

# GCSE

# English Language

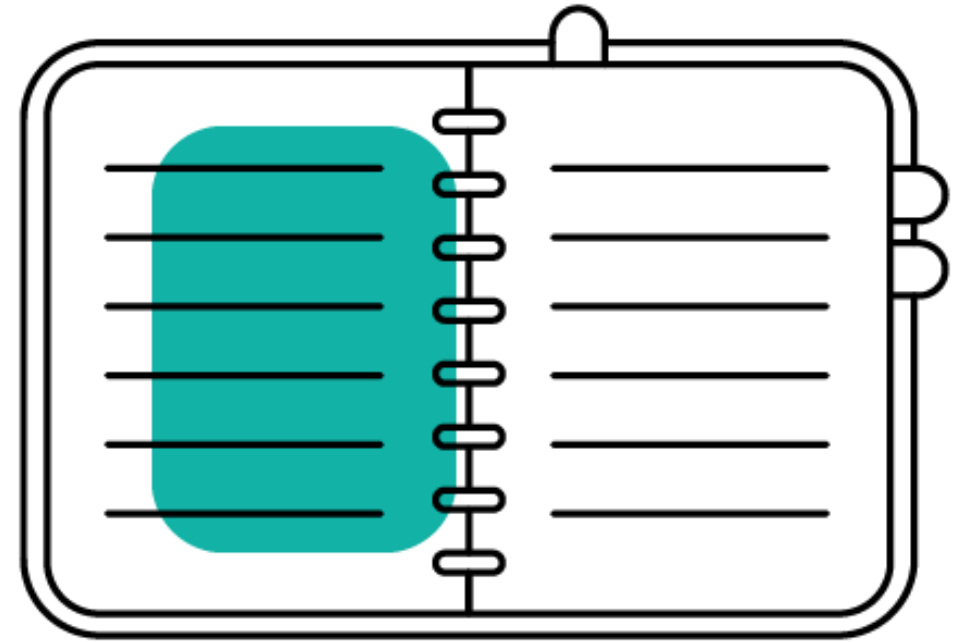
New to Pearson Edexcel



# Agenda

Delegates will:

- be given an overview of the specification
- look at some exemplars of real student responses
- be supported in moving over to Pearson Edexcel.





Polls

# Overview of the specification



# GCSE English Language

| Paper 1: 1 hr 45 (40%)   | Paper 2: 2 hr 5 (60%)   |
|--|---|
| <b>Section A: Unseen 19th-century fiction</b> <ul style="list-style-type: none"><li>• Extract will be approximately 650 words in length.</li><li>• Shorter response questions will focus on close analysis of the text; longer response questions will ask students to show their understanding of the whole text.</li></ul> | <b>Section A: Comparison of two unseen texts from 20th and 21st century</b> <ul style="list-style-type: none"><li>• One non-fiction; one literary non-fiction.</li><li>• Extracts will be approximately 1000 words in total.</li><li>• Shorter response questions will focus on close reading of the texts; longer response questions will ask students to compare the texts.</li></ul> |
| <b>Section B: Creative Writing</b> <ul style="list-style-type: none"><li>• Choice of two tasks linked to the theme of the 19th century fiction.</li><li>• One task will include images to help students address the task.</li><li>• Audience and purpose along with SPaG will be assessed.</li></ul>                         | <b>Section B: Transactional Writing</b> <ul style="list-style-type: none"><li>• Choice of two tasks linked to the theme of the texts.</li><li>• Newspaper articles, letters etc.</li><li>• Audience and purpose along with SPaG will be assessed.</li></ul>   |

# Assessment for reading



# Assessment Objectives for Reading

| AO  | Assessment Objective   | % in GCSE |
|-----|--|-----------|
| AO1 | <ul style="list-style-type: none"><li>Identify and interpret explicit and implicit information and ideas.</li><li>Select and synthesise evidence from different texts.</li></ul> | 9.4       |
| 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.      | 13.1      |
| AO3 | Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.  | 8.8       |
| AO4 | Evaluate texts critically and support this with appropriate textual references.  | 18.8      |

# AO1 – Identify & retrieve





# Example of AO1 assessment

## Paper 1 Q2

2 Read this extract.

It was bitter cold; so cold, that the air almost took the skin off my face as I ran; but I ran on, crying to think how my poor little darling must be perished and frightened. I was within sight of the holly-trees, when I saw a shepherd coming down the hill, bearing something in his arms wrapped in his cloak. He shouted to me, and asked me if I had lost a child; and, when I could not speak for crying, he bore towards me, and I saw my wee one, lying still, and white, and stiff in his arms, as if she had been dead. He told me he had been up the Fells to gather in his sheep, before the deep cold of night came on, and that under the holly-trees (black marks on the hill-side, where no other bush was for miles around) he had found my little lady – my lamb – my queen – my darling – stiff and cold in the terrible sleep which is frost-begotten\*.

From the extract, give **two** ways in which the writer shows what the weather was like.

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

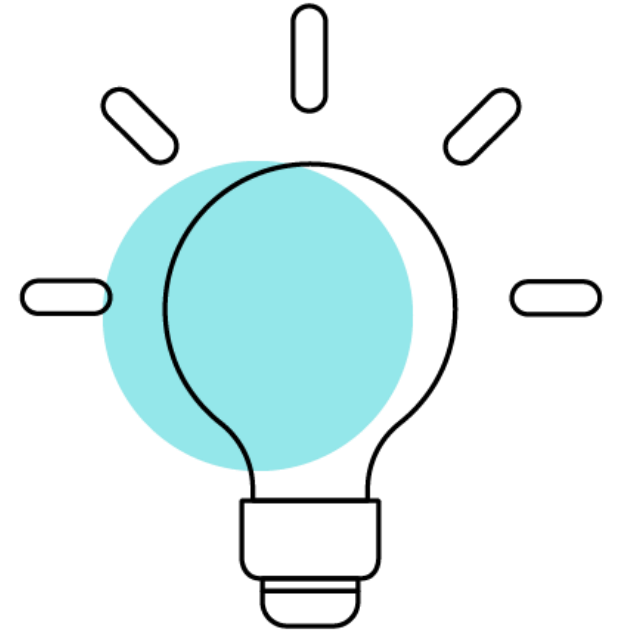
1 bitter cold.

2 Frost - begotten.

(Total for Question 2 = 2 marks)

# How can students approach these questions in the classroom?

- These questions are essentially retrieval questions – they ask for explicit pieces of information from explicit lines.
- Students can use either their own words or direct quotations therefore it might be a good idea to encourage students to learn both approaches.
- There is no need to write anything ‘extra’ therefore students need to practice reading the question carefully, locating the relevant lines, reading that section carefully and extracting the relevant pieces of information.



## AO2 – Language & structure



# AO2 Assessment style – Paper 1

3 Read this extract.

He told me he had been up the Fells to gather in his sheep, before the deep cold of night came on, and that under the holly-trees (black marks on the hill-side, where no other bush was for miles around) he had found my little lady – my lamb – my queen – my darling – stiff and cold in the terrible sleep which is frost-begotten\*.

Oh! the joy and the tears of having her in my arms once again for I would not let him carry her; but took her, cloak and all, into my own arms, and held her near my own warm neck and heart, and felt the life stealing slowly back again into her little gentle limbs. But she was still insensible when we reached the hall, and I had no breath for speech. We went in by the kitchen-door.

"Bring the warming-pan\*\*," said I; and I carried her upstairs, and began undressing her by the nursery fire. I called my little lammie\*\*\* all the sweet and playful names I could think of, – even while my eyes were blinded by my tears; and at last, oh! at length she opened her large blue eyes. Then I put her into her warm bed and I made up my mind to sit by my darling's bedside the live-long night. She fell away into a soft sleep as soon as her pretty head had touched the pillow, and I watched by her till morning light; when she wakened up bright and clear – or so I thought at first – and, my dears, so I think now.

In the extract, how does the writer use language and structure to show Hester's love for Rosamond?

Support your views with reference to the text.

(6)

| Level          | Mark | <b>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.</b>  |
|----------------|------|--|
|                | 0    | No rewardable material.  |
| <b>Level 1</b> | 1–2  | <ul style="list-style-type: none"><li>• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li><li>• The selection of references is valid, but not developed.</li></ul> <b>NB: The mark awarded cannot progress beyond the top of Level 1 if only language OR structure has been considered.</b> |
| <b>Level 2</b> | 3–4  | <ul style="list-style-type: none"><li>• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li><li>• The selection of references is appropriate and relevant to the points being made.</li></ul>  |
| <b>Level 3</b> | 5–6  | <ul style="list-style-type: none"><li>• Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li><li>• The selection of references is discriminating and clarifies the points being made.</li></ul>   |

# AO2 assessment Paper 1 – extract

## Script 1

Likewise, Hester's ~~tone~~<sup>and</sup> direction for Rosamond is displayed through his dialogue where he orders someone to "Bring the warming pan", which ~~his emphasises~~ showcases his urgency to help her. As the only dialogue of this section, the author implies that Hester ~~may~~<sup>is</sup> only conversating when it is ~~for~~ in order to help ~~the~~<sup>his</sup> little girl. On top of this, Hester commands with the imperative verb 'Bring' which embodies his serious tone that suggests to the readers he ~~does~~ is ~~str~~ not letting people fool around when it comes to Rosamond. This is supported when after she ~~arrives~~<sup>he</sup> ~~he's~~<sup>he's</sup> at relief in his mind or thought, exclaiming "Oh!". Notably, the ~~exclamations~~ exclamation mark addresses that Hester is only at peace once he is aware she's safe. Amongst the readers, relief ~~may~~<sup>can</sup> also be the relieving atmosphere may also be aroused because they are glad that Hester no longer is ~~anxious~~ in anticipation.

# AO2 Assessment style – Paper 2

**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)

|                |       |   |
|----------------|-------|---|
|                | 0     | No rewardable material.   |
| <b>Level 1</b> | 1–3   | <ul style="list-style-type: none"><li>• Limited comment on the text.</li><li>• Identification of the language and/or structure used to achieve effects and influence readers.</li><li>• The use of references is limited.</li></ul>   |
| <b>Level 2</b> | 4–6   | <ul style="list-style-type: none"><li>• Comment on the text.</li><li>• Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.</li><li>• The selection of references is valid, but not developed.</li></ul> <b>NB: The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.</b> |
| <b>Level 3</b> | 7–9   | <ul style="list-style-type: none"><li>• Explanation of the text.</li><li>• Explanation of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.</li><li>• The selection of references is appropriate and relevant to the points being made.</li></ul>  |
| <b>Level 4</b> | 10–12 | <ul style="list-style-type: none"><li>• Exploration of the text.</li><li>• Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li><li>• The selection of references is detailed, appropriate and fully supports the points being made.</li></ul>                      |
| <b>Level 5</b> | 13–15 | <ul style="list-style-type: none"><li>• Analysis of the text.</li><li>• Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.</li><li>• The selection of references is discriminating and clarifies the points being made.</li></ul>  |



# AO2 assessment Paper 2 – extract

## Script 2

The many lists throughout the texts may <sup>contribute with</sup> suggest the long list of things he has to do as a doctor and shows to the reader how difficult the job can be which the ~~same~~ reader will be interested to find out how he may cope and deal with it.

The <sup>list</sup> ~~hippie~~ 'captain of two sport teams... school newspaper' ~~and~~ may interest the reader and as they may have found out that more than school is needed to become a doctor, this may be seen as Kay's main message.

# Language and Structure

- In these questions, students need to ensure that they are selecting both language and structure features as well as answering the question.
- It is not enough to simply list the features that the writer uses, they will need to show **how** the writer **uses** these features.
- It is always worthwhile reading the indicative content from the SAMs and the specimen papers carefully as they are a good guide to see what is meant by language and what is meant by structure.
- As with AO1, students need to practice reading the question carefully, picking out the relevant language and structure features in timed conditions.



# AO4 – Evaluate



# AO4 – Evaluate

- The key to success in AO4 is that students need to:
  - focus on ‘how well’, not ‘how’
  - use evaluative language and offer an opinion or judgement
- A quick ‘ice breaker’ exercise which has worked well in the classroom is to ask students to evaluate some pictures, what they watched on TV, the latest computer game etc. in pairs.
- Once they have done this for a couple of minutes, they will realise that they have made a judgement, been positive or negative and reflected on their own needs and/or those of other audiences.
- This is exactly what they need to do when they evaluate texts – they need to look at the **overall bigger ideas** and think about how successfully the writer has achieved the intended purpose of the text.
- There is no need to use subject terminology as students are not rewarded for analysis of language and structure.

# AO4 Evaluate assessment style

**4** In the extract, there is an attempt to create strong feelings in the reader.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the whole text.

**6** In this extract, the writer attempts to demonstrate determination.

Evaluate how successfully this is achieved.

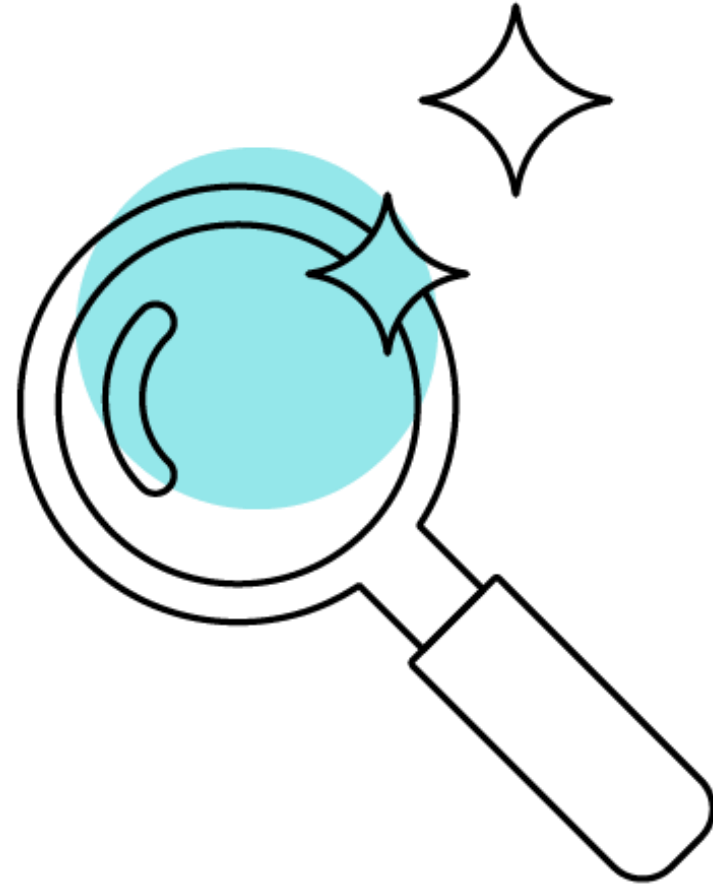
Support your views with detailed reference to the text.

|                |       |  |
|----------------|-------|--|
|                | 0     | No rewardable material.  |
| <b>Level 1</b> | 1–3   | <ul style="list-style-type: none"><li>• Description of ideas, events, themes or settings.</li><li>• Limited assertions are offered about the text.</li><li>• The use of references is limited.</li></ul>   |
| <b>Level 2</b> | 4–6   | <ul style="list-style-type: none"><li>• Comment on ideas, events, themes or settings.</li><li>• Straightforward opinions with limited judgements are offered about the text.</li><li>• The selection of references is valid, but not developed.</li></ul>  |
| <b>Level 3</b> | 7–9   | <ul style="list-style-type: none"><li>• Explanation of ideas, events, themes or settings.</li><li>• Informed judgement is offered about the text.</li><li>• The selection of references is appropriate and relevant to the points being made.</li></ul>  |
| <b>Level 4</b> | 10–12 | <ul style="list-style-type: none"><li>• Analysis of ideas, events, themes or settings.</li><li>• Well-informed and developed critical judgement is offered about the text.</li><li>• The selection of references is appropriate, detailed and fully supports the points being made.</li></ul>                        |
| <b>Level 5</b> | 13–15 | <ul style="list-style-type: none"><li>• Evaluation of ideas, events, themes or settings.</li><li>• There is a sustained and detached critical overview and judgement about the text.</li><li>• The selection of references is apt and discriminating and is persuasive in clarifying the points being made</li></ul> |

# AO4 activity

- In your pack, there is a Level 5, top mark exemplar for AO4, Paper 1.
- Read the exemplar and note down any instances of good examples of AO4 achievement in the comment box.
- We'll then discuss the exemplar as a group.

Script 3



# Comments from the examiner

This candidate begins with an immediate identification of the tension created by the writer and the immediate panic created by 'ran out' and 'ran on' and examines how this quickens the pace of the extract. The dramatic tone is identified and how the despair will 'frighten the reader'. The focus on the reader is sustained throughout the answer from the first paragraph.

In the second paragraph the candidate identifies the nuances of the text, evaluating how successfully the writer uses terms of endearment evoking a feeling of 'relief' for the reader who 'feels more strongly for Rosamond's return'.

There is an examination of how the writer creates feelings of intrigue and this moves to an evaluation of how the writer 'compellingly uses Hester's insistence that Rosamond's 'telling stories!' to allude to a more mysterious explanation'. The discriminating references at the bottom of the second page is one instance of the detached critical overview adopted by this candidate.

The candidate perceptively recognises that there are layers to the way in which the writer evokes feelings in the reader. This candidate is spotting the subtler details which suggests a sensitive reading.

# AO1 – Synthesis



# AO1 – Synthesis assessment style

7 (a) The two texts show people who decide to become doctors.

What similarities do the two people share in these extracts?

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

(6)

|                |     |  |
|----------------|-----|--|
|                | 0   | No rewardable material.  |
| <b>Level 1</b> | 1–2 | <ul style="list-style-type: none"><li>• Limited understanding of similarities.</li><li>• Limited synthesis of the two texts.</li><li>• The use of evidence is limited.</li></ul>   |
| <b>Level 2</b> | 3–4 | <ul style="list-style-type: none"><li>• Sound understanding of similarities.</li><li>• Clear synthesis of the two texts.</li><li>• The selection of evidence is valid but not developed and there may be an imbalance.</li></ul>   |
| <b>Level 3</b> | 5–6 | <ul style="list-style-type: none"><li>• Detailed understanding of similarities.</li><li>• Detailed synthesis of the two texts.</li><li>• The selection of evidence is appropriate and relevant to the points being made.</li></ul> |

# AO1 assessment

Script 4

7 (a) The two texts show people who decide to become doctors.

What similarities do the two people share in these extracts?

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

(6)

Both texts show that being a doctor can be a good thing. In text 1, it says "But the buzz of knowing I was going to become a doctor one day." In text 2, it says "What would you say to my father becoming a doctor?"

Both texts show a theme of negativity. In text 1, it says "Medical schools don't care about any of that." In text 2, it says "You won't get into medical school."

Both texts show a theme of determination. In text 1, it says "propelled me towards my goal of through those six long years." In text 2, it says "with each new negative response, she dug her heels in deeper."



# AO3 – Comparison



# Synthesis vs Comparison

7a asks students to synthesise material from the two texts:

1. the question will always ask for points of **similarity** between **concrete ideas, such as people or places**

7b asks students to **compare** material from the two texts:

1. the question is always about presentation of ideas and perspectives in the texts – which could be **similarities and differences**

# AO3 – Assessment style

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about choosing a career.

You should write about:

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

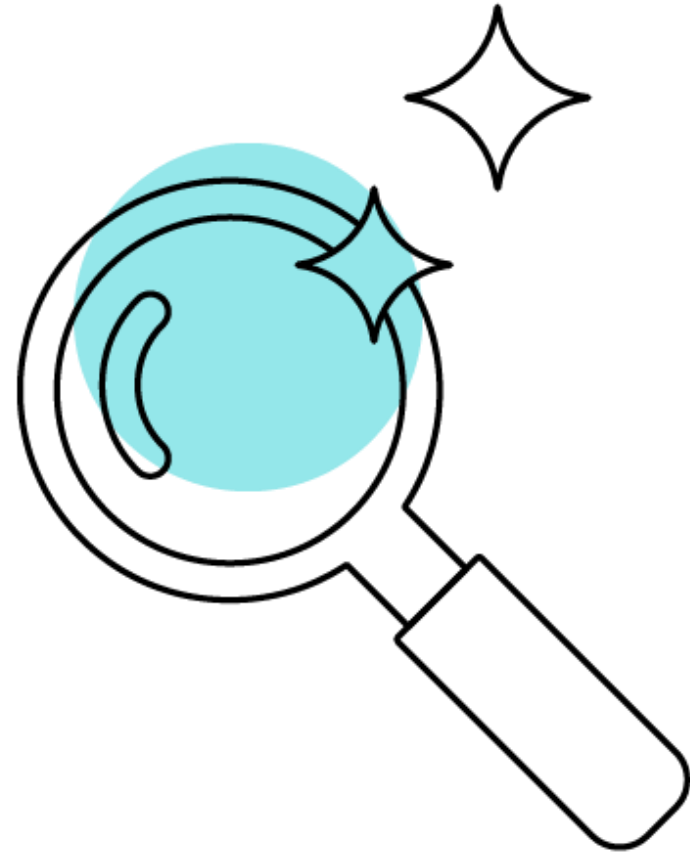
Support your answer with detailed references to the texts.

|                |       |   |
|----------------|-------|---|
|                | 0     | No rewardable material.   |
| <b>Level 1</b> | 1–2   | <ul style="list-style-type: none"> <li>• The response does not compare the texts.</li> <li>• Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The use of references is limited.</li> </ul>  |
| <b>Level 2</b> | 3–5   | <ul style="list-style-type: none"> <li>• The response considers obvious comparisons between the texts.</li> <li>• Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>• The selection of references is valid, but not developed.</li> </ul> <p><b>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</b></p> |
| <b>Level 3</b> | 6–8   | <ul style="list-style-type: none"> <li>• The response considers a range of comparisons between the texts.</li> <li>• Explanation of writers' ideas and perspectives including theme, language and/or structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>   |
| <b>Level 4</b> | 9–11  | <ul style="list-style-type: none"> <li>• The response considers a wide range of comparisons between the texts.</li> <li>• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts and fully support the points being made.</li> </ul>   |
| <b>Level 5</b> | 12–14 | <ul style="list-style-type: none"> <li>• The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.</li> <li>• References are balanced across both texts, they are discriminating, and clarify the points being made.</li> </ul>                  |

# Activity for 7a and 7b

- In your pack, there is an example of a 7a and 7b response.
- Read the exemplar and note down any instances of good examples of AO1 achievement for 7a and AO3 for 7b.
- We'll then discuss the exemplar as a group.

Script 5



# Comments from the examiner

|    |   |  |
|----|---|--|
| 7E | <p>7a – Each of the similarities offered are considered in some detail, demonstrating full understanding and synthesis of the texts. The response is given full marks.</p> <p>7b – There is a comprehensive range of comparisons, focusing on ideas and perspectives in both texts. The quality of comparison and the perceptive analysis are supported by discriminating references. Full marks are awarded.</p> | <p>7a –<br/>Level 3<br/>6 marks</p> <p>7b –<br/>Level 5<br/>14 marks</p> <p><b>Total: 20</b></p> |
|----|---|--|

# Assessment for writing



# Assessment Objectives for Writing

| AO  | Assessment Objective  | % in GCSE |
|-----|---|-----------|
| AO5 | <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p> | 30        |
| AO6 | Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation   | 20        |

# AO5/6 – Assessment style – Paper 1

## **EITHER**

**\*5** Look at the images provided.

Write about a time when you, or someone you know, made a discovery.

Your response could be real or imagined.

You may wish to base your response on one of the images.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 5 = 40 marks)**

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## **OR**

**\*6** Write about a time in your life when someone helped you.

Your response could be real or imagined.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 6 = 40 marks)**

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# AO5/6 – Assessment style – Paper 2

## **EITHER**

**\*8** Write a section for a guide giving advice to young people on choosing a career.

In your section, you could include:

- important things to consider when choosing a career
- how school, college, family and/or friends can help
- how online support and/or resources can help

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

## **OR**

**\*9** 'Setting goals is important in every area of life'.

Write an article for a magazine with the title 'My ambitions and setting goals to achieve them'.

In your article, you could include:

- what your ambitions for your future are
- what your goals are
- how your goals will help you achieve your ambitions

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**

# AO5/6 Mark scheme

| Level          | Mark  | The candidate:  |
|----------------|-------|---|
|                | 0     | No rewardable material  |
| <b>Level 1</b> | 1–4   | <ul style="list-style-type: none"> <li>Limited ability to communicate clearly, effectively and imaginatively.</li> <li>Offers a basic response, with audience and/or purpose not fully established.</li> <li>Expresses information and ideas, with limited use of structural and grammatical features.</li> </ul>   |
| <b>Level 2</b> | 5–9   | <ul style="list-style-type: none"> <li>Some ability to communicate clearly, effectively and imaginatively.</li> <li>Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</li> <li>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</li> </ul>   |
| <b>Level 3</b> | 10–14 | <ul style="list-style-type: none"> <li>Clear ability to communicate clearly, effectively and imaginatively.</li> <li>Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</li> <li>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</li> </ul> |
| <b>Level 4</b> | 15–19 | <ul style="list-style-type: none"> <li>Secure ability to communicate clearly, effectively and imaginatively.</li> <li>Organises material for particular effect, with effective use of tone, style and register.</li> <li>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.</li> </ul>   |
| <b>Level 5</b> | 20–24 | <ul style="list-style-type: none"> <li>Sophisticated ability to communicate clearly, effectively and imaginatively.</li> <li>Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</li> <li>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</li> </ul>                               |

## AO6:

**Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.**

| Level          | Mark  | The candidate:  |
|----------------|-------|---|
|                | 0     | No rewardable material.   |
| <b>Level 1</b> | 1–4   | <ul style="list-style-type: none"> <li>Limited ability to write for clarity, purpose and effect.</li> <li>Uses basic vocabulary, often misspelled</li> <li>Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures.</li> </ul>   |
| <b>Level 2</b> | 5–7   | <ul style="list-style-type: none"> <li>Some ability to write for clarity, purpose and effect.</li> <li>Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.</li> <li>Uses punctuation with control, creating a range of sentence structures, including coordination and subordination.</li> </ul>                         |
| <b>Level 3</b> | 8–10  | <ul style="list-style-type: none"> <li>Sound ability to write for clarity, purpose and effect.</li> <li>Uses a varied vocabulary and spells words containing irregular patterns correctly.</li> <li>Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect.</li> </ul>  |
| <b>Level 4</b> | 11–13 | <ul style="list-style-type: none"> <li>Secure ability to write for clarity, purpose and effect.</li> <li>Uses a wide, selective vocabulary with only occasional spelling errors.</li> <li>Positions a range of punctuation for clarity, managing sentence structures for deliberate effect.</li> </ul>  |
| <b>Level 5</b> | 14–16 | <ul style="list-style-type: none"> <li>Sophisticated ability to write for clarity, purpose and effect.</li> <li>Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning</li> <li>Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.</li> </ul> |

## AO5/6 – Transactional writing – extract

Script 6

Write your answer to Section B here:

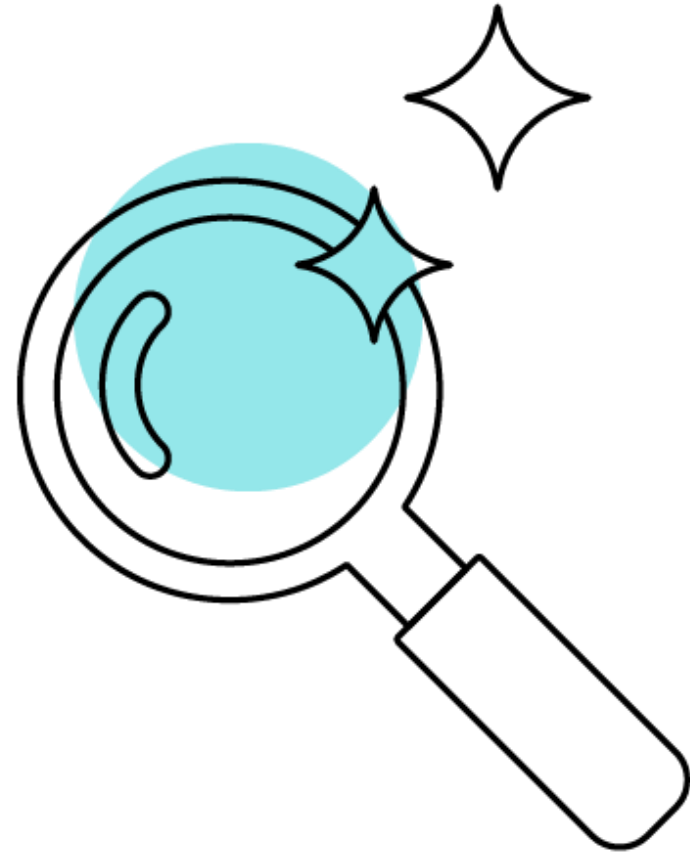
My ambitions and setting goals to achieve them.

Everyone has ambitions. You're lying if you don't. Coming as a huge surprise - only you determine whether they are achievable or not. Not your best friend, not your parents, not your annoying older sister, but you. Yes, I am aware that they can help, but hear me out. This is your life, your ambitions. You need to want this. So what's the plan, are you going to sit around, not setting goals, watching your ambitions fly past you? No, of course you're not. You are going to grab life by the throat; no matter how much it beats you down, and own it.

# Activity for imaginative writing

- In your pack, there is a Level 5 exemplar for writing.
- Read the exemplar and note down any key instances of AO5 or AO6 into the comment box.
- We'll discuss this as a group shortly.

Script 7



# Comment from the examiner

This is subtle and well-structured response that repays a second reading. It opens in Media Res with an exciting but deliberately misleading depiction of the narrator's experience of being in the boat during a storm. The answer uses an extensive vocabulary which can be seen from the opening sentence ('enveloped'; 'grasped'; 'jutting') and a range of devices, such as simile ('as thin as the boards holding our boat together') all of which add detail and interest for the reader. The narrative delicately outlines the growth in the sibling relationship between the narrator and their younger sister, Lucy, describing the the child's youthful exuberance and then juxtaposing this with the more reflective tone of the narrator writing later in life. Tone, style and register are all fully employed for impact and are sustained throughout.

Complex ideas are manipulated with the depiction of the childhood relationship and the linking of the sea vocabulary and imagery not only to the youthful game ('treasure-hungry swashbucklers') but also to the child, Lucy ('frothing with excitement') and later to the narrator ('a boat lost at sea'). This creates a subtle weaving of adventure with psychology and character development. It leads to a genuine moment of pathos in the final paragraph which has a strong impact upon the reader.

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 achieves full marks in Level 5 for both AOs.**

# Support



# Webpages [here](#)

## Pearson Edexcel GCSE English Language (9-1) from 2015



**Advance Information** November 2022 > [Access the November 2022 advance information](#)

### Specification



First teaching: **2015**  
First assessment: **2017**

We provide high quality, local support to help you plan, teach and deliver our qualification, along with engaging texts for all learners.

> [New Lit in Colour Pioneers programme](#)

> [Find out more about our new GCSE \(9-1\) English Language 2.0 qualification](#)

**DOWNLOAD**

PDF | 649.6 KB

### Switch to Pearson

Learn more about switching to Pearson, sign up for updates, or to let us know that you would like to teach this qualification.

> [Learn more](#)

### Course materials

- > [Specification and sample assessments \(2\)](#)
- > [Exam materials \(82\)](#)
- > [Forms and administration \(19\)](#)
- > [Pearson UK:Category \(2\)](#)
- > [Teaching and learning materials \(118\)](#)



### Your subject advisor

**Clare Haviland**

English



**Email :** [teachingenglish@pearson.com](mailto:teachingenglish@pearson.com)

**Twitter :** [@PearsonTeachEng](https://twitter.com/PearsonTeachEng)

**Phone :** +44 (0) 344 463 2535  
(Teaching Services team | Mon - Fri, 9am - 5pm GMT)

### Teaching support and training

- > [Learn more about our training events](#)
- > [Read our GCSE \(9-1\) English case studies](#)
- > [Our collaboration with Speakers Trust](#)



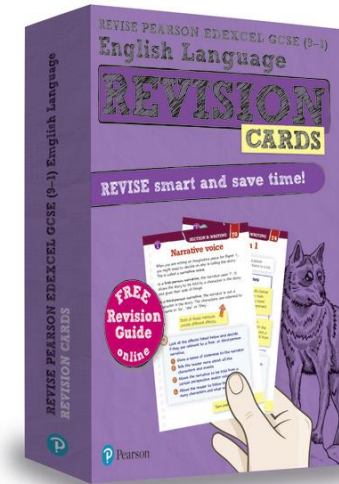
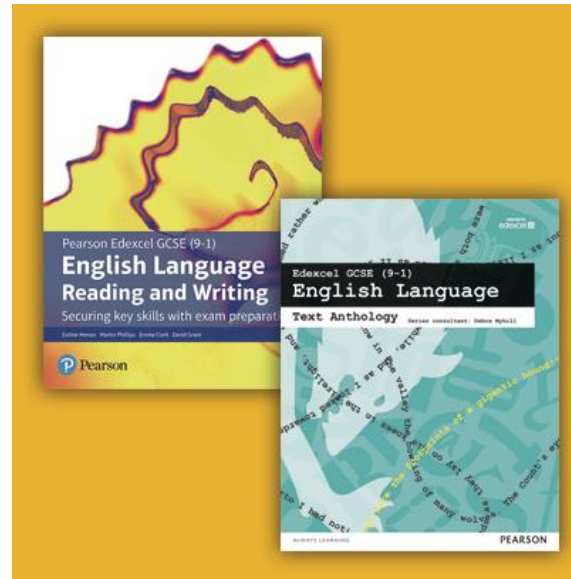
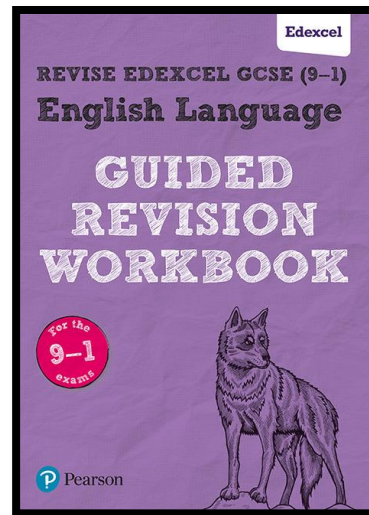
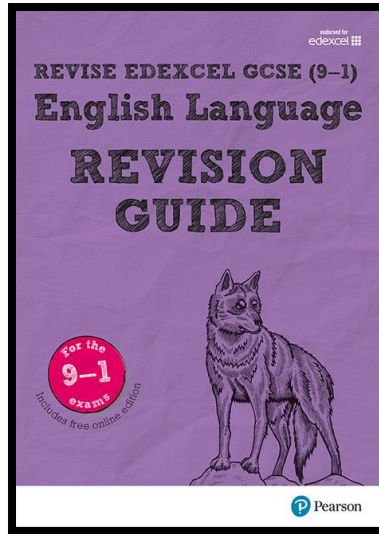
### Useful links

- > [View a walkthrough of the exam papers](#)

- > [Browse the PD Academy for courses and events](#)



# Pearson Paid-for Published Resources





# Mocks Service

## 1. Mocks Marking Service

Two exam options:

- **paper-based** Pearson-marked for GCSE, AS & A level English
- **onscreen** Pearson-marked for GCSE English Language (2.0 included) and Literature

## 2. Mocks Moderation Service

By sending in a sample of your exam papers, our moderators can provide commentaries and reports to help you develop your marking skills.

Download our  
Mocks Service  
PDF



# Tracking Progress

- Pearson Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Pearson Edexcel national averages.
- It can help you to identify topics and skills where students could benefit from further learning.
- Mock Analysis provides analysis of past exam papers which can be set as mock exams.

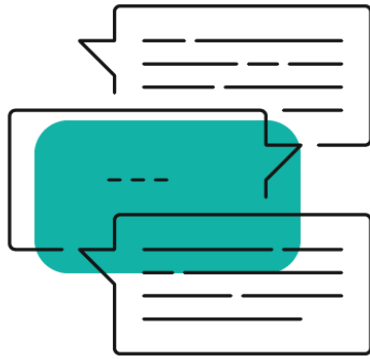
Find out more



ResultsPlus

# Subject Advisor Support

Our subject advisors are experts in their fields and are here to support you throughout the year.



Find the Subject Advisor for your area [here](#) and sign up to receive regular updates from your Subject Advisor on qualification news and support for your subject [here](#).

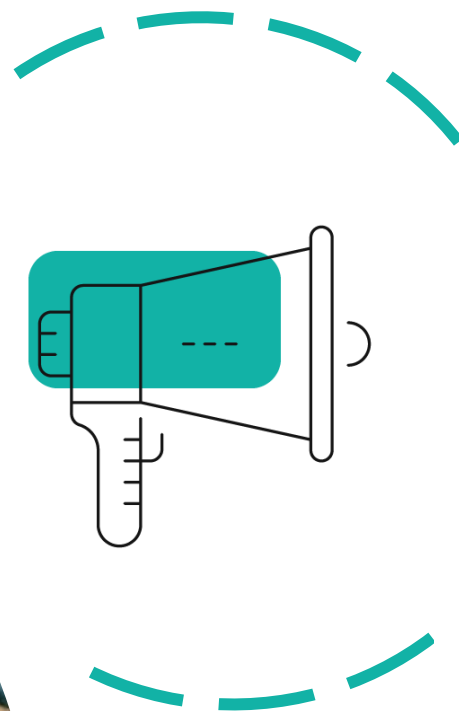




# Find out more

For more professional development courses please see Pearson's [Professional Development Academy](#)





# Your Feedback Matters

Following this event, you will receive an invitation to share your thoughts about the session. Your feedback is invaluable to us, as it helps us tailor our professional development materials to better meet your needs. Please don't hesitate to let us know what you'd like to see more of and what areas you think could be improved.



Pearson