

Examiners' Report
November 2019

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 November 2019 series this was an extract from *North and South* by Elizabeth Gaskell. 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 November of 2019 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 November 2019 paper. The examples below indicate the most common responses with most candidates able to successfully answer this question with a two word answer, 'few minutes', though others gave longer phrases such as 'a few minutes more'; 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 6-8 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 6-8, identify the phrase that explains how long it will be before the soldiers arrive.

"a few minutes more"



This candidate successfully identifies a section of text that contains the key phrase from the passage and is awarded one mark.



Candidates should read the question carefully and make sure that they are aware of the correct lines and only choose text for their answer from within the designated lines.

1 From lines 6-8, identify the phrase that explains how long it will be before the soldiers arrive.

Few minutes



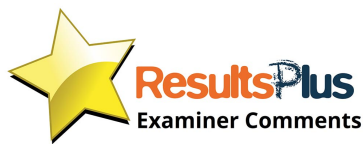
This candidate successfully identifies just the two key words which are required for the answer.



This question asks you to 'identify' a phrase so it is important that you only select words and phrases from the passage and do not add any of your own words to the answer.

1 From lines 6-8, identify the phrase that explains how long it will be before the soldiers arrive.

"a few more minute's and the Soldier's will be here"



This candidate includes more of the original text in their answer than is necessary. However, as they have made a selection and their selection includes the correct phrase then they are awarded the one available mark.



Make sure that you make a selection from the lines of text given in the question and do not simply copy out all of the lines identified in 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 mood of the crowd is shown'. 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 mood of the crowd. Therefore, candidates who focused upon the thoughts and feelings of Miss Hale and Mr Thornton were not successful as they did not address the question. Other unsuccessful answers referred to text from outside the line references given.

2 From lines 1-8, give **two** ways in which the mood of the crowd is shown.

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

1 clear angry voices

2 ferocious murmur



This answer uses two quotations from the text and identifies two ways in which the mood of the crowd is shown and so is awarded two marks. The two key points that this candidate recognises are that their voices are 'angry' and also they murmur in a 'ferocious' manner, both of which indicate the mood of the crowd. These come from bullet points 3 and 4 of the mark scheme. This answer makes use of the two lines to separate the two elements it identifies.



Make use of the numbered lines to help you separate the two parts of your answer.

2 From lines 1-8, give **two** ways in which the mood of the crowd is shown.

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

1 'baffled cries' - upset

2 'thinking to encourage her' - warm hearted



This response is awarded two marks for what it writes under number 1. The quotation 'baffled cries' is bullet point 6 from the mark scheme and the identification that the crowd is 'upset' shows the candidate using their own words to explain what is covered under bullet point 10 in the mark scheme. The candidate does not successfully identify any ways the mood of the crowd is shown under number 2 of the answer, but is awarded the two marks for the first part of the answer.



Make sure you are aware of the focus of the question and not just the line references.

2 From lines 1-8, give **two** ways in which the mood of the crowd is shown.

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

- 1 the mood is shown as "angry"
 - 2 another mood shown is excitement as the soldiers will arrive in "a few minutes more"
- (Total for Question 2 = 2 marks)



This candidate successfully identifies that the mood of the crowd is 'angry', which is bullet point 3 of the mark scheme. The second part of the answer does not address the 'mood of the crowd' and shows a misunderstanding of the extract and is not rewardable. This candidate therefore is awarded one of the two marks available.



Be sure that your response directly answers the question and that you are sure what you are being asked to find in the reading text.

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 fully aware of. However candidates should use the mark tariff as a guide about how much to write in response in this question and it is quite possible to attain all six marks in the space provided in the answer booklet. There is an example of a response that achieves a Level 3 mark below. Candidates should take care not to spend too long responding to question 3 at the expense of later questions on the paper. In order to access the marks in levels two and three, it is not necessary for the language and structure comments to be equally weighted, only that the answer must contain an analysis of both. Stronger answers were those that offered an analysis of both features and which were focused upon how these were used to show the thoughts and feelings of Miss Hale and Mr Thornton. 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 examine in detail those features and so reach the marks in levels two and three.

3 In lines 16-33, how does the writer use language and structure to show the thoughts and feelings of Miss Hale and Mr Thornton?

Support your views with reference to the text.

(6)

The writer uses short sentences to suggest Miss Hale's feeling, ~~and~~ angry at the situation.

As she demands Mr Thornton using verbs such as "Go down" and "Speak". ~~She uses these~~

The writer uses commanding words to show her anger as she is requesting for Mr Thornton to negotiate with the workers.

The writer also uses short sentences to ~~convey~~ ^{convey} Mr Thornton's feeling as when he approached the workers to come to a conclusion "He set

his teeth as he heard her words" This suggests that he was not particularly pleased that he

was talking to the workers, ~~and~~ ^{to} working a deal.

However, ~~he has~~ his thoughts are, if he is able to ~~negotiate~~ and sort things out he may avoid this problem.

In the beginning of the extract he told Miss Hale to "Let them yell!" ~~She~~ This short sentence with

an exclamation mark suggest that he is ~~angry~~ ^{furious}.

Therefore, ~~however~~ he will not let it bother him as he has much better things he could do instead

than
of watching this drama.

~~miss~~ that the writer is showing that the
Miss Hale's character is a peace-full character
as she the writer uses "poor", an adjective
adverb to describe the innocent workers.

This shows that her thoughts are to be kind and
to get the workers what they want and
what they deserve.



This answer is able to offer an analysis of both structure and language points covering short sentences, imperatives 'Go down' and 'speak' and exclamation marks amongst other features. Paragraph one is particularly strong in its identification of sentence and word-level features and is able to make an apt choice of supporting references. The second paragraph is less successful and shows some misunderstanding in its explanation of the text. The final paragraph shows a sensitive appreciation of the writer's use of the adjective 'poor' and this moves the response into L3 as it shows analysis of the effect on the reader. This answer was not penalised for incorrectly referring to 'poor' as an adverb.



Show that you can do more than simply identify the techniques that writers use. Rather, show that you are able to show an appreciation of the effects that writers intend to create and the choices that they have made to achieve these effects.

3 In lines 16-33, how does the writer use language and structure to show the thoughts and feelings of Miss Hale and Mr Thornton?

Support your views with reference to the text.

(6)

The writer uses language to show the thoughts and feelings of Miss Hale and Mr Thornton in the extract (16-33) by the use of ~~imagery~~^{metaphors}. This is shown in "A dark cloud came ~~over~~^{over} his face while he listened." ~~Here~~ This metaphor of a 'dark cloud' shows the reader that Mr Thornton is feeling dread at what he must do according to Miss Hale's reasoning.

The writer uses structure to show the thoughts and feelings of Miss Hale and Mr Thornton in the extract (16-33) by the use of paragraph length. This is shown in "To reason!" said Margaret, quickly. "What kind of reason?" This short paragraph shows the ~~paragraph~~ panic that the characters face. The short ~~sentences~~^{phrases} ~~repeated~~ continue after this ~~structure~~ supports this idea of panic and specific thoughts of the characters.

The writer also uses ~~language~~^{structure} to show the thoughts and feelings of Miss Hale and Mr Thornton by the use of short sentences. This is shown in "Go down and face them like a man." This short sentence shows the desperation Miss Hale feels

to make the mob stop as well as her thoughts about the cowardly Mr Thornton and how he should resolve the conflict.



This candidate includes points on both language and structure and is awarded four marks. The candidate chooses to use the language of the question at the start of each paragraph and the answer is written as P.E.E. points, neither of which feature is required. The writer's use of the metaphor 'dark cloud' is identified and a reasonable explanation given. Next, a structural point is made on paragraphing with some explanation, though this is less successful than the previous language point. A further structural point is made on short sentences with clearer textual reference and explanation. It is the quality of explanation in this final point which places the answer at the top of Level 2. This answer does not have the quality to move into Level 3 as there is no reference to how these techniques are being used to influence the reader.



Make sure that your answer says something about the reader of the extract and how the writer wanted them to react or respond to what has been written.

3 In lines 16-33, how does the writer use language and structure to show the thoughts and feelings of Miss Hale and Mr Thornton?

Support your views with reference to the text.

(6)

The ~~written~~ ~~uses~~ phrase "shaking all over with passion" indicates that Margaret is shaking due to the fact that she is nervous for the response ~~after she~~

The phrase "Don't be afraid for me" indicates that Miss Hale is feeling ~~nervous~~ nervous and scared for Margaret due to the state she is in

The words "shaking with passion" indicates that Margaret is nervous but is also passionate about what she is saying. This makes her feel better when she ~~calls~~ Thornton says to Thornton "you are a coward if you don't go out there." But nervous at the same time to see his reaction



This is an example of a weaker response that was awarded a mark of one. This relatively brief response opens with some misunderstanding in the first paragraph between Miss Hale and Margaret not realising they are, in fact, the same person. The assertion that she is nervous when she says, 'Don't be afraid for me' is incorrect; rather she is defiant and challenging. A language point is made about Margaret being passionate though the comment made is quite limited. The answer makes no points about structure and so the response remains in Level 1.



Read the passage very carefully to avoid any misunderstanding.

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 a sense of growing tension. 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 a sense of growing tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

S - setting
I - ideas
T - themes
E - events

(15)

The writer uses repetition to demonstrate Boucher's attempt to reach the front of the crowd when she Margaret says exclaims "he is fighting to get to the front - look! look!". The repetition of the imperative verb "look" suggests that Margaret is demanding Mr. Thornton to look at Mr. Boucher quickly before they lose sight of him. This technique efficiently displays the speed at which Boucher is moving at and therefore highlights his "ferocious" "livid rage." This therefore suggests that something bad is going to happen if the soldiers don't arrive fast enough.

The writer is ~~effectively~~ successfully able to convey the message that an angry crowd is present through the use of biblical vocabulary when she says "it was as the demonic desire of some terrible wild beast for the food that is withheld from his ravening." The adjective "demonic" is extreme and ~~ports~~ effectively portrays the crowd's intent to hurt Mr. Thornton if they don't get what they demand. As a result of this, ~~the reader~~ the reader is left wondering ~~what~~ if anything will happen to Mr. Thornton.

~~The writer's ideas~~ The idea that Mr. Thornton has a lot of hate from the crowd is clearly demonstrated when he by Gaskell when he makes his way down the stairs and out of the ~~door~~ front door. As soon as even Margaret runs back up the stairs, she is easily alerted of Mr. Thornton's position by "the direction of a thousand ~~or~~ angry eyes." The phrase "a thousand ~~or~~ angry eyes" clearly portrays the message that there are a lot of angry people standing before his mill. This therefore creates the superior idea that Mr. Thornton is in a very dangerous situation at the moment.

At the end of the extract, we know that Mr. Thornton has gone outside of the mill to courageously face face the angry crowd however an eerie setting is created when the writer says "it seemed as if it would be better than this wild beating and raging against the stony silence." The ~~stony~~ "silence" evokes the idea that the crowd are getting more angry becoming calm however the adjective "stony" suggests that their feet rage towards him is fluctuating as the surface of a "stony" wall is bumpy.



This is an example of a mid-level 4 answer that was awarded 11 marks. The response begins with an insightful point on the writer's use of repetition, illustrated with the repetition of the imperative verb 'look'. Text selection is succinct and well-focussed. The final sentence of the paragraph implies that tension is being created but does not address this directly. Well-informed judgement is made in the analysis of the adjective 'demonic' in the second paragraph whereas the examples quoted in paragraph 3 are explained rather than analysed. Subtle analysis is shown in the final paragraph with 'stony silence' showing an understanding of the threatening mood of the crowd by its silence. The response does not have enough evaluation to move into Level 5 but there is enough analysis and well-informed judgement for a clear Level 4 mark.



As you write your answer make sure that you are evaluating by saying how well something has been done by the writer, not just what has been done.

4 In this extract, there is an attempt to create a sense of growing tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In the extract the writer exquisitely uses the build up of tension throughout the text. The soldiers are inforced to sort the "angry mob of poor workers" in which they were due to arrive "in five minutes" This is creating tension for the reader as anything could happen before the soldiers arrive as the crowd is described as "dangerous" However then miss ~~the~~ ~~writer~~ Maraget recalls them as "poor creatures" which shows sympathy for them so they don't begin to irrupt.

The writer successfully creates the feeling of tension throughout the extract. For instance Miss Margaret insists that the only way to deal with "poor workers" is "by heaven!" this creates tension as by her saying this could make the workers more angry and wound up so then more risk of danger. In which this makes the reader feel on edge with what might happen if the workers have heard the conversation between Miss Margaret and Mr. Thornton.



This is an upper Level 2 response that was given a mark of 6. The answer makes use of some evaluative language but does not offer an evaluative response to the text. Rather, the response opens with brief comments on ideas with some supporting textual references which are valid but not developed. The candidate attempts to explore the creation of tension, however the comment relating to 'by heaven' is not clearly explained. The final comments refer to the hypothetical situation that the characters can be overheard by the crowd by the use of the word 'if' and that the effect of this would be to make the reader feel 'more on edge.' The answer is focused upon tension and is able to make comments but is not able to clearly explain and develop the points made, which keeps this in the Level 2 mark range.



When you make a point make sure that you are fully explaining what you mean. You may find it useful to use a PEE structure in your paragraphs in order to focus your answer upon developing the quality of your explanation.

4 In this extract, there is an attempt to create a sense of growing tension.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

in the extract the writer successfully creates a sense of tension, this is shown because at the start of the text it says there is a angry crowd of poor workers but Mr Thornton sends soldiers down to get rid of the crowd until Margaret make Mr Thornton feel embarrassed and like a coward so he goes and sorts it out himself.

there is also tension because everything that ~~Mr Thornton~~ Mr Thornton is doing, Margaret disagrees



This is a mid-Level 1 response. This response makes extensive use of the italicised introduction to the extract in its first paragraph, enabling it to describe the events of the passage. The candidate does not make comments or offer explanations and this is why this response remains in Level 1. The shorter paragraph contains some limited assertions of the characters' relationship and their disagreement leading to tension in the final paragraph which meets bullet points 1 and 2 of the mark scheme. There are no textual references to support the assertions made.



Always try to include some of the original text in your answer to show where your ideas have come from in the passage.

Question 5

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

Candidates must choose one of the two questions available to them and are recommended to spend 45 minutes on this section. One of the questions will always make reference to a pair of printed images and in November 2019, this was question 6. There is a deliberate and thematic link to the text that has been read for Section A and this is intended to encourage and support candidates in their writing. In the November 2019 question 6 was the more popular of the two writing questions. Most candidates were able to complete a piece of writing in the available time. For those who had not left sufficient time for the writing they should be aware that the mark scheme makes specific reference to structural and grammatical features to support coherence and cohesion, therefore incomplete texts will not be able to access the full range of marks that is available for this question. Question 5 asked candidates to write about a time when they had the courage to fight for something that they believed in. There was a wide range of writing with many candidates crafting a response that used a wide variety of techniques, 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.

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:

Write about a time when you had the courage to fight for something that you believed in.

~~Plan~~

Cheerleading - School event
Panic

As I said my first sentence
everyone sighed.
Fear
Anger

People were getting up and leaving,
unsure of what to do.

I got my point across.
Some people may not like it
but I grew the courage to talk
about it.

STANDARD

Answer :

When I walked onto the school stage, panic struck me. The adrenaline was ~~running~~ rushing around my ~~stomach~~ like a whirlpool. I didn't want to do it.

Every Saturday my school do a debate. Every week a new student will stand up on the stage and fight for something they believe is true. Last Saturday was my turn. It was awful.

I spoke my first line, "Cheerleading is a sport", and everyone either sighed or rolled their eyes. At that point, my anxiety started to grow. During the beginning of the speech I wanted to run off. I didn't think I could do it. It was like I was on a boat, I was swaying side to side. Everybody stopped listening to me, so anger struck.

I raised my voice ~~to~~ in order to get people to have no choice but to listen to me. My speech was thrown to the floor so I could speak from my heart. Nothing would've stopped me then. Although people were getting up and leaving, ~~making~~ it just made me speak louder. My face was turning into a tomato as the anger was growing.

Bang! An ignorant woman slammed the door shut behind her. Everyone's heads rapidly turned and ~~snacks~~ snick was smothered all over their face. A young woman in a sea blue coat at the back of the hall signaled me to stop. It only made me speak louder.

As I was coming towards the end of my speech, there was only 7 people left in the room. All the anger and gear ~~was~~ ~~blowing~~ was slowly leaving my body, as happiness rapidly entered. Many people may not have liked my speech, but I am glad I rounded up the courage and

Spoke for what I believed. Most people left throughout the speech but I know they all heard the first line which was my point that I wanted to get across - Cheerleading is a sport!



This answer has features of Level 3 and Level 4 for A05 meaning that the final mark is a best-fit mark at the lower end of Level 4. This response communicates clearly and is competent and accurate. There is a deliberate attempt to engage the reader in the simple set up of the opening paragraph and the use of in media res, before giving the reader the necessary background detail in paragraph two. The narrative is cohesively organised to engender empathy in the reader and the almost cyclical structure is used deliberately for effect. There are some effective if relatively simple similes used. This piece creates a tone of increasing defiance and determination in the face of adversity and organises its material so that the reader shares the feelings of the narrator and champions her final success. There is a clear, if simple, sense of narrative cohesion as the text builds to the simple sentence conclusion, that repeats the opening words of the candidate's speech. It is this creation of cohesion of cohesion and coherence and the adaptation of tone and style to create a strong emotopnal connection with the reader that moved this answer into the lower end of Level 4.

In terms of A06, the spelling of a varied vocabulary is accurate. Varied punctuation is used accurately to adapt sentence structure for effect, such as the emphatic, 'It only made me speak louder', concluding the middle paragraph of page 14, helping to deepen the reader's understanding of the writer's conviction and determination. The vocabulary cannot be said to be wide or selective and so the A06 mark given was at the top of Level 3, not into Level 4.



Make sure that you know how you are going to end your writing before you start to write. Then work your way towards your planned conclusion.

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:

She is the only person I have left in this vast world full of people who are oblivious of the dark, dire, bleak reality of my life. My twin sister, my sole mate, my side or die. She is lying on the white hospital bed surrounded by four white washed walls of the room that has seen so much suffering and sadness and anguish. They pity me when I look at her. I try to hold on to the hope that she will wake up again. The wires and tubes connected to her heart were the only things keeping her breathing. In and out, In and out. We take it for granted, In and out. The harrowing anticipation of what might happen next is tearing at my insides desperate to be released from the clutches of grief. The heartache and the memories of that night played out again, in front of my eyes for what seems to be the hundredth time.

I hadn't seen her fall, I was in front of her and she was lagging behind as usual, her mind racing away with itself. I hadn't seen her but I heard her. I heard the earth-shattering screams ▶ partnered with the screeching breaks that still pierce my ears today - the ringing never ceased.

I wheeled around and the gut-wrenching image of what

lay in front of me burnt itself to my memory forever. The intense fear and horror in the driver's eyes. The sharp gasp of the people who had begun to gather and the evergrowing tension in the air began suffocating me as my beautiful best friend lay on the ground. Crimson red blood quickly formed a puddle around her slim motionless legs as if it was trying to take over the world. Her once exuberant and lively face was now pallid, and as hollow as a cold shell abandoned on a wet beach. I felt an uncontrollable surge of torment travel through my limp body as I heard a deafening shriek escape my lips; my brain processed what my heart refused to believe.

My knees buckled as my legs gave way under the weight of my heavy heart. I fell besides her, I begged her to hold on but she screamed out in agony and all I could hear was death. I sent him away, pushing him with all my might, telling him he wasn't welcome. I faintly heard the perpetrator in the background telling everyone who would listen that an ambulance was on its way. I was unaware of my view of surroundings as everything fell from my view except from the only person who ever understood me. She was slowly slipping, leaving, departing, but I refused to let her go. She whimpered and howled and I could see her struggling as she tried

to grasp onto the thin threads of the frayed rope of life. I was afraid. I was terrified, but I refused to let her go. I believed in her and I would fight to get her back. My sister was laying there and I was helpless, unable to save her. Unable to go back in time and put my self where she lay on the cold, wet, grey gravel with life seeping out of her eyes. Time slowed down.

I heard the shocked voices of the pass bys and I tasted the regret that seemed to emit from every pore of the perpetrators body. As if apologising profusely would wipe clean the harm that he had caused. But I knew this was a tencious stain. I felt his trembling body lean over my sister. His guilt-ridden tears falling on her. But I was to fixated on making sure that the dark shadow of death kept its distance from us. I reminded him that I would take my revenge if he dared to move even one more step closer to her.

The sirens got louder, I heard the slamming of breakers again but this time they spoke of hope, of optimism of confidence. Then the people dressed in green with medical equipment grabbed me from my shoulders, dragging me away as I fought them, trying to get them to understand that I had to take care of death, that she needed me, that all we had was each other. But but the held

me back as they surrounded her & like a pool of green water with her swimming, drowning, grasping. The drove away in there yellow van, their blue lights blaring and sirens binding, telling the world that death was chasing them and only time could save her now.

The perpetrator was still stood there, wearily watching and waiting, as the men in black hats with black notebooks threw question after question at him. My sadness grew, his terror grew, her pain grew, all of our emotions were alive, reminding us that no one can control fate, time slowed down.

Today I am still here, waiting. They tell me it's ^{only} been a few hours but I didn't believe them & was certain that it had been years since she last opened her eyes. Everything is a grey blur now with colour having escaped from our lives. I am still ^{waiting} seated, negotiating, deal making with death. I told him that no matter what I have the courage to fight for her. It mocks me, and all the anger and hatred and sadness and frustration continues to rise up and the hole in my fragile heart expands until I am certain that I will explode and destroy the world into tiny bits. I screamed silently, but I didn't give up, resilience and was our motto. I helped her to hold onto life and I teach her how to stop her fingers

from slipping just how I taught her ^{how} to grip the monkey
bars many years ago. 'I love you; I whisperd. Beep, beep, beep.
Eyes open.



This is a very strong written response that achieves full marks for both A05 and A06. This response engages the reader from the opening sentence with its allusion to the dark and bleak reality which faces the writer and which only the writer's twin sister can save her from. There is a maturity to the writing and an ease of control shown in the move from the complex opening sentence, followed by an emphatic power of three sentence and the simple effectiveness of 'They pity me when I look at her'. The answer moves effortlessly from the present, into the past and back into the present tense without ever jarring the flow of ideas or the connection with the reader. This response has a powerful emotional depth which engages the reader throughout. The candidate shapes the audience's response with subtlety, and we get a real sense of the narrator's emotions and relationship with their twin sister.

The candidate's vocabulary choices are extensive and the precision with which the candidate has selected words and phrases is sophisticated and used to manipulate complex ideas. This can be illustrated in the sentence that describes her sister the moment after the accident, 'Her once exuberant and lively face was now pallid and as hollow as a cold shell abandoned on a wet beach'. The figurative devices peppered throughout the piece are well managed and the move into magic realism depicting the manner in which she holds Death at bay is chilling and sinister. The candidate creates textual cohesion in a number of ways. It brings the piece back to the hospital bed at the end, keeping the reader guessing until the very end and creating a moment of pathos as the heart monitor beeps and the sister opens her eyes. There is a subtle use of colour motifs throughout from the white hospital room, the crimson blood and the yellow van. Often people are only described as if they are colours, such as the policemen who are only ever referred to as the 'men in black' or the paramedics who are 'people dressed in green.' This gives the piece a dream-like quality at times.

Paragraphing is well structured over the whole response and the piece builds to its conclusion with style. The candidate has used a wide range of sentence structures to good effect. It is worth noting that responses do not have to be perfect to achieve full marks and this piece does have some errors in spelling. It is important to recognise the impressive range of writing skills this candidate controls and the sense of shape and control that it exhibits from the very start and to reward this. Full marks are fully deserved and in many ways this answer goes beyond what one might expected from a candidate in an unprepared 45 minute writing activity.



Look at the way this answer focuses upon thoughts and feelings and prioritises this over having to tell every detail of what actually happened. This creates a strong connection with the reader.

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:

Heaving the waves ~~ashed~~ violently against the sand and rocks. ~~He~~ smelling a very strong sense of salt. I look towards the waves to see a ~~curious~~, dark, ominous, cloud covering the English afternoon sky. ~~Some~~ -thing is ~~erasing~~ me I'm not going to be able to make it home tonight.

Walking a few steps from where I ~~stood~~ ^{look} ~~ed~~ ^{ed} ~~out~~ ^{ed} of the sea, I seen ~~an~~ ^{lost} figure observing me ~~ob~~ ^{ed} ~~though~~ ^{ed} it's ~~was~~ ^{ed} waiting, calculating, summarising who or what I am and how it would like to kill me?

Trying to ignore it and could be a ~~erick~~ ^{ed} of the eyes, ~~to~~ ^{ed} try to brush it off. When I noticed the clouds had gotten darker as though ~~the~~ ^{ed} ~~external~~ ^{ed} ~~eyes~~ ^{ed} remind me of the eternal abyss moves and swirls in a myasma of ink seeps into the light.

In a massive state of ~~hesitation~~ ^{ed}, I look at the

creature who I could see more clearly. The big unblinking amber coloured eyes, green scaly ~~and~~ frog like skin and sharp narrow black ~~tooth~~ like teeth as ~~though~~ pulling a smile as though imitating a humans emotions but straggling greatly.

Now panicing if all this is real? I turned towards the clouds to see the sun has turned a sanguine red, like the sun has drowned in its own blood.

Looking back at the creature I noticed there two of them now, then three, then four then five eventually there was an army of coming from the sea! With a loud gurgling and croaking noise echoing from such a ~~main~~ original being that should not exist. I had the temptation to fight but what can one man do against a horde I can't outmatch I knew I had ~~to~~ stand up to them to realise it is hopeless.

~~At~~ When I noticed the waters had turned a green dark oily colour. When I seen tentacles sprouted in the same colour as the waters.

*I realised that it's just as the legends
told, the Deep ones have returned...*



This is an ambitious piece in which the writer takes an imaginative approach to the question and strives to achieve effects, often with some clear success, achieving Level 4 marks for both A0s. This organises material for effect although the narrative might appear relatively 'thin' in that little actually happens. This is a piece of writing, rich in imagery, in which the candidate develops atmosphere and creates a clear series of pictures in the reader's mind. Structural and grammatical features are used deliberately such as the patterning in the repeated use of the present continuous tense in the opening lines of the first three paragraphs. Tone and register are used effectively to develop atmosphere, such as the powerful image of the sun drowning in its own blood; information and ideas are managed for effect, although not always securely.

The response builds up reader expectation through some tension towards the climax of the story, a chilling conclusion suggesting that worse is to come, reinforced by the deliberate use of ellipsis. Therefore, this achieves, using a 'best-fit' approach, Level 4, 16 marks.

In terms of A06, the vocabulary is extensive such as 'ethereal abyss' and 'sanguine' although there are some errors in spelling. Sentence control is sometimes inconsistent, but this rarely impedes understanding. There is evidence of crafting when sentence structures are managed for deliberate effect, such as the cumulative build-up in the penultimate paragraph on page 13, beginning with one creature, then two and three and ending in 'an army' coming out of the sea. As with A05, there are features of Level 3 and Level 4, however a 'best-fit' approach to marking gives this a Level 4 mark of 11.



Think carefully about the vocabulary and punctuation you use and what you want your reader to know and understand. Try to include a variety of both.

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. 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 6 where candidates were asked to write about a time when they were part of a crowd. 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. Candidates wrote about a variety of crowd experiences including rock concerts and festivals, demonstration rallies and sporting events. Some candidates based their writing closely upon being part of the crowd featured in the passage without plagiarising it. There was a wide range of responses which were lively and interesting to read.

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:

SSCCOMP SUCCESS i' complex short > short p

- at the lemans race ~~is~~ 1970 ish - ^{heat of day,} like of crowd
- the cars get rolled out - colour - imagine being in car
- the drivers line up - wave - reflected - protective suits
- the flag gets dropped - tension of waiting
- the sprint to the cars - short p? - time slows
- the car takes off from the line - sound - small crowd goes wild

...

It is a bright sunny day at the lemans 24 hour race. The sun shines down on the crowd and the ~~track~~ track like a torch shining into a dark room. I can feel the vibe of the ~~area~~ crowd: they are all exceedingly excited and ready for the race; the leman 24 hour race has been held at this track for ~~over~~ many ~~of~~ years now, it is a very prestigious event. ~~these~~ people from all over the world come like swarms of bees to see it.

The ~~vivid~~ vivid, spectacular and state of the art race cars are rolled out of their garages one by one. The ~~the~~ crowds cheer and like interchanges ~~with~~ with ~~to~~ each car that comes out. Now an especially beautiful ~~car comes out~~ ^{emerges}: its ~~bright~~ ^{vivid} sky blue ~~paint~~ and fiery orange paint job stands out ~~there~~ immensely. ~~and~~ It looks too futuristic. It looks as though it would beat any car. It looks fantastic.

Next the drivers walk out. The drivers: ~~they~~ ^{they} are the most courageous, brave, a lion hearted people out there; they risk their lives driving these cars for others entertainment. As each driver comes out a different part of the crowd starts to cheer and chant, these are the people that support each team and driver. ~~the~~ The drivers ~~are~~ have to wear solid protective helmets, ~~fire~~ fire proof suits and extremely strong neck braces all to protect their lives.

Now the tension really kicks in; the crowd and drivers wait as one for the green flag to drop. The tension is reinforced

Concrete. The grand stands are silent for what seems like days on end. We can't wait ~~any~~ any longer: ~~the~~ The crowd are so close to the edge of their seats that there isn't much seat left. ~~Silence~~ The silence is overwhelming.

The flag drops in a flare of green.

The drivers, who have been waiting for so long, finally get to do what they have been trained for: They suddenly make haste towards their individual cars. Time ~~seems~~ seems to slow down. ~~and~~ I can see each driver's face, the look of competition and pure courage has ~~over~~ taken them, you can't see anything like this any where else.

The car engine roars as it is fired up, each piston exploding fuel and air quicker than any human can ~~think~~ think. The smell of fumes invades my lungs. The specially designed racing tires ~~are~~ scream as they

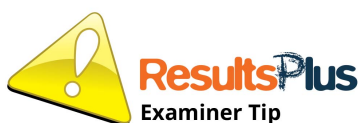
try to find grip on the smooth, black tarmac; once the cars get grip the drivers put their foot down and let the car stretch its legs.



This response achieves Level 5 marks for A05 and for A06. It is interesting to note that this candidate has written a plan which includes details about techniques to include alongside the content of each paragraph. It is important to stress that marks are not awarded for writing plans and that candidates are not required to write a plan for their answer.

This engaging piece moves easily between the first and third person with ease and without ever confusing the reader, demonstrating a sense of authorial detachment and control with a sustained use of effective tone and register. The opening paragraphs set the scene for the reader creating mood and an atmosphere of anticipation alongside vivid descriptions of sights and sounds of the race. It becomes clear that there is a very deliberate and effective structure in the paragraphing, carefully revealing each stage of the build-up to the start of the race. This moment is powerfully captured in the single sentence paragraph which is notable for its brevity and its imagistic language, 'The flag drops in a flare of green'. Overall this candidate manipulates some complex ideas using a range of structural and grammatical features to shape audience response including a one-sentence paragraph and a range of temporal connectives. Despite lacking a powerful ending this meets the Level 5 descriptors for A05 and was awarded 21 marks.

There is an extensive vocabulary used strategically, such as 'flare of green', 'lion hearted'. The use of punctuation is accurate and precise and a range of sentence structures is used to achieve particular effects, such as the move from the simple, one sentence paragraph to the complex, multi-clausal sentence of the next paragraph as the drivers run towards their cars. This is a strongly engaging response that combines strong organisational skills with expressive language skills and a wide vocabulary and so achieves Level 5 marks for both A0s.



You may write about something that you are passionate about or know a lot about, but don't forget the needs of your reader and what they need to know and understand in order to fully engage with your writing.

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:

Of the night of Halloween 1984, when I was eleven years of age I had just been woken up to a surprise by my Mother, whom had many beautiful features such as, shiny, lush, soft long blonde hair with sparkling bright blue eyes, perfect white teeth and a tall thin figure. I mainly took everything she has, nothing from my father as Mother used to say.

The big surprise was hidden in a box with layers of wrapping paper but once I've torn through it all there was two golden tickets ~~for~~ ^{to} the halloween fest tomorrow night. I was ecstatic, I've been wishing to go for years but I've always been too young.

The next day around evening time we decided to go dress up, lucky for me & and mum we already had our costumes ready, Mum was going as a dark red devil with a long

Spiney burnt tail, horn which one of them ~~was~~ had a bite mark and disturbing huge lenses with fake blood. My stomach felt fragile at just a glance.

I too went as a devil but was not as terrifying as her. We were ready so we ~~scared~~ hepped to the car of excitement then realised the sky was dark orange which gave me shivers.

Finally we turned up and it was dark and somewhat misty. The place was packed, the ~~street~~ road and pathway was at ~~capacity~~ max capacity. Mother made me hold her hand at all times ~~and~~ as we have entered meshpit crowd.

The fest was bright and loud but it was very entertaining, we both were relifed we came. suddenly while ~~watching~~ glancing at a poster behind me everything went dark. I got so terrified I jumped and my hand slipped out of my mothers hand. ~~Out of no where~~ All I could hear is my heart beating

and my ears muffled but could still hear the cries of other young children. ~~and then~~
~~out of nowhere the lights came back on~~
~~and my mo~~

I could not hear or feel my mother, this was the scariest moment of my life. then as I ~~met~~ inched through the darkness I felt some icy cold fingers emerge with mine and I was hoping it would have been my mother, but instantly I knew it wasn't. My mother's hands were always warm soft, delightful to touch but these hands were frozen, ~~and~~ dry, hard and very unpleasant to hold.

I started screaming and throwing my arms ~~to~~ with hope of getting away and thankfully I did, as soon as I did though I ran. I ran like I never have before, only leaving a blur behind me until eventually clashing into a tall figure it seemed. "Theresa?" I heard from a voice that ~~sounded~~ ~~it~~ was whimpery. The lights finally came back on and ~~met~~ it was indeed my mother, which I knew before

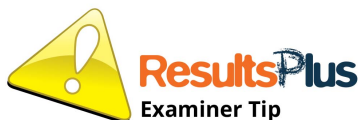
from her unique voice.

Finally after telling her what happend ~~was~~^{we}
Set destination to home and promised
each other in the car that we would
never go again.



This is a response that scores mid-Level 3 marks for both A05 and A06. The opening concentrates more upon describing the character and appearance of the mother than setting the scene. There is some confusion here about the order of events. Once the story moves on to the halloween party there is a deliberate attempt to develop atmosphere with expressions such as 'inched through the darkness' and 'I ran. I ran like never have done before only leaving a blur behind me'. Essentially the meaning is clear, and ideas are connected but are not fully developed. It has a simple narrative structure with competent use of paragraphing and there is evidence of selecting material and stylistic devices to suit the audience and purpose. This does not meet the Level 4 criteria of effective use of tone, style and register; neither does it organise its material for particular effect across the whole of the answer. This meets the Level 3 criteria and was awarded 12 marks for A05.

In terms of A06 there is some use of varied vocabulary e.g. 'inched through the darkness', 'ecstatic' and although there are some spelling errors they do not impede clarity. Punctuation is generally accurate and there is some attempt to adapt sentence structures for effect. There is not a wide and selective vocabulary in use and neither does the answer manage its vocabulary and sentence variety for particular effect and so this achieves a mid-Level 3 mark of 8.



Remember that descriptive writing uses a wide variety of language features including interesting word order and an interesting choice of verbs and nouns. You should not just rely upon adverbs and adjectives as a way of making your writing more descriptive.

Paper Summary

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

- Read the passage in section A very carefully to avoid misunderstanding
- As you read, think about the different techniques that the writer is using, and how the reader should react
- On question 3, you should write about both language and structure, paying particular attention to the line references in the question
- Question 4 wants you to focus on evaluation. Look at the different techniques that have been used by the writer and how successful you feel the writer has been.
- On Section B, think about your reader at all times, what you want them to know 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.
- Check your work for accuracy of all sorts: spelling, punctuation and grammar. Re-read it at the end, if you the time.
- 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>

