

Examiners' Report
June 2019

GCSE English Language 1EN0 02

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-9. This was the fifth examination of the specification in English Language 9-1 and the third summer examination opportunity for candidates.

The qualification consists of three components:

- Unit 1: Fiction and Imaginative Writing - 40% (examination)
- Unit 2: Non-fiction and Transactional Writing - 60% (this examination)
- Unit 3: Spoken Language Endorsement (non-examination assessment)

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

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

This focus of this component is:

Section A – Reading

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

This paper features two unseen non-fiction extracts, from 20th- and 21st-century texts. One of these texts is literary non-fiction. The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. The specification identifies that: *Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary non-fiction, such as selections from autobiography, letters, obituaries and travel writing.*

The questions are on:

- Text 1 (Questions 1 to 3) and Text 2 (Questions 4 to 6).
- There are a mixture of short and extended response questions on the extracts.
- Candidates' ability to synthesise across two texts will be assessed in a separate question, 7a, which will focus on similarities in the texts. The final question of this section, 7b, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

Section B – Transactional Writing

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

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

For this series, the two tasks were to: write a letter applying for a job at a local guesthouse/hotel or an article for a newspaper with the title 'Making the Best of a Bad Situation'.

The Assessment Objectives for this paper are:

Section A: Reading

AO1:

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

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Q2, Q3, Q5)

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

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

This is the first series that assessed AO1 in the short-answer questions Question 2 and Question 5.

Section B: Writing

AO5:

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Q8 or Q9)
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q8 or Q9)

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

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

It was also clear that candidates used what they learned about different text types to feed into their transactional writing. As the specification identifies: *Students should use what they have learned about different text types to feed into their transactional writing. They should be introduced to, and be given the opportunity to practise, a range of non-fiction writing techniques and planning and proofreading skills.*

Candidates had, pleasingly, been given the opportunity to practise a range of non-fiction writing techniques and planning and proofreading skills.

The responses of candidates had some positive features.

Examiners were impressed by:

- evidence that the majority of candidates had understood the content of and ideas in the texts
- completion of the questions in the paper and coverage of all of the assessment objectives
- the inclusion of judgements at different levels for AO4
- the ability to make at least some meaningful comparisons for AO3
- writing that showed a range of ideas and suitable tone, style and register for audience and purpose.

Less successful responses:

- showed an insecure grasp of language and structure with 'feature-spotting' or confusion of terms
- had limited comment and relied heavily on description of ideas or events
- had a lack of evaluation – in the sense of deciding on an opinion - for their AO4 responses
- failed to support points using appropriate textual evidence
- lacked focus on the question in Question 7 - a) and b) both ask a specific question, not just similarities between the texts and ideas and perspectives broadly
- lacked organisation in their writing
- connected but did not develop ideas enough in their writing
- lacked accurate spelling and secure control of punctuation.

It was clear that candidates had been able to understand the ideas in at least one of the texts, and their own writing was often enthusiastic and had a clear sense of purpose and audience in the voice and ideas used.

Overall, examiners were impressed with the performance of and range of responses from candidates. It was clear that candidates had been able to understand the ideas in at least one of the texts. It was also evident that their own writing was often enthusiastic and had a clear sense of purpose and audience in the voice and ideas used.

Question 1

Candidates, in the main, achieved two marks in this question.

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

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

The few candidates who did not achieve any marks chose wrong lines, or (in a minimum of cases) chose the wrong text or copied out the lines in full.

Some candidates misunderstood the meaning of 'virtually' in 'virtually indistinguishable'.

1 From lines 1-2, identify **two** details about the guesthouses.

1 large

2 virtually indistinguishable



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Examiner Comments

Two valid points are made.

1 From lines 1-2, identify **two** details about the guesthouses.

1 Further on along the front there stood a clutch of guesthouses

2 Large and virtually indistinguishable, and a few of them had vacancy signs
pinned in their windows



ResultsPlus
Examiner Comments

There is no selection in this answer, as the lines are copied out. Therefore no marks are achieved.



There must be some evidence of selection to achieve marks.

1 From lines 1-2, identify **two** details about the guesthouses.

- 1 "large"
- 2 "clutch of guest houses"



Two valid points are made.

1 From lines 1-2, identify **two** details about the guesthouses.

- 1 large and virtually indistinguishable
- 2 'vacancy signs perched in their windows'



Two valid points are made.

1 From lines 1-2, identify **two** details about the guesthouses.

1 "Indistinguishable"

2 "Clutch" they're all together



ResultsPlus
Examiner Comments

Two marks are achieved, and there is also a valid interpretation of 'clutch' which is not necessary.

1 From lines 1-2, identify **two** details about the guesthouses.

1 large and virtually

2 Virtually



ResultsPlus
Examiner Comments

A mark is given for 'large'. 'Virtually' on its own is not enough for a mark as it modifies 'indistinguishable'.

1 From lines 1-2, identify **two** details about the guesthouses.

1 3 Star

2 Carpeted bathrooms



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Examiner Comments

The wrong text has been used and no marks can be awarded.

Question 2

For the first time, this question now assesses AO1 rather than AO2, so performance cannot be compared across series.

Candidates at this borderline grade were achieving, in the main, two marks in this question and there were a range of responses to choose from, with *white-haired widow* and *guy with a grasping manner* proving popular.

The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of both parts of bullet 1 of AO1: 'identify and interpret'.

For this reason, answers that interpreted information from the lines, for example interpreting the man with a cough as meaning a guy who is unhealthy or dirty, were acceptable. Again, where marks were not awarded it tended to be where the wrong lines were used, the wrong text was referred to or where the full lines had been written out.

There were few examples of only one mark being awarded.

2 From lines 5-10, give **two** ways the writer describes people who run guesthouses.

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

1 "White-haired widow"

2 Smokers ~~Smokers~~



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Examiner Comments

Three points are made here which is more than is required: 'White-haired', 'Widow' and 'Smokers' which is an appropriate interpretation.

2 From lines 5-10, give **two** ways the writer describes people who run guesthouses.

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

1 "white-haired widow"

2 "kindly nature and a fondness for children"



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Examiner Comments

Four points are made for two marks.

1 white haired

2 w.cb



ResultsPlus
Examiner Comments

There are two valid points. Spelling does not have to be accurate in this question.

2 From lines 5-10, give **two** ways the writer describes people who run guesthouses.

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

1 My wife can survey a row of guesthouses and instantly identify the one run by a white-haired widow with a kindly nature and a fondness for children.
2 where as I can generally count on choosing the one run by a guy with a grooping manner, a drooping fag and the sort of epugh that makes you wonder where he puts the phlegm.
(Total for Question 2 = 2 marks)



ResultsPlus
Examiner Comments

No selection of material evident.



There must be some selection of material evident to achieve marks.

2 From lines 5-10, give **two** ways the writer describes people who run guesthouses.

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

- 1 "my wife can survey a row of guesthouses"
- 2 "I generally count on choosing the one run by a guy"



These quotations given are not about the people who run guesthouses, and 'guy' on its own is not sufficient selection to achieve a mark.

2 From lines 5-10, give **two** ways the writer describes people who run guesthouses.

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

- 1 'Snowy sheets and sparkling bathroom'
 - 2 'guy with a gasping manner, drooping fag'
- (Total for Question 2 = 2 marks)**



The first point achieves no marks as it is nothing to do with people.

Two points are made in the second line: 'guy with a g[r]asping manner, drooping fag'.



Examiners will always look at what can be rewarded, even if there are two points in one line in the answer booklet.

Question 3

The mark scheme for this question indicates that 'The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.' It was pleasing to see that, in the main, responses had considered both language and structure and that candidates had been encouraged to be aware of structural points.

Structure was a good discriminator in this question as candidates had been encouraged to look for obvious structural points such as lists, sentence types and repetition. The more nuanced responses were able to explore the unusual use of narrative style for travel writing. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high-level skill, which gives candidates opportunities to achieve across the range.

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language had been explained. Understanding of terminology is not always a good discriminator as sometimes what the candidate identified as a feature of structure was a language feature. The best answers were specific about how effects were created, and the analysis was closely linked to the evidence used

Responses that were in Levels 1 and 2 tended to indicate that language and structure 'is used to engage and interest the reader' which is a phrase used in the question and this did not allow them to meet higher levels by looking at **how** both language and structure are used to achieve effects and influence readers.

The best responses offered more detail and often focused on more subtle devices such as contrast, humour and the concept of narrative. Stronger responses showed confident analysis of language and structure, weaving this with how techniques interested and engaged the reader.

The best responses to this question think about the type of text the extract is from, and how this is designed and created for the reader it is written for. This question discriminates well especially in this paper, where reference to the whole extract is needed, as it is important to consider what references the candidate wants to use and consider what examples are most significant for comment. Discriminating references are seen where a candidate picks out specific examples across the extract that link to their point, not just where they comment on every feature seen.

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

The writer uses language to set the scene of the guesthouse room. For example "Fingers of icy wind" personifies the wind giving a more chilly effect on the reader and making them want to read on.

The writer uses structure to engage the reader. For example "Well, it's hard to say no." this short sentence interests the reader about what's going to happen next when staying in the guesthouse that he said "was entirely out of the question".



The candidate identifies an example of language (personification) and structure (short sentence). There is an attempt to offer brief comments on the effect and undeveloped references are given in support. It is better than 'limited' and therefore moves into Level 2.



Examiners will always look to apply the mark scheme which 'best-fits' your answer, however short it appears.

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

Bryson uses language to engage the reader into how appalling the guesthouses he chooses are. In the words: "dismal place at a larcenous price" Bryson shows that this guesthouse is not what was promised: "promised a coloured TV and coffee making facilities." So he describes the price "larcenous," which means criminal, as if you've been stolen from, this shows that the guesthouse is in somewhat evil, and it makes you want to carry on reading, it grabs your attention and you don't want to take your eyes off the page, it builds lots of climax.

Bryson describes his room as: "grubbily matted carpet and those ceiling stains that bring to mind a neglected corpse ^{in the room} ~~upstairs~~ above." As an reader, you would worry about his safety, and his words are not pleasant so it paints pictures into the readers head, making them feel more connected to the story.

The ~~metaphor~~ ^{metaphor} "Fingers of icy wind." makes you feel more uneasy. It shows how malevolent the room is.



There is comment on language e.g. 'the guesthouse is somewhat evil' which draws on the glossary provided in the extract for understanding of the word 'larcenous'.

The candidate recognises and comments on the effect on the reader of the 'grubbily matted carpet...' and the metaphor 'fingers of icy wind'.

This response meets all Level 2 criteria and is therefore awarded a mark of 6.

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

During the beginning of the extract the writer employs ~~and~~ an indecisive tone to entice the reader into wanting to discover his eventual decision. The polysyndetic list to describe his wife's excellent instinct for guesthouse choice like 'kindly natured' guesthouse owners ~~and~~ with 'a ~~whole~~ fondness for children' to effectively ~~conveys~~ elicit a feeling of comfort from the reader and significantly contrast the unappealing description of his choices including men 'with grasping manner, (and) a drooping fag'. The use of this juxtaposition evokes a somewhat satire to the stereotypical 'uselessness' of men appearing and attracting the reader to enjoy the account and carry on reading.

The middle of the extract the narrator reaches an unfortunate crisis of having to stay in a 'disgusting' guesthouse employ-

a changing tone ~~of~~ of disgust and unappeal. The writer uses grotesque sensory imagery to describe the initial scene of the guesthouse inside as having 'a milelong pong of damp plaster and peeling wall paper.'. The harshness of the positives delineates his ~~own~~ self annoyance and regrets for his choice of guesthouse and emphasises the unpleasantness to the reader ~~allow~~ with imagery to allow them to empathise with Bryson and further engage them to find out ~~the~~ how he deals with his dilemma.

The end of the extract epitomises unpleasant hotel rooms and maintains Bryson's tone of disgust in his placement. The writer proceeds to use imagery and detailed description with intentions to closely connect with the readers and ~~there~~ elicit sympathy. The description of 'fingers of icy wind slipped through the single ill-fitted sash window' metaphorically enhances the writer's feeling of discomfort and provokes the reader to relate from the common feeling of being cold. Furthermore the noun 'fingers' connotes an intrusive and uninvited nature to disturb the

reader and provoke them to sympathise
with Bryson's discomfort further engaging
them.



This is a confident, sustained exploration of the text which begins to analyse the structure and tone of the extract as a whole. There is some precise analysis of language e.g. the grotesque sensory imagery and structure, juxtaposition, supported by extensive and appropriate use of terminology.

This is a secure Level 5, which might have achieved full marks if some points had been developed more fully e.g. the comments on the metaphorical use of 'icy fingers' in the closing paragraph.

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

In your answer you should write about:

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

Support your views with detailed reference to the text.

(15)

The writer uses long winding sentences, such as at the start of paragraph two, where he writes using detailed descriptions of what he imagines the owners to be like, contrasting language like 'a kindly nature' and 'a grasping manner' to highlight the writer's unique viewpoint and help engage the reader. The length of the sentences make the writer sound less formal to draw in the reader.

He also uses lists and rules of three, such as in the third paragraph where he separates them with a dash: " - 'Colour TV', 'En Suite All Rooms', 'Hospitality Trays' - " which makes the list more obvious. He also ends on an offbeat and funny-sounding amenity to interest the reader. He also uses a rhetorical question when talking about the difficulty of choosing between them to put the reader in his position to engage them further.

When describing his room in the final paragraph he uses lots of adjectives to ~~pp~~ create a lexical field of overwhelming negativity, by using ~~negative~~ words like "cold"

and cheerless". He also uses gross-out imagery to disgust the reader like 'a neglected corpse' and 'accumulated muck', which he balances with ~~more~~ ~~humorous~~ personification such as 'fingers of icy wind' as if they were coming to get him.

Furthermore, he says "It was entirely out of the question that I would stay the night"...so I said, 'That sounds fine', and signed in." This is a comic juxtaposition of how he says it is not going to happen and does it anyway. It also reveals some of Bill Bryson's personality and he acknowledges he is a bit of a pushover which is entertaining to the reader.



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Examiner Comments

This response improves as it progresses. The candidate's explanation of a range of language and structure features (e.g. lexical field, sentence length, lists, rhetorical questions) is clear and securely meets Level 3 criteria.

The use of humour is identified in the final paragraph 'comic juxtaposition' where the response moves into exploration / analysis.

A mark of 11 in Level 4 was awarded as 'best-fit'.

Question 4

Most candidates did achieve the mark here with *dirty lavatory bowls* and *shower curtains with handprints from former guests* being the most popular response. Where a mark was not awarded, this tended to be where the candidate used the wrong text.

4 From lines 7-11, identify **one** complaint about the hotel rooms.

"dirty lavatory"



One mark achieved with a succinct response.

4 From lines 7-11, identify **one** complaint about the hotel rooms.

"dirty lavatory bowls"



One mark achieved.

4 From lines 7-11, identify **one** complaint about the hotel rooms.

'left scathing comments alleging showers
curtains with handprints from former
guests'

(Total for Question 4 = 1 mark)



This slightly longer response achieves a mark.

4 From lines 7-11, identify **one** complaint about the hotel rooms.

"allegedly shower ~~curto~~ curtains"



ResultsPlus
Examiner Comments

This does not achieve a mark as it does not specifically link to a complaint.

4 From lines 7-11, identify **one** complaint about the hotel rooms.

Bed too small a guests had to sleep on the floor.

"Bed was so small they were forced to sleep on the floor."



ResultsPlus
Examiner Comments

This achieves a mark despite being a long response where the quotation repeats what the candidate has already said.

4 From lines 7-11, identify **one** complaint about the hotel rooms.

They have sparkling bathroom
They have colour TV's to.



ResultsPlus
Examiner Comments

No mark is achieved as the candidate has used the wrong text.

Question 5

As with Question 2, for the first time this question now assesses AO1 rather than AO2, so performance cannot be compared across series.

Candidates, in the main, achieved the mark in this question and there were a range of responses to choose from, with *friendly and helpful* and *comfy beds and linens* proving popular.

5 From lines 16-17, identify **one** positive comment given about the hotel.

The Staff were helpful



One mark achieved.

5 From lines 16-17, identify **one** positive comment given about the hotel.

'nice to relax with a beer'



Although part of a quotation, this is a valid answer.

5 From lines 16-17, identify **one** positive comment given about the hotel.

one positive comment about the hotel was that there was "comfy beds and linens" and my said that the restaurant is 'nice to relax with a beer'!

(Total for Question 5 = 1 mark)



Longer responses are valid, but there is more than is needed for one mark here.

5 From lines 16-17, identify **one** positive comment given about the hotel.

The one positive ~~about~~ thing about the hotel would be the on-site restaurants



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Examiner Comments

One mark is achieved here. This is a valid interpretation of the quotation about the restaurant. Not all hotels have on-site restaurants.



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Examiner Tip

Quotations and candidate's own words are acceptable.

5 From lines 16-17, identify **one** positive comment given about the hotel.

friendly and helpful



ResultsPlus
Examiner Comments

This is an acceptable answer - either 'friendly' or 'helpful' would also have achieved a mark.

5 From lines 16-17, identify **one** positive comment given about the hotel.

"11 comfy beds"



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Examiner Comments

This is a brief but accurate answer.

5 From lines 16-17, identify **one** positive comment given about the hotel.

v) comfy beds and liners²



ResultsPlus
Examiner Comments

The mark is achieved here.

5 From lines 16-17, identify **one** positive comment given about the hotel.

It's way better than outside
and you make your coffee and
you with colour tv

(Total for Question 5 = 1 mark)



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Examiner Comments

No marks are achieved as this is on the wrong text.



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Examiner Tip

Ensure you are answering on the text that the question is set on.

Question 6

Candidates in the mid-levels were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of the pieces, normally 'successfully', with appropriate and relevant references.

The majority in the mid-levels were able to comment clearly and explain events and ideas, although some attempted to comment on each one of 'SITE' where there was more to say on, for example, theme and ideas. The level of evaluation at this borderline grade was straightforward: 'The writer is successful in showing opinions'.

Candidates at the higher levels were at least analysing and at best evaluating ideas, events and theme. They were exploring and analysing ideas and events in the main, with well-informed and critical judgement and appropriate, detailed and discriminating references. The majority were able to analyse and evaluate events and ideas, theme and, in some cases, setting. The level of evaluation was well-informed and developed, with varied levels of evaluative language used and focus on the direction of the question, which was 'different opinions'.

At the lowest levels, candidates were at least describing and, at best, commenting. These candidates were describing ideas in the main, with limited judgement and references. The majority were able to describe, and some comment on, events and ideas. The level of evaluation at the lowest levels was limited, with limited evaluative language used.

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

There were responses that very successfully used language and structure (AO2) to underpin the evaluation, but language and structure sometimes took over. The focus must be on 'how well' for this AO4 question rather than 'how' – which is AO2. There were, however, fewer responses this series using language and structure (AO2) to underpin the evaluation, and many candidates were able to decide on an opinion about reassurance with confidence and the writer's success, explaining this clearly.

The quality of evaluative language was a good discriminator, as was the focus on the question. Responses that were in Levels 1 and 2 tended to indicate that 'the writer shows this successfully', which did not allow them to meet higher levels by evaluating texts critically, for example in terms of the audience and purpose of the text and how it may be successful or not successful in different ways.

Candidates should be encouraged to focus on what the question asks them to evaluate, not just evaluating 'the text'. The candidates at the highest levels often evaluated the writer's attempt at reassurance, perhaps being too focussed on negatives to be successful at showing different opinions. This demonstrated more of a detached critical overview (Level 5).

6 In this extract, the writer attempts to show different opinions.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully shows different opinions as we get to see both negative and positive comments throughout the extract, although there is a lot more negative than positive. ~~From the start of the extract the reader has a positive thought about the hotel. 'delighted to be staying there' this illustrates that even after years of good but mostly bad reports the Duke and Duchess of Cambridge are still glad to be staying there even though it's~~

nothing like their life style back home. However the reader quickly gets to see the bad about the hotel as they see ~~the~~^{some} claims. 'Shower curtains with handprints' 'dirty lavatory bowls'. This ~~suggests~~ just gives the reader bad thoughts about the hotel as that is clearly stating that rooms are not cleaned after other guests.



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Examiner Comments

Comment is made on ideas, events, themes and settings. There are descriptive sections (which is more Level 1) and straightforward opinion is given such as 'this illustrates that even after years...still glad to be staying there...'

References are valid but not developed.

6 In this extract, the writer attempts to show different opinions.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully shows the different opinions about the hotels by the way the people describe them in a negative and positive way.

In the second paragraph the hotels are getting described as 'dirty and stink'. This would make people who read this have an opinion of it



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Examiner Comments

The candidate begins by repeating the question and describes a technique used.

There is a limited reference to the text and an unclear assertion is made.

This fulfils all Level 1 criteria.

6 In this extract, the writer attempts to show different opinions.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In the extract the writer attempts to show different opinions on the Canada Hotel. The writer opens the extract in paragraph one by quoting a bad review about the bathrooms in the hotel. Considering the writer ~~is~~ was meant to be ~~talk~~ discussing both types of reviews the writer appears to be more leanant towards the negative reviews.

Throughout the ten paragraph long exeract positive reviews are only mentioned in two very small paragraphs in comparison to the other eight. In these two paragraphs the writer doesn't really mention anything more about the ~~same~~ reviews: "One describes the staff as 'friendly and helpful,' another praises the 'comfy beds and linens,' and advises that the restaurant is 'nice to relax with a beer.' The writer doesn't really say anything more. It is almost like a passing comment.

However, the negative comments are talked about in paragraphs ~~are~~ ~~tatted~~ that are

double the size of the positive reviews. Going into depth on how awful the hotel is. ~~The can~~
In one paragraph it was almost like the writer was poaking fun at the hotel: "Stay at the hotel without their children, may also struggle to get a good night's sleep." From there the writer talks about more bad reviews.

In conclusion I don't think the writer shows different opinions. They seem more biased to talk about the negative reviews more than the positive ones.



The candidate explains, but does not analyse the events, themes and settings.

There is informed judgement in places such as 'was almost like the writer was poaking [sic] fun at the hotel' and references are appropriate and relevant.

Informed judgement is evident, but this is not developed or well-informed. The response is at the top of Level 3.

6 In this extract, the writer attempts to show different opinions.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract, the writer effectively creates shows the idea of negative opinions ~~as~~ being numerous. For example, the use of a list on line 8 to reflect "dirty lavatory bowls" and "a putrid stink" is effective in reflecting a general ~~as~~ perception of the hotel as being squalid and undesirable. As a result, the use Jacobs successfully shows different opinions as being mostly negative, ^{and highlighting those of dislikers} which is impressed upon the reader, influencing them to also find the room ^{representing} inadequate living standards.

However, the writer is also successful in creating a positive perception about the hotel to the reader. This is shown to us on lines 15 and 16 which states that customers "praise" the "comfortable beds". By using hyperbole ~~and~~ in the verb 'praise', the writer cleverly portrays positive opinions as being enthusiastic to the reader, implying that ^{all} positive reviews were extremely enjoyable for some.

Although, the writer further creates the idea of positive ideas being limited, by using utilising only two opinions in a two line statement reflecting the upsides of the hotel.

Therefore, the writer also intelligently ~~creates a subtle~~ implies that the negative reviews outweigh the positive ones, and that the ^{number of} negative perceptions of the hotel are so ~~vigorous~~ ~~creates a perception of the~~ do not remove the overall inadequate quality of the room.

As a result, the writer effectively invites the reader to see ~~and different~~ opinions as being controversial and subjective depending on the personal experience, ~~or~~ almost creating a sense of confusion as to the true quality of the hotel, in the reader's eyes.

Additionally, Jacobs ~~so~~ successfully reflects different opinions clearly, using descriptions of guests as being "especially enthusiastic" or ~~leaving~~ ^{scattering} ~~left~~ "scattering comments". ~~For example,~~ For example, on line 23 one guest was seen to be "enraged", describing the changes to the hotel as "putting lipstick on a pig". Furthermore, by describing the guest as "enraged", Jacobs cleverly manipulates the reader into preparing for a negative comment, as the adjective "enraged" clearly reflects extreme anger, and therefore a terrible personal experience.



The candidate analyses ideas, events, themes or settings.

There are well-informed judgements about how different opinions are shown.

The final paragraph shows well-informed critical judgement such as 'Jacobs cleverly manipulates the reader...and therefore a terrible experience.'

Other ideas are less clear, which keeps the response at the top of Level 4.

6 In this extract, the writer attempts to show different opinions.

Evaluate how successfully this is achieved.

zoom out

Support your views with detailed reference to the text.

8/15
theme
PECS

(15)

In the beginning of this extract, the writer powerfully shows different opinions through the use of setting. This is displayed when the 'remote three-star hotel' has 'carpeted bathrooms' which 'smell like cooking at mealtimes'. This highlights to the reader ^{the} different opinions as some may say that 'remote' has exotic and positive connotations, however the carpets smelling 'like cooking at mealtimes' creates a negative effect as carpets are supposed to smell fresh and clean. The different opinions are further displayed as 'William and Kate have said that they are 'delighted' to be staying'. This exposes to the reader the different opinions on this hotel as the Royal Family have positive feelings towards staying there, ^{their opinion} ~~this~~ is arguably more important than 'TripAdvisor users' who 'have left scathing comments'. The effect that this has on the reader is that they will have conflicting emotions towards the hotel as both positive and negative opinions have been offered to them, so the writer has

successfully shown different opinions.

Towards the middle of this extract, the writer clearly shows different opinions through the use of conflicting ideas. This is highlighted when some TripAdvisor users have given positive feedback: ~~that~~ 'one describes the staff a 'friendly and helpful'... praises the 'comfy beds and linens'. This exposes the reader to the different opinions that are held against the hotel, some have enjoyed their stay as the beds are 'comfy' and ~~a~~ ^{the} bonus of staff being 'friendly', having positive connotations. However, this is contrasted with 'the more vitriolic feedback' as ^{an} 'enraged guest' describes the hotel as 'putting lipstick on a pig'. This emphasizes to the reader the different opinions by describing others' ~~a~~ feedback as poisonous and having connotations of anger and outrage. The effect that this has on the reader is that they will wonder ~~what~~ whether some reviews are lying or exaggerating as ~~both~~ the contrasting reviews are exact opposites.

At the end of the extract, the writer

effectively shows different opinions through the theme of the hotel not being well-equipped. This is displayed when ~~again~~ someone complained about 'the absence of wine glasses, and 'absolute minimum number' of cutlery'. This contrasts with the different opinions earlier on in the extract as other reviews didn't mention the hotel not being well-equipped. This is further displayed in the use of ~~words~~ a short sentence: 'that's if the food arrives'. This use of humour exemplifies to the reader that if the reviews are correct, the Royal Family may not ~~get~~ ^{have} a delightful stay at the hotel after all. The effect that this has on the reader is that they will wonder whether Kate and William enjoy their stay at the hotel or not, with all the controversy surrounding the hotel.



Assured points are made which are supported by apt and discriminating references such as 'this is contrasted with 'the more vitriolic feedback' as an 'enraged guest' describes...'.

The candidate uses the SITE approach to evaluate the text. A detached critical overview is given such as 'the effect that this has on the reader is that they will wonder whether some reviews are lying or exaggerating...'. This is not fully sustained throughout the whole response, however, which keeps the response from achieving full marks.

Question 7

Question 7a

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

Candidates in the mid-levels were able to give at least two or three similarities, demonstrating clear synthesis and valid evidence. Candidates at the highest levels were able to give a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence. Even the lowest level candidates were able to give at least one similarity, although with little synthesis or evidence. This series, some candidates suffered from not reading the question properly. The question is not about similarities between the texts, but similarities between places to stay.

This question requires understanding of the second bullet point of AO1: select and synthesise. In a minority of cases candidates attempted to examine differences, and these differences were credited in the answers to 7b (these were together to be marked in the online marking system).

Question 7b

It was pleasing to see that in almost all of the responses marked, candidates had compared the two texts to achieve at least Level 2. Responses at the mid-level considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made.

Responses at the lowest levels considered one or more obvious comparisons between the texts, with comment on writers' ideas. At this level, the use of references was limited. Even at this level, there was an attempt to compare the texts. There were limited responses in this series at Level 4 and above for 7b.

The mark scheme for this question indicates that 'Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.'

It was pleasing to see that almost all responses were able to compare texts, even at a basic level. Responses at Level 2 considered one or more obvious comparisons between the texts, such as both being about staying somewhere, one being one person's response and the other being different people's views, with comment on writers' ideas. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator.

The mid-level responses tended to focus more on perspectives as well as ideas, for example Text One taking a more personal perspective than the article, and the audiences for the texts being different which impacted on their use of language and style. Some candidates again here suffered from lack of focus on the question. It is not ideas and perspectives broadly, it is about a specific area, in this case staying in a guesthouse/hotel.

7 (a) The two texts show opinions about places to stay.

What similarities do the places to stay share in these extracts?

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

(6)

Both accounts indicate the positives and negatives of staying in hotels or guesthouses. They both make reference to the extreme conditions that might be met, ranging from a 'white haired widow with a kindly nature' to a 'grasping voracious' consumptive as described by Byron, to the contrast between the facilities in Yukon being likened to 'a cabin on a cruise liner' to the extravagant 'Pleasure King Jacuzzi' room, which might be mixed a bathplug.

Prices are compared; £19.50 considered 'a snipe' and £153 for the best room as 'only marginally more than... a less professional and more tired hotel' contrasting the vast choice available to Byron, and the 'Stobson's choice' available in Yukon.

Both places suffer from physical defects, have malodorous atmosphere and are of variable quality. As always, a case of 'caveat emptor' - buyer beware - you get what you pay for when it's available.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about staying in a guesthouse/hotel.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Byrson's view is that of an optimist, an optimist at heart, but none the less someone who knows that whatever his choice, he's fated to be disappointed. He writes from the viewpoint of an intending customer, looking for immediate accommodation. Jacobs however, writes about the ~~room~~ reviews of a property about to be visited by members of the Royal family, a young couple undertaking a Royal Tour, two entirely opposite viewpoints.

Byrson has a 'chitch' of guesthouses, indistinguishable from one another. In contrast, the Royal couple have, in essence 'Hobson's Choice' - the best there is ~~in the~~ area, but not ~~what would be~~ with the amenities to be expected, or even required in a more civilised location.

~~Byrson~~ Both authors speak of unsatisfactory conditions, offensive odours and unacceptable level of cleanliness, however, in Yukon, given the location, it might be difficult to maintain a high level at all times, the 'owner-operators' described by Byrson have no such excuse - this is, after all their livelihood. Both writers employ strong

adjectives, in ~~praise~~ ^{condemnation} and in ~~praise~~ ^{condemnation} 'grasping',
'unenthusiastic' and 'larcenous'; ~~from~~ ^{from} Byron 'kindly' and
'sparkling' from Byron; 'dean and well appointed' ~~and~~
'courtly' and 'friendly', 'putrid' 'dirty' from Jacobs

However, there is a dichotomy in the viewpoint
of the authors. Byron ~~is~~ wrote his book from an
informative and humorous point of view and this
is evident in the sardonic, ironic and self-deprecating
tone he uses. However, he does inject an air of reality into
things in describing the interior of a guesthouse and
the exterior, as extolled by gaudy advertising.

Jacobs presents a more factual account, albeit
from a ~~research view~~ ^{researcher's} of an overview of Tupaia.
He injects a note of caution - reviews "have been
the subject of scrutiny over the years" implying
the existence of an alternate narrative under part of
the poster

7a - This is a fully synthesised response which covers both texts evenly and uses a range of evidence to support. Detailed understanding is evident throughout. This may be a response that goes 'above and beyond'.

7b - This is a confident answer with a sustained focus on perspectives. The candidate focuses on the viewpoint in the first paragraph of 'an intending customer looking for immediate accommodation. Jacobs however writes about the reviews...!'

The response goes on to analyse a range of ideas which are clearly referenced from both texts – for example, at the top of the second page where several discriminating references are given to support the point made at the start of the paragraph.

There is a clear understanding of tone - 'sardonic, ironic and self-deprecating tone' - and the way in which this creates humorous detachment.

In the final paragraph, this is balanced with an appreciation of the provenance of the second piece: 'a more factual account, albeit from an overview of Trip Advisor'.

The response is succinct and focused throughout – not a word is wasted!

7 (a) The two texts show opinions about places to stay.

What similarities do the places to stay share in these extracts?

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

Both texts show a lack of ^{quality} catering equipment, (6)
in text 1 through: "disgusting and the spoon
was stuck to the tray" and in text 2 "absence
of wine glasses".

Both texts also show negative thoughts about
carpets in these places; in text 1 "grimily matted
carpet" and in text 2 "carpeted bathroom
smell like cooking oil meatlines".

Both texts mention the prices being expensive
for the quality of the residency; in text 1 "a
larcenous price" and in text 2 "£153 a
night. Although comes with a hot tub, the hotel
doesn't have an international reputation".

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about staying in a guesthouse/hotel.

You should write about:

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

— one is personal

Support your answer with detailed references to the texts.

(14)

Both text 1 and 2 present negative ideas about staying guesthouses or hotels overall. They both do this by referring to prior experiences of staying in other similar guesthouses or the same hotel earlier. Terms such as "expected" in text 1 and "critical comments date back" are comparable in their reference of prior experiences; "expected" is almost as if the writer has come to terms with the situation of ~~gone~~ guesthouses and text 2 is more demonstrative of the lack of improvements ~~of~~ over many years.

Text 1 is a personal response to the quality of ~~a~~ guesthouse ~~a~~ rooms and this allows readers to ~~refer~~ relate to the text with their similar stories and similarly to this readers can relate with text 2 but in a different manner. Text 2 is not a personal response but uses quotations from

Feel people to help humanize the text - allowing readers to relate to comments made by the average Joe person.

Language techniques used by both new authors are also important in building ideas around the texts. Metaphors used in text 1: "fingers of icy wind" and similes in text 2: "small as a cabin..." contribute to the construction of negative images surrounding guesthouses and hotels. The images created by both writers show readers ~~the~~ their experiences and help the reader to formulate opinions on guesthouses / hotels.

7a - The candidate concisely synthesises the two texts, showing a detailed understanding of similarities: the lack of quality catering equipment, poor quality carpets and the prices being expensive in relation to the quality of accommodation offered. Appropriate and relevant evidence is selected to support.

7b - The response begins with a developed comparison offering clear explanation of how negative ideas are conveyed. Relevant support is offered from both texts.

The second paragraph considers the perspective of the writers and the final section focuses on language techniques.

This response is ambitious in scope but does not do enough to explore a wide range of ideas and this stops it from moving into Level 4.

A mark at the top of Level 3 was agreed.

7 (a) The [redacted] [redacted] about places to stay.

What [redacted] do the places to stay share in these extracts?

Use [redacted] texts to support your answer.

(6)

In both texts a positive opinion is shown. In text 1 this is the "white-haired widow" and her "fondness of children" as it makes the experience seem joyous. In text 2, William and Kate are said to be "delighted" at the thought of staying at the hotel.

However, both texts also provide a negative opinion. In text 1 he describes the price as "larcenous". In text 2 it discusses the "dirty lavatory bowl".

Finally both texts show disgust. In text 1 the place is described as "cold and cheerless". In text 2 the hotel is said to have a "putrid stink".

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about staying in a guesthouse/hotel.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

In text 1 the writer presents a rather worried perspective about staying in a guesthouse. This is shown when it says "I have an unerring instinct for choosing badly" and implies he finds it difficult choosing an appropriate guesthouse. On the other hand, the writer in text 2 presents choosing a hotel as an easy experience. This is shown when it says William and Kate are "delighted to be staying at the Coast High Country Inn".

Both text 1 and 2 create negative ideas around the area they are staying in. In text 1 he speaks of the owners "grasping manner, a creeping beg". This implies ~~he~~ ^{he} doesn't

care

~~care~~ About making them feel welcome, he just wends the money. In text 2 the "putrid stink in the rooms" creates a sense of disgust and neglect of the rooms.

However, both texts also provide a positive perspective on the hotel and guesthouse. In text one he lists the amenities of "colour TV, en suite all rooms" etc. This creates a welcoming sense and implies the guesthouses are well worth the money. In text 2 the service is described as "excellent" and "correct" for "only marginally more" than for less professional services.

Text 1 presents the idea of disgust as the room is "cold and cheerless" and has "muck packed into every corner and crack". This puts off the reader as it is shown as an unpleasant

place to stay. On the other hand, text 2 presents a variety of opinions with some claiming they were "forced to sleep on the floor" and others speaking of "comfy beds and linen". This implies the hotel isn't the best but some reviews may be overexaggerated.

Both writers view the stays as expensive. In text 1 this is shown when it says "such a ludicrous price" and implies he finds it horrendous that he should pay such a price for so little service. In text 2, Kate and Williams room is said to cost "£153 a night" with a "broken whirlpool". Many may view this as unfair as the luxury services are broken and so it shouldn't be so expensive.

7a - The candidate identifies three similarities – positive opinions, negative opinions and a sense of disgust. Each one is supported with appropriate evidence. Although the evidence is brief, remember that this part of the question is assessing AO1, which means that elaboration is not required.

7b - The candidate begins with the perspectives of the writers, identifying feelings about choosing accommodation as a comparative point.

They go on to consider a wide range of comparisons, supported by balanced references from both texts.

The first and the third bullet of the mark scheme are therefore reflective of Level 4 achievement. The middle bullet is less secure – the ideas are explained, rather than explored for most of the answer, reflecting Level 3.

After much consideration, a 'best-fit' mark of 10, in the middle of Level 4, was agreed.

7 (a) The two texts show opinions about places to stay.

What similarities do the places to stay share in these extracts?

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

(6)
both texts say that ~~there~~ there are expensive ~~staff~~ needs in the hotels. Text 1 says "a single" such a ludicrous price". Text 2 said "£153 a night".

~~both texts show bad opinions the hotels are rooms are horrible. Text 1 says "grimily matted carpet". Text 2 says~~
both texts show bad opinions on ~~the~~ curtains. Text 1 say "They had to be pulled violently before they would budge." Text 2 said "Shower curtains with handprints from former guests."
Both Texts showed a positive comment. ~~Text~~ Text 1 said "One offered satellite TV." Text 2 said "Friendly and helpful."

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about staying in a guesthouse/hotel.

You should write about:

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

Support your answer with detailed references to the texts.

~~Both~~ Text 1 shows that Bill ⁽¹⁴⁾ Bryson is documenting himself in a guest house. "documenting his experiences". Sherelle Jacobs shows that it is an extract in ~~A~~ Text 2. "Extract from "A great place to stay...".



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7a - The candidate identifies three similarities about the places - they are expensive, they show 'bad opinions' on curtains, and both have some positive elements. Each point is supported with relevant evidence, interpreting 'one offered satellite TV' as a positive selling point. 6 marks.

7b - The response is very brief and does not really answer the question, meaning that there is very limited opportunity to award marks.

The candidate has focused on the introductions rather than the extracts, but some brief description is given, making it possible to award 1 mark.

7 (a) The two texts show opinions about places to stay.

What similarities do the places to stay share in these extracts?

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

(6)

Both places show positivity.

Text 1, "kindly nature" and Text 2, "delighted to be staying."

Both show people's opinions about the place they are staying at.

Both places ~~show~~ show luxurious

lifestyle. Text 1, "sparkling bathroom porcelain" and Text 2,

"Premium King Casuzzi room"

Both show people's opinions on the luxury places they are staying at.

Both places show disappointment.

Text 1, "stay the night in such a dismal place" and Text 2, "

so small we were forced to sleep on the

floor" Both show unhappy opinions

and disappointment in the places they are staying

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about staying in a guesthouse/hotel.

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Both writers present ideas and perspectives in the form of an extract. In both texts people's perspectives are negatively shown about the accommodation where they are staying. Guesthouses in a negative way are described as "a dismal place". This gives the impression they don't have much that it would be a "gloomily" feeling in your surroundings, thus putting the reader in the shoes of people staying here.

Hotels are also similarly describe in a same way, with "putrid stink", making us think of a smell which would come from a pigsty and is very offputting for people staying.

On the other hand, there is a difference shown between the physical appearance of guesthouses, being described as "large and virtually indistinguishable" and the hotel ~~is~~ about "dirtiness".

Both have negative and positive feedback but a ~~on~~ very different atmosphere, readers having the opinion to choose one or the other.



7a - The candidate identifies three similarities - positivity, luxurious lifestyle and disappointment - and gives appropriate evidence for each one. Although the focus is on the texts rather than the places - 'Both show people's opinions' - there is a detailed synthesis.

7b - The candidate makes obvious comparisons about negative perspectives and gives valid references to support, but these are not developed.

They comment on the writers' ideas. The last point is not supported and is quite general: 'Both have negative and positive feedback'.

Meets all bullets in Level 2, hence a mark of 5.

Section B

Question 8

The writing question is the final section of the paper. Candidates are advised to spend about 45 minutes on their writing and there are 40 marks available on both papers. Considered in the overall % of the marks available on the papers, this is significant. Examiners are always impressed by candidates' writing, and by the development they are able to achieve in the time they have, their individual style and level of thought and creativity. The first bullet point in the mark scheme is where examiners go first. Has the candidate written appropriately for audience and purpose? Candidates should consider who their audience is and what they are writing to do and for, in order to create a voice that is appropriate, effective or sophisticated. What do they want to do with their writing? Do they want to shock their reader? Advise and support them? Argue a case for something? Once they are clear on this they can ensure they sustain this voice. A lively, excitable voice can be difficult to sustain successfully throughout, and equally a straightforward tone which is essay-like and ends with 'In conclusion' can be pedestrian and unsuccessful.

Even at the lowest levels candidates were able to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The main areas that discriminated the writing responses were:

- whether candidates could meet both parts of the first part of bullet one in the mark scheme for AO5 – for example they often expressed ideas to achieve in Level 2, but these ideas lacked the order for the second part of that bullet. In Level 3, they may have connected ideas but not developed them.
- the success of tone, style and register in AO5.
- the spelling of basic vocabulary in AO6: homophones, double consonants, lower case
- the accuracy of punctuation and use of varied punctuation in AO6: comma splicing, missing apostrophes, missing capital letters at the beginning of sentences, random capital letters.
- the use of a range of sentence structures for AO6
- strategic use of vocabulary to achieve Level 5 in AO5 – this is seen where candidates really consider their reader and their message in the choice of words.

Sentence structure was clearly an area centres had focussed on and one examiner noted that candidates often varied their sentence structure more than they did their vocabulary: varying the way sentences begin; more use of subordinate clauses to begin complex sentences; effective use of one-word sentences and one-sentence paragraphs to demonstrate conscious crafting.

Examiners were impressed by the range and quality of responses. One examiner wrote:

'The writing tasks were hugely enjoyable to read. I loved the variety of ideas that students came up with. Many students interacted with the extracts, which highlighted to me how engaging and successful the choice of texts were. Some very successful students were manipulating whole-text structure, which was very engaging. I also enjoyed reading the plethora of language techniques.'

As with previous series, some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy. A key message to centres is to focus on crafting and organisation whatever the nature of the task. Overall for AO6, most candidates were able to write in a manner that was easy to comprehend. Better candidates were fluent, used paragraphs well and had a good use of a range of vocabulary as well as grammatical features and punctuation. Weaker responses had frequent errors, did not use paragraphs and wrote in a manner which was hard to follow (consider the need to express and order ideas at least). Better responses used a wide range of accurate ambitious vocabulary. They were able to write using complex and simple sentences and had a range of paragraph structures, used for effect, including the correct use of short paragraphs for impact.

Weaker responses did not use punctuation or paragraphs, used very simple vocabulary and often had many spelling errors of simple words. Common errors were frequent use of the small 'l' for the personal pronoun, not using paragraphs. A lack of punctuation in sentences – no full stops, few capital letters and a lack of commas around clauses. Basic spelling errors such as the wrong 'to', 'their', and words such as 'receive', 'full'.

Most candidates understood how to tackle a letter of application and 'sold themselves' pretty well. The apparent familiarity with the task and the guidance offered in the question meant that most responses were logically structured, with clear, sometimes mechanical paragraphs (at the lower end) and appropriate style and content.

There was a tendency to be fairly factual/informative in terms of content *and* style so it was the candidates who responded well to the third bullet point who often accessed the higher levels. There were many who could cook and clean, but some of the examples of keeping a cool head under pressure (house fire/grandfather's heart attack/power cut) 'went the extra distance' and stood out. Similarly, those who moved beyond 'I can...'; 'I have...'; 'I will...'; into a wider range of grammatical structures and rhetorical devices, achieved higher marks. In terms of what the candidates could offer, some had different focal points such as: entertainment for guests; being good with handiwork; it would help them gain better confidence skills; good at maths so could help with accounts; cooking; cleaning; financial skills; customer service and childcare.

It was obvious that a letter of application was something that candidates are familiar with and most knew how to impress prospective employers. Many candidates used the bullet points in the task to structure and guide their responses and many produced believable letters showing that they clearly understood what is required. Occasionally candidates did wander into giving too much detail on how they could improve the establishment e.g. giving details of decorating and offering facilities which were explored at great length which often detracted from the effectiveness of the letter. However, many were extremely enthusiastic in their desire to work for the chosen establishment.

Write your answer to Section B here:

My name is Will and I would like to apply for a job at your ~~est~~ guest house.

I think I would be the best for the job as I am a good communicator and very good at making a bad situation good. I have a friendly smile and I am very punctual.

I would make everyone's stay as enjoyable as they want it.

I have worked in 3 different hotels in the past few years so I have lots of experience with customer service and cleaning rooms.



A05: This is a rather brief response, expressing and ordering straightforward ideas. There is some awareness of audience and purpose, while the tone tries for enthusiasm.

There is consistent clarity but little development.

A06: Spelling is secure within the range of vocabulary used, although this is not ambitious.

There are four single sentence paragraphs, each ending with a full stop but this lack of variety prevents the candidate from moving to the top of Level 2.

Write your answer to Section B here:

Dear Sir / Madam,

I would like to apply for a position at this established hotel. I have attached a copy of my CV to this application, but would also like to take the time to present to you my reasons for applying, and go into further detail about why I would be an ~~asset~~ asset to your staff.

I have always had an interest in customer service, and working with and amongst customers, which is why I have previously taken positions in retail and waitressing. However, a position within a hotel has always been a goal of mine, as it involves so many aspects of a job I'd like to train in. Whether it is a position in cleaning, or ~~in~~ the kitchen, or at the reception desk, you are helping and working with your customer in such a beneficial way.

Additionally, I would love to work with a community of people, which is what I believe takes to run a hotel. From cleaning maid

to Hotel Manager, all aspects of staff come together to make sure ~~the~~^{the} establishment is working as ~~efficient~~ efficiently and effectively as possible.

As previously mentioned, I have experience in retail and the restaurant business. My positions at these workplaces have ~~it~~ provided me with valuable skills and knowledge that have helped me in dealing with customers, managing other staff, and making sure business is functioning at all times.

In retail, I worked for several years before earning a manageress position. That sense of satisfaction after working towards a goal ~~has~~ and achieving it has kept me driven throughout my career, and is why I always strive to work as hard as I can.

When being a manager however, I have learnt that working hard at all times possible is something that does not always need to be constant. Self-care was the hardest lesson I've ever learnt, but the most beneficial. ~~Despite~~

Despite this, managing has been one of my favourite experiences - as well as waitressing.

Teaching my staff the lessons I'd been taught to help them grow was immensely gratifying, but what was even more so was learning from

them. myself.

Waitressing has also been an eye-opening experience. Patience and kindness were elements I improved on a lot while waitressing, as though many customers are incredibly kind, many are not. However, after many months I began to feel confident in my methods of dealing with customers, which would always end up better than the scenario it started with.

Finally, I would love to work at your hotel as I believe not only is it an incredible opportunity for me, but for your establishment. I believe my hard-working attitude, patience and previous knowledge could be a real ~~asset~~ contribution to your staffing, and I would love to learn and experience new exp positions with you.

Yours, faithfully,



A05: This is a response which sustains a mature and enthusiastic tone, style and register throughout.

It shows sophistication in the shaping of material.

Although there may be occasional clumsiness of expression, this does not detract from its effectiveness.

The candidate is persuasive and convincing, e.g. the bottom of page 7/ top of page 8, in the management of complex ideas.

Write your answer to Section B here:

Dear Sir or Madam, ✖
I would like to apply to
work at your guesthouse.
As I have previous experience
running a 'Bed and Breakfast'
many years ago, I believe
I have more than
enough experience to fulfill
the needs and qualities you
are looking for in an
~~employee~~ member of staff
in your facilities.

I believe, with my phenomenal
people skills, I have
what it takes to
make our guests feel
well taken care of.
I have more recent experience
of waitressing, therefore I
can keep a cool head

in the most stressful times.

I believe this position is perfect for me, as I am available whenever I am needed, and am willing to work all around the clock, any day of the week.

I left my previous job, working as a waitress in a local pub, as it wasn't something that I felt expressed all of my qualities. However, with my previous experience of running a 'Bed and Breakfast', I know this position will.

I was beyond thrilled to see this add in the newspaper. It ~~was~~ is something I felt dissapointed to. It's a field

say I thought I'd
never work in again.
But you have the power
to change that, if you
believe I'm suitable for
this role.

My experience, along with
my friendly people skills,
make me believe there is
no one else better fitted
for the role.

I look forward to hearing
your response.

Sincerely, Miss Richards.

* Firstly, I would like to
introduce myself. I am
Miss J. Richards, and am
fourty three ~~years~~ I
graduated from Durham
University with a degree
in buisness, and

continued to open up my own 'Bed and Breakfast'. This has now been inherited by my first child. From then on, I have worked in my local pub, which I left one month ago.



ResultsPlus
Examiner Comments

A05: The opening paragraph is at the end of the script as indicated by the asterisk after the salutation.

It is a clear introduction, using an appropriate tone and register, which suits purpose and audience. The material is often persuasive e.g. 'my phenomenal people skills', 'our guests', although there is slight repetition.

Grammatical structures, including paragraphing, make meaning clear, but are not sufficiently varied to move to Level 4. However, all Level 3 criteria are met for A05.

A06: The candidate uses a varied vocabulary, with generally accurate spelling.

There are times when sentence structure is used for deliberate effect, particularly where commas demarcate subordinate clauses e.g. in the middle of page 3.

This just lifts the response into Level 4.

Write your answer to Section B here:

Dear Sir/Maddame,

I am writing to you in relation to a job at your hotel, that I am particularly interested in.

Firstly, I would like this opportunity to work in this perfectly unique hotel because, ~~I believe that~~ I would like to be a part of a wonderful business.

Also, I am a very hands on and helpful person. By this I mean I always go the extra mile to assure that people are content and happy with the quality of things.

I think that it is very important for guests to rest in the quality they deserve.

I would never leave anything
unsatisfactory in any of the rooms in
this hotel, because from experiences
that I have had in the past I have
been utterly disappointed in the lack
of presentation and hygiene in other
hotels.

So I rightly think that guests should
sleep in luxury judging the price that
they have to pay.

Thank you for reading
this letter
Yours Faithfully



A05: This candidate meets all the criteria for Level 2 but moves into Level 3 through the selection and development of ideas.

The tone is appropriately positive e.g. This 'perfectly unique hotel' and the register is suitable e.g. 'utterly disappointed'.

The letter has some focus on the importance of the guest experience.

A06: There is accurate spelling of some irregular words: 'disappointed', 'business'.

Punctuation is also generally accurate, although not particularly varied, hence the mark of 8 rather than 9.

Question 9

This produced such a variety of responses. Generally, candidates enjoyed the subject and had plenty of material upon which to draw.

Some candidates were inspired by the extracts and considered hotels and holiday experiences. Sometimes the negativity of the situation became so engrossing that the candidate forgot to advise on how to deal with it. These responses tended more towards narrative. Quite a few candidates wrote about how to avoid bad situations in the first place – not quite on task, but giving advice nevertheless. Many wrote about exams, of course, and the advice centred, not surprisingly, on revision, time management, extra lessons. Some wrote advisory articles that were mature and sensitive in the way they dealt with quite serious subject matter, such as mental health. One examiner noted:

‘Others adopted a less serious approach, with "When life gives you lemons, make some lemonade". The situations were wide ranging, from "rodents to reprobates". The "rodents" turned out to be pigeons, destroying "our town" and "leaving our pavements looking like a Jackson Pollock painting". The "reprobates" were teenager in hoodies!’

Some climate change concerns were well handled. One wrote of a diesel car: ‘as it cruises down the highway the ice caps are melting, raising sea levels...’ and gave detailed advice about emission charges, environmentally safe forms of transport and generally how to save the world. At the other extreme one candidate’s bad situation was having to plough a stony field. This candidate then went into great technical detail about setting the tractor, sticking to the right pace and so on – a convincing and unusual voice of experience! A number of candidates lost their focus on ‘Making the most of a bad situation’ and ending up writing about bad situations and forgot to offer advice. Some responses were too anecdotal and simply identified bad experiences that might occur.

There were some interesting points made in responses to this question, for example:

‘bad situations are like lasagne, layer upon layer’

‘hop off the Depress Express’

‘Doubts, distress, disappointments; I’m about to showcase the most efficient and satisfactory ways of viewing bad situations positively.’

‘Bad situations are free lessons which mother nature has blessed us with.’

Most candidates were able to focus on the idea of deadline with a situation gone wrong or a bad situation and write something appropriate. At times there was some creativity here in addressing the question: one piece was written like a commentary on a football game and a few others seemed to find it difficult to come to ideas to talk about. Positive marking allowed for this and there were a number of responses that drew on their personal interests and experiences. There were times advice given was a little off the wall – such as if you rip your skirt then just get your sewing kit out and stitch it back up!

Some students responded in a transactional manner, focusing their article on a bad hotel stay. The best responses were advisory and spoke about overcoming a “bad situation” with a mind-over-matter attitude.

A fair few followed the pattern of identifying and defining bad situations, recognising the severity of these may vary from waking up late or forgetting the pen to losing a member of a family, then

proceeding to give advice in how to handle this – a lot of deep breaths, staying calm and seeing the positives, grounding techniques, some very mature. Handling the bad situations in recognising what can be done and acting accordingly was impressive in a number of responses. Better responses developed a range of ideas and solutions and did this in an appropriate style that could have been used in a newspaper.

Examiners report mixed success of this question, but that it allowed for more use of rhetorical devices and establishing a personal voice and allowed for complex ideas and subtlety in a few responses.

Write your answer to Section B here:

Making the Best of a Bad Situation

Your how-to guide on thinking positively - By Izzy West

Over many years, I've experienced a wide range of bad situations. There's a 25% chance that you'll have a bad situation today, ~~with~~ according to ~~psychologist~~ ~~psychologist~~ Nellie Florence. Whether that's an embarrassing encounter ~~with~~ with an old friend, ~~or~~ a bad cup of tea made or a ~~serious~~ serious accident.

Why do bad situations exist?

According to recent studies, bad situations ~~exist~~ ^{happen} to everybody, however there's not a lot you can do ~~about~~ ^{to} about it. Although some occur naturally, without any interferences, there's a few things you can do to avoid ~~the~~ ^{interfering} ~~inconveniences~~ ^{inconveniences}.

- ~~Be~~ Be cautious. Whether you're walking, driving, playing football, be ~~always~~ ^{always} alert and aware of your surroundings.
- ~~Take~~ Take your time. Most bad situations happen when you're rushing and not thinking straight.
- ~~Enjoy~~ Enjoy life. ~~This~~ This sounds slightly obvious, yet if you're spending your time positively, the ~~chances~~ ^{chances} are better.

of something going wrong will decrease.

My bad situation

Like ~~thats~~ stated before, I've experienced a wide variety of bad situations. These range from a minor car accident, a terrible interview and awkward break-ups. However, the ~~bad situation~~ ^{situation} is current night now for many people, exams. What went wrong for me?

- I constantly ran out of time
- I was revised ~~was~~ the night before (many of you can relate)
- Finally, I failed maths.

As a result of these ^{reasons} exam season ~~was~~ was an overall terrible situation; for me; what ~~is~~ can you do differently?

Top TIPS on

~~thats~~, If you're going through the period of stress, also known as exams, I have a few tips to help:

- do not stress. Stressing about the ~~or~~ upcoming exams will not change anything; remain calm.
- Revise with friends. Being surrounded by people you're close with at a time like this is ^{important.} ~~invaluable~~ Help each other overcome each of your worries
- Remember these exams do not determine your WHOLE life.

However, ~~confronted~~ bad situations don't revolve around exams, so here are tips on how to make the best of things:

- Always focus on the positives. When life throws a million curve balls at you, remember ~~there's~~ after darkness there's light. You'll overcome this situation.
- Talk to your loved ones. If you have people surrounding you who love and care for you, talk to them. After all, there's nothing to lose.
- Take risks. Even if a situation starts off negatively, that doesn't necessarily mean it should end negatively. These ~~&~~ risks - ranging from comments said or actions completed - may help you out.

To ~~summarise~~ summarise, ~~whether~~ ^{if} you're faced with a bad situation, don't panic; remain calm and collected.

AO5: This is a solid Level 4 response. The candidate organises material for particular effect, for example through the use of sub-headings and bullet points which are used to structure the key ideas.

With the phrase, 'Finally, I failed maths' - a touch of humour is introduced here, employed effectively to suit purpose and audience.

The tone is mostly effective, but does become a bit essay-like in places which keeps it from the top of Level 4. It is also slightly repetitive at times, again keeping it from the top of Level 4 or into Level 5.

AO6: Fulfils all the Level 4 criteria: a selective vocabulary - e.g. 'negatively', 'to summarise', - used deliberately.

There are only occasional errors in the use of spelling and punctuation. Sentences are managed for deliberate effect - the use of short sentences at the start of the bullet points, for example, demonstrates control and allows the candidate to then develop ideas cohesively.

Write your answer to Section B here:

Making the Best of a Bad Situation 'How to lose that negative outlook'

Life, unfortunately, is full of both ups and downs. ~~With~~ Without bad situations, the good situations would be indistinguishable from the 'average' situations. You can't expect to live a perfect life, but you shouldn't take this as advice to put yourself down more than you usually would. So how do you make the best of a bad situation?

First, we must define a 'bad situation'. Usually the negativity comes from discomfort and the unfamiliarity of the situation. Perhaps your boss is piling more onto your workload and you oblige out of fear; maybe you lost your purse on public transport and you're

scared about worrying about who might find your phone. Whether or not the experience is ongoing, we've all been there. As humans, ~~our~~ ~~a~~ fear has been key in our survival. How long would we have lasted if we didn't fear dangerous predators? It's natural to be fearful - letting fear take over is when you need to make the situation better.

I understand the frustrations of the anxious reader, wondering, 'How can I stop being scared?' ~~I know what fear is! How do I feel better,~~ and exclaiming, 'I know what a bad situation is!!' It's not possible for me to go into specifics with each and every reader - I would if I could - so I'll have to be more general.

The key to happiness is yourself!

Sounds simple, right? Most let the negativity control them like a puppet. You need to take control of your situation. Fear is only a monster because you allow it to grow into one - take a (metaphorical) sword and show it who's in charge.

Studies have shown that the ~~number~~ ^{second} ~~highest~~ ^{highest} reason for underperformance in school is pessimism. Students in classes I have taught often groan in ~~to~~ the hallways that they are going to fail. My response would be, "What are you prepared to do about that?" One poor thought swims through a sea of positivity to drag you under. Don't let that happen - fight back. Start small, see the glass half full. Make sure to catch yourself in the act next time you start searching for the worst possibilities ~~and~~; choose to change the way you view the world.

On the complete opposite end of the spectrum, you could also try letting yourself feel these emotions. Don't bar-out the ~~negative~~ hurt, anger and upset until it has to kick down the door. Find a friend, family member, partner or even a psychiatrist and let it all flow out. Once the fear is out in the open, it's not as scary as it was when you locked it away inside of your head. More often than not, talking to someone offers new perspectives to solve your problems or (if they're more complex) a support system. Nine out of ten times, a group of compatible people can solve a dilemma faster than someone who is alone. If you feel like you can't trust anyone, there are many other ideas to try: vent to a pet; write down all of your frustrations and tear the paper to shreds; turn to the internet for support online.

There will always be problems that can't be solved with positive thinking but it won't hurt to try. In fact, it will likely make a horrible situation seem just a bit better. Next time you find yourself in a hopeless situation, stop and think logically.

Is everything really as bad as it seems? Is there anyone you can turn to? Is there a chance things can get better? Remember that you are never alone.

~~Remember that~~

A05: This script shapes audience response with subtlety and precision e.g. 'One poor thought swims through a sea of positivity and continues to drag you under'.

It sustains a sophisticated tone, style and register throughout e.g. 'Take a (metaphorical) sword and show it who's in charge' and is fully appropriate to purpose and audience.

The use of the first person, 'I understand the frustrations...' creates empathy with the reader and is used discriminatingly for particular effect.

The candidate manipulates complex ideas throughout, e.g. 'As humans, fear has been key in our survival' and utilises a wide range of structural and grammatical features to support coherence and cohesion, e.g. the questions and summative final line in the final paragraph.

A06: The candidate uses an extensive vocabulary strategically: 'vent', 'dilemma', 'compatible', with very rare spelling errors.

Punctuation is employed accurately to aid emphasis and precision e.g. '...there are many other ideas to try: vent to a pet; write down all of your frustrations...!'

Particular effects are achieved, for example the use of imperatives: 'Choose to change the way you view the world'.

Write your answer to Section B here:

MAKING THE BEST OF A BAD SITUATION.

Would you stay in a hotel with bad conditions?
even if they was terrible?

I would as long as there is entertainment.
Such as Pool, television, darts, gaming console, as
long as your enjoying your self it doesnt really
matter because you are only using your bed at night.

~~or~~ As long as there is food and drinks in the
lobby were your family and friends can get on
together and have a good time i will be
totally okay with it.

A05: A short response that begins to show some awareness of audience and purpose, for example the use of two questions in the first paragraph to engage the reader.

The candidate has focused on a specific, personal situation but this is relevant to the task and there is a straightforward use of tone, style and register: 'I would as long as there is entertainment' and this awareness lifts it into Level 2.

The candidate has made good use of the extracts as a springboard for their own writing. It cannot go higher in the Level due to lack of development / brevity.

A06: Just enough evidence of a range of correctly spelt vocabulary e.g. 'conditions', 'terrible', 'entertainment'.

Capital letters are used correctly at the beginning of sentences, but there is some inaccurate usage within paragraphs, 'Pool', 'Drinks'.

Some range of sentences is evident - for example, the two rhetorical questions in paragraph 1 and the use of commas in the list in paragraph 2.

Paper Summary

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

- For short-answer Questions 1,2,4 and 5 ensure that you are responding briefly and selecting information, not just writing out a section. Highlight the relevant lines in your extract booklet and read the question carefully.
- For Question 3, it can be tempting to look out for the usual features of language (alliteration, personification, simile, metaphor) and structure (lists, repetition, short sentences, questions). These can be commented on well. The best responses, however, think about the type of text the extract is from, and how this is designed and created for the reader it is written for.
- In Questions 3 and 6, where reference to the whole extract is needed, it is important to consider what references you will use and consider what examples are most significant for comment. Discriminating references are seen where you pick out specific examples across the extract that link to your points, not just where you comment on every feature seen.
- For your evaluations, remember that you evaluate every day, and more so than ever with online feedback and posting of opinions and ideas online. Read the question carefully – what is it you are giving your opinion on? What do you think about whether the writer shows different opinions? What would the opinions of others be? You do not need to comment on language and structure here unless this supports your evaluation. For example, you can think about the audience and purpose of the text and whether it would be successful for readers or not.
- For question 7a always comment on similarities. You can comment on differences in 7b. There are only 6 marks for 7a, so be brief and succinct here.
- In 7b, link comparisons back to the ideas of the writers and their perspectives on something specific, i.e. staying in a guesthouse/hotel.
- 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.
- Plan your writing, even just briefly. Think carefully about how you will begin to write so that it is engaging for your reader from the very start. As you begin to write, know where you will end. This will help you to write in a manner that is cohesive and coherent for your reader.
- Take care throughout with accuracy: spelling, punctuation and grammar.
- Focus on timing 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>

