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Examiners' Report  
Principal Examiner Feedback

November 2021

Pearson Edexcel GCSE  
English Language (1EN0)

Paper 1: Fiction and Imaginative Writing

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## Paper 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 2021 series this was an extract from *Lady Audley's Secret* by Mary Elizabeth Braddon. 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; in this series that was question 6. 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

In the November of 2021 candidates found the paper to be engaging and interesting and they responded well to it.

## Question 1

### Question Introduction

Question one is a single mark question which tests candidates' ability to identify and interpret explicit and implicit information and ideas. This low-tariff question is intended to lead candidates into the examination and was successfully done by the majority of candidates in the November 2021 paper. The examples below indicate the most common responses with most candidates able to successfully answer this question with a choice of either of the two correct answers: 'darkening' or 'twilight'. Most candidates quoted a phrase or a whole sentence containing one of the correct responses; all of these were awarded the single mark that was available. Where candidates were unsuccessful they either chose a section of the text from lines 1-4 which did not answer the question or chose text from outside the line references given.

**SECTION A: Reading**

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

**You should spend about 1 hour on this section.**

**Write your answers in the spaces provided.**

1 From lines 1–4, identify a word or phrase which shows that the extract takes place as the sun is setting.

"The darkening countryside."

**(Total for Question 1 = 1 mark)**

### Examiner Comment

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

### Examiner Tip

Candidates should read the question carefully and make sure that they are aware of the focus of the question so they make the right choice

**SECTION A: Reading**

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

**You should spend about 1 hour on this section.**

**Write your answers in the spaces provided.**

1 From lines 1–4, identify a word or phrase which shows that the extract takes place as the sun is setting.

'growing twilight'

**(Total for Question 1 = 1 mark)**

### Examiner Comment

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

### Examiner Tip

This question asks you to 'identify' a word so it is important that you only select words used in the passage and do not interpret or add any of your own words to the answer.

**SECTION A: Reading**

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

**You should spend about 1 hour on this section.**

**Write your answers in the spaces provided.**

1 From lines 1–4, identify a word or phrase which shows that the extract takes place as the sun is setting.

Twilight

**(Total for Question 1 = 1 mark)**

### Examiner Comment

This candidate chooses a single word from the passage that is a correct answer and so is awarded one mark.

### Examiner Tip

By focusing on the wording of the question you will know if it is acceptable to put a single word down as your answer, as it is in this case.

**SECTION A: Reading**

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

**You should spend about 1 hour on this section.**

**Write your answers in the spaces provided.**

1 From lines 1–4, identify a word or phrase which shows that the extract takes place as the sun is setting.

"Darkening countryside", the adjective darkening is used with  
Countryside Portraits a Sunset.

**(Total for Question 1 = 1 mark)**

### Examiner Comment

This candidate includes more of the original text in their answer than is necessary and offers an explanation which is not asked for. This candidate has made a selection of text and that selection includes the correct wording and so is awarded the one available mark.

### Examiner Tip

Question 1 always focuses upon selection of text. Make sure that you do use your valuable time giving explanations which have not been asked for and which do not attract marks.

## Question 2

### Question Introduction

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 things that the reader learns about Lucy's early life'. 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 parts to their answer, 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 Lucy's life, before this moment with Sir Michael. Therefore, candidates who focused upon relationship of Lucy and Sir Michael Audley were not successful as they did not address the question. Other unsuccessful answers referred to text from outside the line references given or sometimes speculated on Lucy's early life without any basis for such an interpretation from the text.

2 From lines 10–14, give **two** things that the reader learns about Lucy's early life.

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

1 She grew up poor - "I have never seen anything but poverty."

2 "My father was a gentleman"

(Total for Question 2 = 2 marks)

### Examiner Comment

This answer uses two quotations from the text and identifies two aspects of Lucy's early life and so is awarded two marks. The two key points that this candidate recognises are that their voices are that she grew up in 'poverty' and it also gives information about her father. These are the first two bullet points of the mark scheme. In addition, this answer makes use of the two lines to separate the two elements it identifies.

### Examiner Tip

The numbered lines are there to help you separate the two parts of your answer. Make use of them.

2 From lines 10–14, give **two** things that the reader learns about Lucy's early life.

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

- 1 The reader learns that Lucy has experienced poverty from a very early age.
- 2 The reader learns that Lucy may not ~~have~~ be fond of her mother.

(Total for Question 2 = 2 marks)

### Examiner Comment

This candidate successfully identifies the poverty that Lucy has suffered and which is bullet point 1 of the mark scheme. The second part of the answer is a valid speculation about her relationship with her mother. Examiners were instructed to reward such an interpretation, and this is covered by bullet point 8 of the markscheme. This candidate therefore is awarded the two marks available.

### Examiner Tip

Make sure that you check your work before you move on to question 3, making sure that you have only used text from the given lines.

2 From lines 10–14, give **two** things that the reader learns about Lucy's early life.  
You may use your own words or quotations from the text.

1 'Poverty'

2 'Humiliation'

(Total for Question 2 = 2 marks)

### Examiner Comment

This answer uses two quotations from the text and identifies two valid features of Lucy's early life covered by bullet points 1 and 11 of the mark scheme. This answer makes use of the two lines to separate the two elements it identifies.

### Examiner Tip

Notice how single word answers are sufficient to achieve the available marks. Read the question carefully and be sure what is being looked for in your answer.

2 From lines 10–14, give **two** things that the reader learns about Lucy's early life.  
You may use your own words or quotations from the text.

1 I cannot be blind to the advantages of such a marriage

2 She did not remove her gaze from the darkening.

(Total for Question 2 = 2 marks)

### Examiner Comment

This candidate has made two selections of text; however the first point is from line 16, and the second is from line 1. Both of these are outside of the indicated line references and neither is focused upon answering the question and so this answer does not achieve any marks.

### Examiner Tip

Be sure that your response is based directly upon the lines given in the question and you are not referring to text from outside this selection.



## Question 3

### Question Introduction

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 the writer used these to show Sir Michael's thoughts and feelings about Lucy. Some candidates failed to recognise his crushing sense of disappointment and did not successfully interpret the shocking image, 'as if he had carried a corpse in his bosom.' Weaker responses often latched onto the phrase of Sir Michael as a 'romantic old fool' and assumed that the two were mutually and madly in love, which was not the case. They often 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 28–42, how does the writer use language and structure to show Sir Michael's thoughts and feelings about Lucy?

Support your views with reference to the text.

(6)

The writer at the beginning of line 30 uses a wide range of punctuation to show how Sir Michael's <sup>thoughts and feelings</sup> emotions are in his speech. He's hesitant in his speech. This is shown by the useage of commas, short sentences and semi colon. The writer does this to bring emotion to Sir Michael. The long quote 'But if you do not dislike me, and if you do not love anyone else, I see no reason why we should not make a very happy couple.' you can tell he is hesitant in expressing his <sup>thoughts</sup> emotions because of the many pauses in his speech.

Another way the writer brings out Sir Michael's feelings is the use of metaphors used to describe his heart and body after Lucy denies him. the quote 'He carried the corpse of that hope which had died at the sound of Lucy's voice.' The quote really brings out the emotion and feelings towards Lucy. The 'corpse' he carried was ~~his~~ a metaphor to describe his heart. A corpse is a very good word to



P 6 3 8 8 5 A 0 3 2 0

3

Turn over ►

describe his 'Broken heart' because a corpse is a heavy, useless, and dead object, and Sir Michael is feeling useless and he feels his heart is ~~was~~ weighing him down.

They also keep referring to the 'unsatisfied longing which lay heavy and dull at his heart.' This is ~~and~~ another descriptive ~~a~~ barrier which leads onto the 'corpse' in his chest.

(Total for Question 3 = 6 marks)

### Examiner Comment

This answer is able to offer an analysis of both structure and language points and there is a confident focus on the question suggesting a clear understanding of the text. The first point is a structural one, showing analysis of Sir Michael's mood through different forms of punctuation used, with an effective summing up of the points made. There is sensitive analysis of the use of the 'corpse' metaphor which is later linked to the final language point on the adjective 'unsatisfied'. Textual references are discriminating and there is never any loss of focus on the 'thoughts and feelings' of Sir Michael for Lucy from the question. Both language and structural points are well explored and the answer achieves a level 3 mark of 5.

### Examiner Tip

Try to show that you have an appreciation of the effects that the writer intended to create and the choices that they have made to achieve these effects. The quality of your analysis will lift this from level 2 into level 3.

3 In lines 28–42, how does the writer use language and structure to show Sir Michael's thoughts and feelings about Lucy?

Support your views with reference to the text.

(6)

In lines 28–42 the writer uses a variety of different language features to show Sir Michael's thoughts and feelings about Lucy. In addition to the writer's language, they also use a wide variety of ~~structure~~ structure such as their punctuation. This includes the use of semi-colons, question marks and full stops.

From lines 28–42 it shows that Sir Michael likes Lucy in a romantic way. However, there is a ~~repetition~~ repetition of the word 'foolish', this might lead to the reader think 'was this man foolish for asking Lucy out' or 'Is ~~the~~ Sir Michael silly or stupid for thinking about Lucy in a romantic way'.

### Examiner Comment

The opening paragraph tends to repeat the wording of the question and at best makes some very generic statements about language and structure. This paragraph attracts no marks. In the second paragraph there is a valid comment about the use of repetition with a quotation to support this. The interpretation of the 'romantic old fool' by the candidate is not actually what is meant in the text. This is an undeveloped response that offers only a single point and so achieves a mark of one within Level 1.

### Examiner Tip

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 28–42, how does the writer use language and structure to show Sir Michael's thoughts and feelings about Lucy?

Support your views with reference to the text.

(6)

The writer uses the phrase "he was glad of her reply; and yet". This exclaims a lack of trust with in Sir Michael's thoughts.

In the extract Sir Michael has strong feelings for Lucy "The baronet lifted her in his arms and kissed her once upon the forehead". Along side the fact that Sir Michael is a higher social class than Lucy but Sir Michael still shows high affection for her.

The writer shows that Sir Michael is a rich and a high powered man yet he still doubts his self "All the doubts and fears and timid aspirations were ended now" this show the even being of a high social status he is still like every one else.



P 6 3 8 8 5 A 0 3 2 0

### **Examiner Comment**

This response has been chosen to illustrate how answers that do not address both language and structure cannot move beyond the Level 1 marks. This answer opens with the selection of a relevant quotation and a straightforward explanation. In the second paragraph, there is further clear focus on the question with the comment that Sir Michael has 'strong feelings' and there is some development with the reference to class. The third paragraph makes another language point about how Sir Michael 'still doubts' himself and is 'still like everyone else'. Although there is some clear explanation offered of language choices, there is no reference at all to structure and so the answer was awarded two marks but cannot move beyond Level 1.

### **Examiner Tip**

Paragraph your answer in such a way that you make sure that you have addressed both language and structure by having at least one paragraph that addresses each of these aspects.

## Question 4

### Question Introduction

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 how successfully the writer had created an understanding of the relationship between Lucy and Sir Michael. 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. They made good use of the italicised introduction by understanding that Sir Michael wanted to marry for love and for his future partner to not be influenced by his wealth and social position. Yet, the vehemence of Lucy's depiction of her poverty-stricken childhood and the repetition of her assertion that she cannot be blind to the advantages of Sir Michael's wealth and status should have shown them the naivety of Sir Michael's position and should have helped them understand his crushing sense of disappointment. Weaker answers failed to appreciate this dynamic and showed only a partial understanding of the text, which limited their ability to evaluate how successfully the writer had achieved those effects. They were often brief and undeveloped and often commented only upon language features.

4 In this extract, there is an attempt to show the relationship between Lucy and Sir Michael.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

~~This is much~~ The writer's attempt to show the relationship between Lucy and Sir Michael is very much achieved. Through the use of language and structural devices, the writer manages to convey feelings of dependency, love, disappointment and reflection all ~~can~~ in one extract. ~~An example~~

An example of this would be ~~this~~ this would be in the opening paragraph in lines 2-3 where it reads: "Then turning to him, with a sudden passion in her manner, she lighted up her face with a new and wonderful beauty...". This quote suggests the connection they have for each other is strong as it tells us that the mere sight of ~~her~~ Sir Michael's face, is enough to ~~bring out feelings of passion~~ <sup>excite her</sup> ~~bring out feelings of passion~~ bring out feelings of passion. The word passion has connotations to love, if you are passionate for ~~somebody~~ <sup>somebody</sup>, then you must love and care for them.



P 6 3 8 8 5 A 0 5 2 0



Another example of the writer showing the relationship between Lucy and Sir Michael is shown in lines 38-39, which outlines Sir Michael's emotions after he had left Lucy's house. The quote I am referring to reads, "some styléd and unsatisfied longing which lay heavy and dull at his heart, as if he had earned a corpse in his bosom". This quote excellently conveys Sir Michael's feelings of dependence, disappointment and general sadness. 'Styléd and unsatisfied longing' suggests that he longs for her love and will be unsatisfied until he receives it, the word 'styléd' has connotations to being awkward, uncomfortable and claustrophobic, suggesting that he feels trapped without her. The line 'which lay heavy and dull at his heart' describes the burden of loneliness which he felt was now upon him and that it was so strong that it felt like ~~was~~ it was physically weighing on his heart. As a reader I ~~can~~ can see that the writer clearly wants to convey the poignance of Sir Michael's ~~feelings~~ feelings through language.



~~Another example that suggests the state~~

Another example that suggests the state of their relationship can be seen in lines 4-5, where after Lucy jabs at Sir Michael's feet, the writer uses dialogue and a verb to convey emotion. The verb used, which is 'cried', suggests that his emotional state was not calm but intense and that he felt strongly. The adverb used after the verb, 'vehemently' supports this as 'vehemently' means that he spoke with passion and intensity. This suggests that they were passionate about each other and felt strongly.

The writer cleverly suggests ideas about their relationship through symbolism. We know that the man is a wealthy aristocrat, who is a highly respected member of society. Whereas Lucy, is almost the opposite, a poor girl who grew up seeing nothing but poverty from an early age which is shown through dialogue in lines 10-11. However, in the opening in line 4. The writer tells us that she "fell on her knees at his feet".



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To me, this is symbolic of their places positions in society and the class they belong to as she is at his feet as opposed to standing amongst him. As a reader I feel that this foreshadows the reason as to why their relationship does not work, as she goes on to kill his hope.

To conclude, the writer strongly conveys the relationship of Sir Michael and Lucy through clear description of emotion, both indirectly and directly. I have a strong sense as a reader that their relationship was deeply emotional and complex.

(Total for Question 4 = 15 marks)

TOTAL FOR SECTION A = 24 MARKS



### **Examiner Comment**

The response begins by making a clear judgement, and this is followed by a perceptive list ('dependency, love, disappointment and reflection') which shows well-developed reading and interpretation skills and suggests the kind of overview to which the candidate may return later. The second paragraph uses an appropriate quotation to demonstrate how the writer evokes feelings of passion and love. The third paragraph moves on to discuss the sense of 'dependence and disappointment' mentioned in the introduction. This is followed by some analysis of language, demonstrating the candidate's insight into Sir Michael's predicament and how feelings of poignancy are achieved by the writer. This is further evidence of a critical overview. The third page shows some development in the way the candidate evaluates the language used to express Sir Michael's emotional state. The penultimate paragraph shows further appreciation of the writer's craft by evaluating the effect of the symbolism used: 'fell on her knees at his feet'. The final paragraph reinforces the sense of a detached critical overview. The selection of references throughout is apt and discriminating. The response, therefore, meets all the criteria for Level 5 and merits the maximum mark available.

### **Examiner Tip**

Look at how this answer indicates in its opening lines that it understands there many aspects to the relationship between the two characters and it uses this to structure the rest of the response.

4 In this extract, there is an attempt to show the relationship between Lucy and Sir Michael.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In this extract there is an attempt to show the relationship between Lucy and Sir Michael. In my This has been achieved successfully as the quote "Then looking down, with a sudden passion in her manner, that lighted up her face" as this shows there are some feelings which are positive towards Sir Michael as she sees him so her face became lightened this could suggest she is happy to see him as she see something in him.

This has been achieved successfully as the writer knows the relationship between Lucy and Sir Michael to be complicated with Lucy being from a poor family with a quote "from my very baby hood I've never seen anything but poverty" this shows she been in the working class bracket as the writer also views are two people coming together from different class group as the parent is from the upper class.



P 6 3 8 8 5 A 0 5 2 0

In this extract the attempt to show the relationship between Lucy and Sir Michael has been successfully achieved with the quote "he must be contented like other men of his age to be married for his fortune and his position." This shows that the relationship in Sir Michael's eyes is not love or just ~~marriage~~ for his wealth and status. This is backed up by Lucy saying "no more humiliations" and this shows no one will mock her for being poor any more as she will have his wealth. This shows the writer's views about women back then only marrying for men with wealth and ~~status~~ a title.

### Examiner Comment

This candidate recognises the nature of the relationship between Lucy and Sir Michael, offering reasonable explanations linked to an appropriate selection of references. It is unfortunate that the candidate loses focus on the question at the end of the response. There is some informed judgement about the importance of status, although this is awkwardly expressed at times. This is a secure Level 3 but it does not begin to approach Level 4 quality and so was awarded a mark of 8.

### Examiner Tip

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.

- 4 In this extract, there is an attempt to show the relationship between Lucy and Sir Michael.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The ~~writer~~ <sup>show</sup> that sir michael want to marry Lucy for love. this is shown by the quote "if you do not dislike me, and if you do not love anyone else, I see no reason why ~~you~~ <sup>we</sup> should not make a happy couple. it is a bargain. Lucy?" This reveals how sir michael wants to marry Lucy for love, not for his wealth and his place in society.

### Examiner Comment

This response is clearly brief and does not seem to have used the mark tariff to indicate how much time should be devoted to the answer and how detailed it has to be. The response begins with an apparently valid assertion which could be taken from the introductory italicised text. The candidate selects a quotation but it does not wholly support the assertion made. The last sentence is a return to the italicised introduction. Unfortunately, therefore, there is no direct comment on the text and the response sits in level 1 with a mark of 2.

### Examiner Tip

When you choose your quotations or references to the text take care to ensure that they illustrate the point you are trying to make.

## Question 5

### Question Introduction

The specification entitles this section, 'Imaginative Writing', and it is important that all candidate 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 2021, 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 2021 question 6 was the more popular of the two writing questions with almost twice as many candidates choosing this question. 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 or someone they know felt positively about another person. There was a wide range of writing with many candidates paying tribute to parents, teachers and loved ones. Better responses crafted 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 and clarity of communication sometimes assuming 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:

1 Took 3 slow steadying breathes <sup>before</sup> bracing my hands on the door. <sup>This was the final barrier</sup> ~~between me and Roman.~~ I summoned all my strength and pushed forward.

~~The~~ Gazing round I found myself lost for words in awe of its beauty, the dance commuttee had really outdone themselves, fairy lights adorned the ceiling while fake vine leaves wrapped around the beams. It was as if I had been transported into a fairytale universe. I found myself unconsciously scanning the room for him, for a flash of auburn hair, a flash of steel ~~blue~~ eyes, a flash of tan olive skin that could only belong to him.

~~As I turned~~ ~~my~~ ~~eyes~~ ~~around~~ Then ~~from~~ ~~from~~ across the room I saw him. Standing with her.

once again ~~if~~ I found all the air knocked from my lungs, ~~she~~ She looked amazing, her midnight black hair fell effortlessly over her shoulders while her silver dress ~~draped~~ flawlessly wrapped around each curve on her body, He looked at her as if she was



~~obviously~~ ~~was~~ the most prized jewel, as if only she could make the world right, I felt a pang in my stomach as I remembered all the times he'd looked at me like that... When I made the world right for him.

Glancing back up from my drink I had subconsciously been swirling round. I looked eyes with him and it very nearly killed me.

There was something about him that drew me in it was like a gravitational pull, it took every ounce of strength within me to not run over to him. Before I could snatch my breath back he was making a beeline for me, jaw tensed eyes boring into my soul. He stood over me before whispering "Sienna" as if he couldn't quite figure out if I was really ~~there~~ ~~there~~ stood before him.

"I thought you weren't coming"

"I didn't think I could"

looking at me it was if he could read my mind

"I didn't want to come with her you know"

"Then why..."

"Because I'm <sup>stupid</sup> and I'm sorry"

He gently touched my arm and it ~~was~~ felt like electricity



P 6 3 8 8 5 A 0 1 3 2 0

ran through my whole body, every sense was  
aligned with him, only him.

With that he took my hand and led me away  
from the dance, before bracing my hands on the  
door, I looked up at him like positivity and light  
radiating off him ~~made~~ ~~to~~ warmed my entire  
soul as we pushed forward into the ~~night~~ ~~at~~ moonlit  
night.

### Examiner Comment

The response opens confidently in media res and is very deliberately crafted to immediately take the reader into the situation, creating tension and an emotional response. The use of ellipsis and thoughtful choice of vocabulary demonstrate an assured touch. After the short first paragraph, there is a change in tone and more evidence of careful crafting for effect that places this response firmly in Level 4. Dialogue is used precisely and skilfully to add a sense of immediacy. The structure of the response is controlled and cohesive and there is an effective use of tone, style and register which places this very securely within Level 4 for AO5 with a mark of 18. Vocabulary is selective and ambitious such as 'gravitational pull' and 'beeline' but there are also some errors in spelling and punctuation; best-fit places this mid-Level 4 for AO6 and it was awarded a mark of 11.

### Examiner Tip

Remember that vocabulary choice is about more than making interesting or unusual word choices and that it can create structure such as the repeated use of 'a flash' in paragraph 2 of this answer or the mirroring of 'effortlessly' with 'flawlessly' in paragraph 3.

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 .

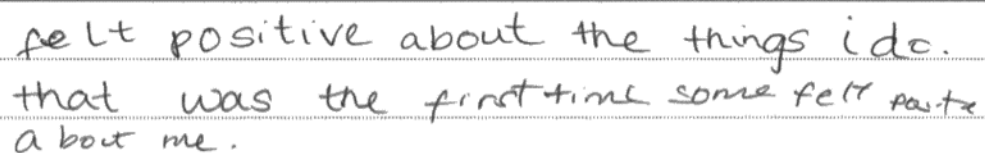
Chosen question number: Question 5

Question 6

Write your answer to Section B here:

I was 15 years old when i joined the rugby club. ~~once~~ <sup>joined</sup> with no experience what so ever i didn't really makes any friends because i was a very shy person despite joining the club their were also some negativity so i told my mom that may be rugby is not the right thing for me. My mom keep encouraging me ~~that~~ <sup>telling me</sup> that anything is possible and Also life has it's ~~challenge~~ <sup>challenge</sup>. After a week i decided to go back and start playing rugby again. and i was able to make a friend wich was weird because i never really thought that i would make a friend he told me that maybe one day i could be a professional rugby player and he told me to dream big and never look back his words change how i look at thing and i was able to lift my self up His words challenge me everytime so yes he changed my life and



A rectangular box with a decorative border on the left side and a solid border on the top, right, and bottom. Inside the box, the text is handwritten in cursive on lined paper. The text reads: "felt positive about the things i do. that was the first time some felt positive about me."

felt positive about the things i do.  
that was the first time some felt positive  
about me.

### Examiner Comment

This is a concise response, where there are some weaknesses in punctuation and paragraphing. It is straightforward in its approach and in how its ideas are expressed and ordered. At times, control is affected by errors in tenses. The writer shows some awareness of audience and purpose, but there is little use of rhetorical devices, which is one of the features that prevents it rising beyond Level 2. It does use vocabulary related to time and sequencing. This meets some of the bullet points in Level 2 for both AOs is a clear example of a mid-Level 2 response for both objectives scoring 7 marks for AO5 and 5 marks for AO6.

### Examiner Tip

Remember your reader when you are writing and try to appeal to a range of senses to help bring your writing to life for them.

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:

It takes ~~to~~<sup>ten</sup> seconds to decide if you like someone or not but it ~~is~~<sup>takes</sup> three hundred hours to make them your best friend. Jess and I met when I was on a walk, grass ~~not~~ moulding around my ~~feet~~<sup>feet</sup>, while my own personal concert played in my ear drums. ~~Avoiding the holes made by rabbits trying to~~ Avoiding rabbit holes like land mines, hopping and ~~jumping~~ dancing around the field like a crow, trying not to plunge my foot into a rabbit's new home.

There she was. There I was, trying not to get my shoes dirty. Dirt, mud and grime simply would avoid her path. While I was fighting for my life trying to stay presentable

At first glance she brings sun shine and clarity with her, what once was a grey and gloomy sky turned into a light show, beams ~~of sunshine~~ of orange and yellow burst through the dust ball like



clouds.

Holes that I tried to avoid were filled with little heads, ~~attempting~~ attempting to see what all the fuss was about.

The manner a way she ~~preen~~ presented herself, such purpose but <sup>no</sup> commitments; a free spirit.

Three hundred hours felt like years, but that was okay. I wanted, I was spending every living moment with her, she was the fuel to my fire, she filled me <sup>with</sup> glee and contempt. Nothing could be better than this.

### Examiner Comment

This is a mid-level Level 3 response for both objectives and is stronger and more assured than the answer above. Its unusual opening is imaginative and engages the reader. It is also used as a structural device, returning to this idea in the final paragraph. At times, the use of literary devices, for example the simile of rabbit holes, creates vivid imagery for the audience. The answer develops and connects appropriate information and ideas. There is some ambition in vocabulary and sentence structure however this is not always well controlled or sufficiently accurate to move into the next level of marks. Both objectives achieve a mark within Level 3 with 13 marks given for AO5 and 8 marks for AO6.

### Examiner Tip

You can help to create textual cohesion by returning at the end of your writing to ideas expressed near the start, or by echoing similar vocabulary choices.

## Question 6

### Question Introduction

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 their most treasured memory. This gave great scope to candidates as to what to write about. 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. Many made use of the image of the box of photographs and used this as a stimulus to write about older relatives who had passed away or shared family moments reliving memories that had been captured in photographs. The better examples of these focussed strongly on the recreation of the emotional aspect of the image rather than a simple recreation of what was depicted in the image. There was a wide range of response 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:

~~Growing up with poverty. constantly~~  
Growing up with poverty; it's an eye opener especially when you a six year old child who wants ~~everything~~ every toy in the world but your mother and ~~father~~ father are only just managing to feed you and keep you in ~~the~~ school

### Examiner Comment

This response is clearly making some use of the 'Lady Audley's Secret' extract showing how the thematic link is clearly working for some candidates. However this response is basic in its control, has a limited structure and there is very little sense of development. Although the spelling is largely accurate, there is little use of punctuation meaning it achieves a level 1 mark of 3 for both AOs.

### Examiner Tip

You should try to leave sufficient time to produce a fully developed response to the imaginative writing in Section B.

Was blanket good.

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

Picnic  
Playground

Write your answer to Section B here:

The sun shone ~~in~~ its golden-orange light from directly above ~~me~~ as moist blades of grass slithered in between my toes. The birds sang joyfully from the trees as we made our way towards the shade of a century-old oak tree, its bark warped and twisted through age the soft blanket was flung up into the air, unraveling itself, midflight and slowly drifting down towards the floor. As we sat, fresh food began to be passed around, soon to settle in the middle of the blanket. Laughter erupted from every one, as a joke was told.

Soon the blanket was abandoned, as me and my compatriots charged towards the fenced playground with joy. It was filled to the brim with different activities, ~~and~~ ~~on~~ rainbow slides, ~~sparkling~~ Spinning egg chairs and rope climbing frames. Hide-and-seek, tag, sprint races and cops and robbers, ~~with~~ all played with ~~the~~ the energy of a million batteries and harnessed within a small body.

Soon however, the sky turned ~~an~~ bright orange and the sun started to sink over the horizon and our parents ~~and~~ ~~came~~ lured us out of the playground with multi-layered



ice-cream that ~~towered~~<sup>towered</sup> over our feeble structures. With  
desserts in hand we ~~started~~<sup>began</sup> our march across the fields as  
nocturnal bugs started to wake and chirp in unison. One-by-one  
we split off from the group, waving vigorously to each other  
and turning towards ~~our~~ our homes as the day slowly  
comes to an end.

### Examiner Comment

The opening sentences are evocative and deliberately try to create a sense of place and mood. It is engaging and intriguing, with some carefully selected vocabulary ('slithered', 'warped', 'twisted'). The use of the passive tense imaginatively creates an effect of disassociation which is appropriate for a childhood memory where the emphasis is on remembered visual impressions and aspects of touch and emotion. The three-paragraph structure of 'Picnic, Playground and Ice cream' is managed with some sophistication and the vocabulary choices continue to demonstrate subtlety ('harnessed', 'lured', 'towered'). The adoption of the present tense towards the end seems deliberate, adding to a tone of wistfulness and nostalgia.

The vocabulary is extensive, accurate and strategically used. Punctuation and sentence structures are strong and any errors do not detract from the overall effect. This answer achieves Level 5 for both AOs with 22 for AO5 and 14 marks for AO6.

### Examiner Tip

Try to spend some time planning your answer so that you know what you are trying to achieve before you start to write.

## Paper Summary

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

- Make good use of time as you do the exam. Be aware of how much time you are spending on each section and use the number of marks available for each question as an indication of how long you should spend answering each question. That will make sure that you do not run out of time before the end of the exam.
- Section A is a test of reading so you should read the passage in section A more than once and very carefully so that you are clear about its meaning
- As you read, think about the word choices the writer has made and the different techniques that the writer is using.
- 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. That means you should how successful you feel the writer has been, not just the techniques that have been used.
- On Section B, think carefully about how you will begin to write so that it is imaginative and that you engage the interest of your reader from the very start of your writing
- 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.
- Plan your writing so that before you begin to write you know what you are going to say and how your writing will end.
- Check your work for accuracy of all sorts: spelling, punctuation and grammar. Remember that it should communicate clearly to your reader. Re-read it at the end, if you have the time.

