example 2

- 3 In lines 12-27, how does the writer use language and structure to show the narrator's thoughts and feelings about the people he meets?

Support your views with reference to the text.

~~Throughout lines 12-27, the narrator's thoughts~~

In lines 12-27, the writer uses personification to portray the thoughts and ~~feel~~ feeling of the people he meets.

When, the narrator heard "voices approaching<sup>me</sup> him" and saw 'heads and shoulders of men running' - this is a

state of worry and confusion. The feelings of the ~~reader~~ <sup>narrator</sup> are clearly shown as the writer has used the term "voices approaching" ~~the~~ <sup>in the</sup> ~~hearing~~ hearing the voices

and not seeing ~~no~~ no one or thing is quite daunting and increases worry, which is further added by the action verb "approaching", it sounds like the voices and arriving ~~in~~ <sup>in</sup> front of him without ~~realising~~ <sup>realising</sup> making him negatively feel about the ~~to~~ people he meets.

Furthermore, when the narrator saw the 'heads and shoulders of <sup>men</sup> running' ~~the~~ the use of the ~~verb~~ <sup>plural</sup> plural words 'heads and shoulders' ~~are~~ identify that they were many people ~~to~~ "running" ~~to~~ towards the narrator and it can be quite ~~intimidating~~ intimidating ~~as~~ as they came ~~out~~ out of the bushes).

The writer has used language to show the narrator's thoughts and feelings.

~~The~~ The writer, uses a range of <sup>short sentences</sup> ~~sentences~~ when describing the people in lines 12-27 to show the thoughts and feelings, the ~~writer~~ <sup>narrator</sup> says 'he was a slight creature - Perhaps ~~for~~ four feet high - clad in a purple tunic.' ~~The~~ ~~writer~~ has used dashes and commas. ~~The~~ ~~writer~~ When reading the ~~the~~ quote above, the reader will pause at the dashes and the impact is that the narrator is worried ~~as he is~~ <sup>he</sup> ~~is~~ <sup>keeps</sup> ~~is~~ <sup>stopping</sup> and looking at the ~~the~~ people then ~~continues~~ <sup>continues</sup> to describe them.

#### Examiner Comments:

This answer includes both language and structure points, although the structural point is less well developed than the language points. An extended point is made about the gradual appearance of the local 'creatures' ; verbs and plurals are considered. The candidate's expression is relatively weak in places but the point is clearly made and substantiated through relevant text selection. Although sentence length is mentioned, the structural point instead develops an idea about the impact of the pauses, which are created by the punctuation, and the candidate considers how this reflects the narrator's feelings of worry at this point. This is a Level 2 response and is awarded four marks.

### Example 3

- 3 In lines 12-27, how does the writer use language and structure to show the narrator's thoughts and feelings about the people he meets?

Support your views with reference to the text.

The narrator uses a wide range of adjectives to describe what he is seeing - this shows that he is curious and attentive ("he was a slight creature"; "purple tunic"; "leather belt"; legs were bare to the knees"; "his head was bare").

Then the narrator shows a sign of nervousness, when he says "after that, I noticed how warm the air was".

After this, the narrator regains his confidence when he notices how "weak looking" the creature is - ~~he~~ he describes it as a "beautiful and graceful creature", but "indescribably frail" and "this fragile thing".

#### **Examiner Comments:**

This answer includes reference to both language and structure and so is not limited to level 1. The opening comment about a 'wide range of adjectives' is supported and there is comment upon the narrator's thoughts and feelings: 'curious', 'attentive'. The second point about being 'nervous' is supported by a quotation but it is difficult to see the connection between the two. The final point is one of structure and addresses the first bullet point in the mark scheme, about him regaining his confidence. There is enough here to merit a Level 2 mark, however the lack of development in the explanations is what holds it back from progressing further. This is a Level 2 response and is awarded three marks.

#### Example 4

- 3 In lines 12-27, how does the writer use language and structure to show the narrator's thoughts and feelings about the people he meets?

Support your views with reference to the text.

The writer uses a variety of devices to show his emotion about meeting the 'creatures'. The writer uses descriptive vocabulary, 'beautiful and graceful creatures' to empathise the <sup>take but when</sup> with human like qualities. The adjectives 'beautiful' and 'graceful' have connotations of dancers and being dainty, ~~and the~~ however the noun 'creature' highlights the uncertainty the narrator feels as they are completely different to anything he had seen. Furthermore this idea is reinforced by repeatedly calling them 'creature' or 'thing', conveying his fascination yet confusion. In addition ~~addition~~ the writer changes focus quickly to <sup>state</sup> ~~describe~~ 'how warm the air was'. This possibly indicates that the narrator <sup>now</sup> feels comfortable ~~in~~ in his surroundings due to the adjective 'warm' having connotations of comfortability and of home. However the writer swiftly changes his focus back to descriptions of the people he meets reiterating the idea that he feels transfixed or curious about them. Finally the narrator ~~uses~~ uses <sup>an allusive</sup> ~~a positive~~ phrase "strange and very sweet" to <sup>convey</sup> ~~show~~ the beauty of the people he meets. The <sup>adjective</sup> phrase ~~initially~~ ~~in the company of the people he meets~~

juxtaposes each other potentially showing the narrator's confusion but ultimately he finds their language sweet. Overall the positive tone throughout the extract shows the narrator ~~is~~ <sup>feels</sup> upbeat and <sup>at</sup> ease with the people he is meeting with.

#### **Examiner Comments:**

This answer identifies a particular phrase and then uses it as the basis for the analysis of language, though its focused use of adjectives, and then through the structured use of repetition. There is a good range of thoughts and feelings, including empathy, uncertainty, the recognition of beauty and finally confusion. The selection of references is highly discriminating throughout the response and they are always used to clarify the answer. The recognition of thoughts of comfort and homeliness is a subtle one, as is the juxtaposition of ideas of fascination and confusion being simultaneously created through the use of repetition. This answer fully meets the criteria for a top Level 3 answer and is awarded six marks.

#### **Examiner Tip:**

Make sure that you focus upon the question, in this case, thoughts and feelings and try to identify as wide a range of these as possible. That will support you in then identifying the use of language and structure in your answer.

#### **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. Currently not all candidates are using the mark tariff wisely to support them in the amount of time they should spend and the level of detail they should include in their answer. This question tests A04 which is the 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, that is an A02 focus. 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 narrator's 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 narrator's experience of a future world, and how successfully this had been achieved. Once again, candidates must focus upon the question asked if they are to be successful. As with question, the answer is focused upon evaluation the writer's technique, it is not asking candidates to give their own opinions about which aspects of this future world they like or dislike. This represents a misreading of the question and is likely to distract candidates from focusing directly upon the evaluation of the



success of the writer. 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.

### Example 1

4 In this extract, there is an attempt to show the narrator's experiences of a future world

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract Wells successfully represents the narrator's experience of this world to be fairly scary. Wells does this by first describing the weather saying that there was a "grey downpour" and "faint brown shreds of cloud" whirling "into nothingness". By using pathetic fallacy in this opening paragraph ~~and~~ the reader gets a feel of how dreary and alien this world is. Wells also uses adjectives with bad connotations, such as "grey" and "brown"; these two colours are ~~are~~ commonly associated as dull colours and usually connected to emotions of sadness and fear; using these adjectives quickly ~~and~~ gives the reader an idea of the emotions the narrator is feeling, whilst still being glued to the text.

Further into the extract we are greeted with a ~~long~~ long description of the "creature(s)" that the narrator meets. Wells describes these men with metaphors describing them as alien, calling them just "voices" and just the "heads and shoulders of men". Wells describes these beasts ~~as~~ in a comical way, ~~describing them as~~ by inadvertently describing these creatures as only half man. This creates a laughable image in the reader's head and ~~pre~~ in effect the new "world" is presented as, although scary, quite an unserious place.

#### Examiner Comments:

This response outlines some less common interpretations of the extract and the candidate works hard to substantiate and support these in a convincing manner. An analytical approach is adopted throughout and a sense of well-informed critical judgement is offered about the extract. The response begins with a consideration of the use of pathetic fallacy to show how 'dreary and alien this world is.' The connotations of different colours are convincingly illustrated with well-selected references. This is followed by an explanation of how some readers would find humour in the description of the approaching 'heads and shoulders' and another explanation regarding the 'theme of war.' Both of these views are fully developed and substantiated using embedded quotations. Some evaluations are made along the way although these needed to be further developed to move this answer out of Level 4. This response is awarded twelve marks.



## Example 2

- 4 In this extract, there is an attempt to show the narrator's experiences of a future world.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully shows the experience of the narrator. He does this by saying "I felt naked in a strange world". The ~~idea~~ clever use of this sentence portrays the idea of not knowing <sup>this world</sup> ~~the world~~ is shown here as the narrator feels something <sup>he</sup> never experienced. Furthermore the theme of loneliness is shown in this sentence as he travelled alone, <sup>he</sup> does-it know someone from this new world and is a new world different from his ~~old~~ <sup>old</sup> and does not know ~~what~~ what to expect from it. This makes the reader ~~as~~ worried as the narrator because they don't want experience what the narrator is experiencing and makes them wonder what would they do if they were in his position.

The writer ~~powerfully~~ <sup>successfully</sup> shows the experience of the narrator by saying "It struck my chin violently." This sentence shows us that the narrator is injured. The ~~clever~~ <sup>writer put purpose</sup> use of this quote shows us the idea

of danger is shown here as the narrator's "chin" got hit extremely hard which also portrays the idea of being ~~to~~ lucky as it was the chin and not his throat which could've killed him if the hit happened there. The powerful theme of danger is painted as the narrator nearly risked his life in this "new world". Furthermore this theme is also shown by saying "knowing the hawk wings above ~~me~~ and will swoop." Here the idea of surprise is shown as you never know what's going to happen and this surprise could be anything. In addition the clever use of this quote create the theme risk ~~is shown~~ as the narrator knows that something is waiting for him but he will explore the world as his "courage" is "recovered". The reader here will ~~to~~ feel sympathy and would feel proud of the narrator as his experience is going terrible but he is looking at the bright side.

#### Examiner Comments:

This lower Level 4 response makes a strong start with a quotation and comment and the briefly evaluative phrase recognising 'clever use'. There is some analysis of the events and ideas in the passage, though not as successfully as the previous response. The candidate is beginning to analyse by suggesting that the reader would not want to experience what the narrator has. The focus upon the theme of experience is shown early in the response. The candidate has selected references throughout. There is use of evaluative language in the response,

'successfully', 'powerfully'. There is an interesting interpretative comment towards the end of the answer suggesting that the narrator may not have been the first visitor to this future world. There is a sufficient level of analysis and text selection here to meet the criteria for level 3, however the re would need to be a more sustained overview and a greater development of evaluation to move into Level 5. This is awarded ten marks.

### Example 3

- 4 In this extract, there is an attempt to show the narrator's experiences of a future world.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(13)

The narrators experiences of the future world is definitely something that he has never encountered or come across in his life. He thought his 'voice was too harsh and deep for them'. The reaction he gave to him thinking that was ~~st~~ simply 'shaking his head'. This must have been near enough impossible to communicate with these people and get answers to questions about them. These people that he has come across are described as not human like in fact a "creature" yet they are wearing "purple tunic, girdled at the waist with a leather belt. Sandals or buskins". To me as a reader they sound like normal clothes not what a 'creature' would wear. In this extract the

describes these people as 'creatures' more than once.

As a reader you can tell at the

start of the extract he was very nervous and felt like he was in a place where he was welcomed. "I felt as perhaps a bird may feel in the clear air, knowing the hawk wing above and will 'swoop'" This sentence is really effective for how he described himself feeling when he got there because ~~the use of him~~ ~~but~~ he compares himself to a bird in the clear air has a lot more power and feared by other birds. He is describing himself as this bird who is about to get swooped by the Hawk's wings and ~~the~~ <sup>things</sup> people he is about to ~~see~~ <sup>come across</sup> as the Hawk. This has an effect on the reader because it shows us the fear of the ~~unknown~~ unknown that the narrator is feeling at the start of this extract.

#### Examiner Comments:

This response achieves a low Level 3 mark. There are some appropriate references to the text and candidate explains some ideas, but these are not always developed, such as the comment about being human, but not wearing clothes. There are some comments that lack clarity, such as that in the opening paragraph about it being 'near impossible to communicate with these people.'

The reference to the hawk shows real understanding and a clear ability to explain well. This is an uneven answer that improves as it goes on and it is this final point that successfully moves this into Level 3. This response is given a mark of seven.

### **Examiner Tip:**

Make sure that you spend sufficient time on question 4 to enable you to access the full range of marks. Make sure that your answer includes evaluative words and phrases.

### **Question 5**

The specification entitles this section, 'Imaginative Writing', and it is worth reminding candidates 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 'you, or someone you know, made something.' 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 November 2018 question 5 was the more popular of the two writing questions with many candidates directly responding to the image of the girl on the go-cart by writing about their own experiences of building such a go-cart. The more successful candidates focused more upon the relations and the emotions involved in the building, whilst less successful answers felt the need to give an itemized approach to building such a go-cart, often failing to fully interest the reader. 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 significantly incomplete texts will not be able to access the full range of marks that is available for this question. As in the summer, there was a wonderful range of writing with many candidates creating a genuine connection with the reader, crafting responses 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.

### Example 1

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

Write your answer to Section B here:

The classroom erupted into the sound of thunder as everyone clapped furiously for Emilia Haracre. Of course, of course she would get the biggest round of applause a classroom has ever heard. What got under my skin wasn't the fact that she had a huge round of applause but was the fact that she didn't deserve it in the slightest little way. Her project, a coin sorter and dispenser, so clearly designed and assembled by one or both of her parents wasn't the reason that everybody applauded so hard. No, it was because of her popularity and her looks. Two things which no matter ~~of~~ how little effort anyone applied at this school always somehow managed to be the most important factor in what they had done. ~~It was~~ Glad to say, I liked a challenge, which was helpful, seeming as I possessed neither of these two "talents".

"Thank you Emilia! Another round of Applause!" said ~~from~~ Mr Furlong heartily.

The room ~~burst~~ exploded into another round of clapping which to my ears sounded ~~that~~ like nothing but un-earned praise.

"Now" said Mr Furlong, raising his hands to silence the class.

"Mr Powell, I believe it is your turn to present your project" he practically roared.

Along with good looks and popularity being an apparent measure of intelligence at my school, Interest and persuing in a task <sup>or project</sup> at school was apparantly a sign of annoyance to teachers, thus to teachers I was moderately annoying and unliked. For our coursework design project we had been given the task to assemble a device of contraption inspired by the stimulus of "everyday use". I had decided to go with a rather large and immovable drink machine which over the last months had become the sole heart of all of my attention. // I pushed my chair out from underneath myself and strode to the back of the classroom where I picked up ~~the~~ ~~at~~ my project and heaved its heavy mass to the display cabinet at the front of the class room.

"So what do we have here Mr Powell" said ~~my~~ Mr Furlong with such a lack of interest I expected him to keel over ~~dead~~ dead from ~~the~~ boredom.

I began to describe my project to Mr Furlong and my class with a speech I had spent the last week preparing. Being the shy person that I was I kept my head bowed, practically ~~hidden~~<sup>by my head</sup> in my piece of paper like the head of ~~an~~ ostrich in sand.

As my speech came to a close, I removed my head from the 'sand' to come to meet eye contact with no one. As I scanned the class I saw eyes looking out the window at class mates, at phones and at Emilia, but none at me. I looked behind me to Mr Furlong to find that he also during my presentation had found emails more worth his ~~time~~ time. I began to feel a tight knot form in my stomach, a knot which wound itself tighter and tighter with my upset and anger as I looked at my project which had been the centre of all of my hard work and attention for the last ~~2~~ two months. My creation, my hard work, my effort. All disregarded by a room of uninterested people. I suddenly felt my eyes begin to well as a wave of fury and upset overcame me.

I clenched my jaws and curled my fists ~~into~~ as tight as



possible. But neither as tight as the knot which continued to tighten in my stomach. I looked back at my class and in the minute that I had stopped talking nothing had changed, as if the wind had been blowing and had now stopped, a mere breeze.

Finally the knot wound to its tightest. And like an elastic band, pulled to its tightest ~~it~~. It snapped.

My fist uncurled and reached for the labyrinth of tubes, wires and motors which ~~compared~~ compared my creation. I lifted it with all of my anger and brought it down on the classroom's wooden floor. This clap of thunder wasn't the class's applause, but was much louder as the plastic and metal creation shattered into ~~hundreds~~ hundreds of pieces and the four different drink options ~~shot~~ <sup>sprayed</sup> into the air over myself and the front row of desks.

As the ~~the~~ rain of pieces from <sup>my</sup> creation ceased and the ~~from~~ liquid settled, twenty eight pairs of tennis-ball-sized eyes rose to look at me.

I finally had their attention.

#### Examiner Comments:

This response is an excellent example of how to achieve full marks for each assessment objective. The response opens with a powerful introduction that grips the reader immediately, making good vocabulary choices to emphasise the strength of the applause. This powerful introduction grips the reader immediately. The weary and somewhat cynical tone of the writer is communicated at once through the repetition of 'Of course, of course.' The candidate shapes the audience's response with subtlety giving a strong sense of his thoughts about his classmate and the teacher.

The candidate's vocabulary choices are extensive and the precision with which the candidate has selected certain words and phrases shows sophistication and control of expression, such as 'heaved its heavy mass'. The way the writer creates variation in the teacher's tone effectively shows how different students are regarded, reinforcing the writer's view of himself as neither talented nor good-looking. The repeated motif of the knot is a subtle touch. The creation of realistic dialogue throughout adds to our understanding of character and situation; it also gives a sense of immediacy and through the use of temporal markers it helps to create narrative progression.

Paragraphing is well structured over the whole response and the response builds to a powerful climax with style. The candidate has used a wide range of sentence structures to good effect; he is fully aware of the impact of short sentences and short paragraphs as the piece draws to a conclusion. The figurative devices used throughout this answer are well managed and the almost cyclical nature of the narrative shows a sophisticated narrative control. The candidate brings the piece back to the opening applause, so creating a strong sense of textual cohesion. This answer meets all of the criteria for top marks in both A05 and A06 and was awarded forty marks.

## Example 2

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

I walk forward with ~~my~~ confidence, although inside the fear is beginning to get a tighter and tighter grip <sup>around</sup> ~~around~~ my heart. The doors to the shuttle are open, waiting for me, like the jaws of some other-worldly beast. Looking down at the crude drawing, only a child can accomplish in my hand, I'm taken back to when it was given to me; Taken back to my daughter's sweet smile; to the warmth of our home.

In my mind I can still feel the tears on my face, the heart breaking moment when I had to tell everyone how simple the journey would be, how safe it ~~is~~ really is, the chances of ~~getting~~ <sup>a</sup> sailor being so low. It made me feel terrible saying that when I myself had no clue if I would ever be coming back.

That hand on my arm, tugging with excitement, unknowing of the danger her & Dad was willfully going into, I miss it so much. The look in her eye as she hands me a ~~drawing~~ ~~dumbly~~ drawn picture of me in space above everyone back on earth. Seeing 'Daddy' and 'Ma' spelt wrong as it points to me, millions of miles high with my daughter drawn below me. It made me cry.

I promised her then and there I would be back, back in her warm, loving, caring arms one day. We laughed as she asked me to get a souvenir while I was gone, her laugh will never leave my memory as long as I live.

But what if I don't live? what if I never come back? what if I never see that Sprite again? I feel a shiver run down my spine at the thought of it, then come back to the here and now. The doors are still open, still waiting for me, still striking gear into the deepest parts of my ~~heart~~ heart. And yet I walk willingly into it, my pace unshattering, my heart rate rising but the gear gripping my heart all ~~but~~ gone. I must thank my daughter for this confidence. →

I promise, I will be back.

**Examiner Comments:**

This response has an emotional depth which engages the reader from the opening paragraph. The viewpoint of the first-person narrator is enhanced through the candidate's use of repetition: 'tighter and tighter', 'how simple ... how safe' and also through the use of the continuous present tense which creates a sense of pace and immediacy. The candidate uses an extensive vocabulary, such as 'other-worldly beast', 'wilfully' and 'crude drawing' and spelling is accurate throughout with only rare errors.

Although the response is comparatively brief, it benefits from a particularly strong sense of textual cohesion. The child's drawing, which we are introduced to in the opening paragraph, is referred to again in the middle of the narrative and is finally used to symbolise the child's strong relationship with the father. This also reveals the child's naïve and innocent expectations of a successful outcome. There is subtle humour in her expectation of a gift when he returns. The candidate juxtaposes this whimsical viewpoint with that of the narrator himself for a powerful emotive effect: 'But what if I don't live?'

Paragraphing is used both to organise the material and to shift the reader from the present moment and into the flashback memory. The response makes strong use of sentence structure, crafted for effect although there are a few slips in punctuation.

By the end of the story the writer has created a sense of resolution and the renewed confidence of the narrator. In response to the focus of the question, several things can be said to have been made: a promise, a decision to go on a journey and a crucial drawing. There is a strong sense of closure and the creation of textual cohesion, 'I promise I will be back' which confirms that there has been a resolution of the narrator's doubts. This achieves a mark of 35 with A05 at 22 and A06 at 13, both in Level 5.

### Example 3

Chosen question number: Question 5  Question 6

Write your answer to Section B here:

I remember the time when ~~at~~ Marcus and I built a go-kart with my grandad out of old bits of wood and three old trailer tires. The construction was fun as it required Marcus and I to ~~build a~~ draw a design idea. We had a vision but unfortunately crayons mixed with our ~~7 year~~ seven year old drawing ability did not go to plan, so ~~my~~ Grandad didn't have much to work with. We were sent to go grab the wood from the back garden and commence the construction.

The wood was too heavy for ~~a~~ one seven year old boy ~~but we~~ so Marcus & I had to combine our strength in order to collect the wood. Once we grabbed ~~to~~ <sup>the</sup> wood my grandad could start to saw, drill and hammer our idea into reality. Marcus and I helped hand the tools ~~in order to~~ in order to ~~quicken~~ the process. ~~After the~~ Although we were ~~to~~ in his workshop for a while ~~now and~~ we could see the

bits of wood start to form a shape.

It was well past lunch now and soon our go-kart would be complete. Grandad was in know mood to be talking to as he ~~got~~ ~~moment~~ had moments of anger. ~~over~~ some words I didn't even know the meaning of, one rymed with pluck # I think. I'll ask mum what they mean another time. It was almost time Grandad gave me the job of screwing on the tires. I used all my will power to turn the bolts to the point were my face turned red.

Finally it was complete and it was beautiful. Grandad offered to paint it but we declined immediately. He took us on his quadbike and brought us to the end of the <sup>garden</sup> ~~garden~~ were there was a big hill. An we got the go-kart out and Marcus to the first go. We strapped him up with some pads and a bike helmet, and Grandad and I pushed him down the hill and of he went. The tension was killing me

pushing up and then down felt which took two seconds felt like hours. Eventually he ~~went~~ took off and started increasing speed rapidly. I had a huge smile on my face which turned into a laugh which turned into worry as Marcus wasn't stopping instead speeding up. ~~We then~~ He ended up going through the fence and into the pond. We then realised we forgot to add breaks. We zoomed over on the quadbike and all we could see was the helmet until

#### Examiner Comments:

This is an answer that achieves a Level 4 mark for A05 and a Level 3 answer for A06. This response communicates clearly and organises its material for effect. There is a varied register including the creation of humour with structural features being used deliberately and effectively, such as the range of connectives and the list of three. The response successfully builds reader expectation towards a climax. There is a simple development of character, seen through a child's-eye view. The narrative is managed with a clear opening, setting the scene through the use of well-crafted sentences. The response successfully details the passing of time, moving the reader towards its conclusion. Even though the answer is not quite finished this does not significantly detract from its sense of completion and structure.

Vocabulary is varied and appropriate, such as in the opening paragraph and in sentences such as, 'Finally it was complete and beautiful' and 'eventually he took off and started increasing speed rapidly'. Spelling is not fully secure, including the spelling of common homophones. Punctuation is mainly accurate, whereas sentence structure is frequently adapted for effect. This therefore is an answer that contains Level 3 and level 4 features and achieves a 'best-fit' mark of 23, with A05-15 and A06 - 8.

#### Examiner Tip:

Candidates should consider the key indicator words in the mark scheme, such as 'for particular effect' and 'sustained use'. They should use the mark scheme



criteria to help you focus upon what is required to move into the next mark Level.

### ***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 the future. Some candidates made good use of the source material without plagiarising it producing narrative adventures of encountering people in the future, some clearly drawing upon computer game scenarios to support their narratives. Two elements that featured in many narratives were flying cars and artificial intelligence, the latter often having a malign or sinister influence upon the future world. Others chose to adopt a more formal, essay-style response, reflecting upon what they thought would happen in the future, often using present concerns as their stimulus, such as global warming. As in the summer, there was a wide range of responses that were lively and interesting to read.

### Example 1

Write your answer to Section B here:

Everything ~~was~~ <sup>is</sup> so different. ~~Everything I knew, gone with~~  
~~something~~ Places I knew - gone with something else  
in its place. I knew I was in the same place but I also  
knew it was a different time.

Looking around for a place I recognised, I noticed the  
looks I was receiving from the people passing  
by. At last I found somewhere - the café I work at, or  
at least I used to work at unless I can find a  
way to get back home.

Upon ~~enter~~ entering the café I was relieved to  
see it hadn't changed and also that the looks I got  
~~was~~ were completely different to the ~~one~~ ones I was getting  
outside. except one person, the owner, my boss and good  
friend Mrs Matthews. Despite the obvious fact that she had  
aged quite quite significantly, she still looked the same.  
~~She~~ Before I knew it she ~~to~~ grabbed me and took  
me to the <sup>empty</sup> staff room. which:

"Delilah? Is that really you?"

"Yes Mrs Matthews it is. What's happened? Why is everything so  
different?"

"You mean you don't remember?"

"No. What happened?". Mrs Matthews ~~must~~ realised the intense confusion on my face and explained everything to me.

"It's 2038 Delilah. You've been cryogenically frozen for 20 years." I couldn't believe what I was hearing. I was frozen for 20 years! Suddenly, it dawned on me. I signed myself up for an ~~experiment~~ experiment. An experiment where I would be ~~cryo~~ cryogenically frozen for 20 years to see if it would ~~de~~ affect the way I aged. It obviously worked because I still look the same.

~~I have nowhere to live~~

Now I know that I am still home but life won't be the same. I have to adjust to ~~every~~ everything that's changed: the environment, buildings, the people. I know I can do it though. Nothing can stop me.

#### Examiner Comments:

This is a secure Level 3 response which is competent and accurate. There is a deliberate attempt to engage the reader in the set-up of the story in the opening paragraphs. The narrative moves along in an organised fashion and the candidate connects ideas, though these are not sufficiently developed to reach Level 4. There is evidence of selecting material and of using stylistic devices to suit the audience and purpose, such as the use of repetition in the final paragraph. There is some simple character development and a sense of narrative drive established in the story though the use of dialogue. Paragraphing is used appropriately to enhance meaning.

Spelling is accurate and the direct speech is well punctuated. There is a range of punctuation and sentence structures such as in the opening of paragraph 2.

Vocabulary is varied. This meets all of the points in Level 3 but few of the those in Level 4 and so it achieves a high level 3 mark of A05 13; A06 9.

### Example 2

Write your answer to Section B here:

What would be like to live in the future.

Still living as an eighteen old ~~to~~ grumpy teenager? No, that would be the most boring life of all, on the other hand it would be like living out of this world. I would do what I want without any nagging from mum and dad, partying ~~the~~ everyday <sup>and</sup> wearing whatever clothes I can think of.

Living in the future would be an absolute pleasure. ~~to~~ I would work ~~as~~ as a pilot my dream job, flying around the world; meeting different ~~diff~~ people not forgetting visiting my favourite landmarks around the world like Statue of Liberty, Oprah house in ~~Australia~~ Australia.

With ever changing technology, living in the future would mean most of the things are done for you. Can you imagine having a robot feed you and you don't have to pick up

after you? I reckon living in the future, would mean living in the city that never sleeps. With driverless cars already on the way, no one would have to work for anyone. I can just about see clearly being your own boss and having all your shopping at a click of button.

Most of all living in the future would mean no one gets sick. Wouldn't be wonderful to never have to think of violent diseases like cancer, heart attack. All our family will be together without any worry in a slightest thing to worry about.

Finally if I lived in the future I would embrace it as there won't be any violence, death, sickness. Everyone would live in precious harmony.

#### Examiner Comments:

This is a sound personal reflection upon what it would be like to live in the future. The candidate has employed an appropriate essay style and adopts an appropriate tone, with some use of humour in 'grumpy teenager'. This would seem to be the voice of a teenager focusing upon a teenage perspective as seen in 'nagging from mum' and 'wearing whatever clothes I can think of.' As the response develops the candidate addresses wider issues such as illness and world peace. There is an attempt to build tension and as the response progresses it begins to create a more emotional dimension in its response. The A06 mark is enhanced by the use of varied vocabulary, such as 'absolute pleasure' and 'violent disease', taking it to the top of Level 3 for A06. Spelling and punctuation are mostly accurate and paragraphing is used to make meaning clear.

The use of a clear structure and some rhetorical devices is effective, but is sometimes hindered by a lack of cohesion. For example, the candidate refers to

having a job as a pilot, yet later refers to no-one having to work for anyone else. This answer achieves a mark in the middle of Level 3 for the above reasons and is not able to demonstrate the criteria seen at Level 4. Final mark is 21 with A05 – 12 and A06 – 9

**Examiner Tip:**

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

## Paper Summary

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

- Read the passage in section A very carefully, identifying the different ways in which the writer has tried to engage you as the reader. You cannot write about a text until you understand what it is saying.
- 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 include 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.  
Use your own reading as stimulus, including the adoption of certain writers' techniques.
- 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>