

Examiners' Report

June 2024

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 of Paper 2 of the Pearson Edexcel Level 1/Level 2 GCSE in English Language (9 – 1). This was the summer examination for 2024.

The qualification consists of three components:

Paper 1: Fiction and Imaginative Writing – 40% (examination)

Paper 2: Non-fiction and Transactional Writing – 60% (this examination)

Paper 3: Spoken Language Endorsement (non-examination assessment)

This report will focus on Paper 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 nonfiction, 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). Question 7 is on both texts.

There is 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, Question 7(a), which will focus on similarities in the texts. The final question of this section, Question 7(b), 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 candidates 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 section for a guide giving advice to young people on choosing a career or an article for a magazine with the title 'My ambitions and setting goals to achieve them'.

The Assessment Objectives for this paper are:

Section A: Reading

AO1: Identify and interpret explicit and implicit information and ideas (Questions 1, 2, 4 and 5)

Select and synthesise evidence from different texts (Question 7(a)).

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 (Question 3).

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Question 7(b)).

AO4: Evaluate texts critically and support this with appropriate textual references (Question 6).

Section B: Transactional Writing

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Question 8 or Question 9).

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Question 8 or Question 9).

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Question 8 or Question 9).

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 very 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 support their transactional writing, which is advised in the specification.

It was pleasing to see that candidates had been given the opportunity to practise a range of non-fiction writing techniques and planning and proofreading skills, with many using the planning box offered for the writing section.

The responses of candidates had many positive features. Examiners were impressed by:

- the level of knowledge of and engagement with the texts
- completion of the questions in the paper in the time available and the attempt to cover 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
- the use of a variety of vocabulary and sentence structures in writing.

Less successful responses:

- struggled to comment on, explain or analyse structural points in terms of their effect on readers in AO2 responses
- failed to support points using appropriate textual evidence, or used textual evidence that did not support the point being made
- did not use the correct text for their extended responses to Questions 3 and 6
- lacked focus on the question in Question 7. Parts (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.

Examiners reported that candidates engaged with the texts very well and that they appeared to engage with the writing questions and had varied ideas and perspectives.

Overall, examiners were very impressed with the performance of candidates and with the range of responses they saw – responses were placed in all levels of the mark scheme. As Principal Examiner for this paper and Chief Examiner for the specification, it is always a privilege to read responses and to see the engagement, interest and hard work in the responses candidates complete.

Question 1

The majority of candidates were able to achieve the full two marks in this question.

The questions are designed with ramping in mind and to encourage achievement and this question in the main 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.

All of the answers from the mark scheme were seen to varying degrees.

The few candidates who only achieved one mark often chose as their second response 'They don't even check you're OK with the sight of blood', which was not an activity important to medical schools.

- 1** From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 being county swimming champion
2 leader of youth orchestra



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.

- 1** From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 " leader of the youth orchestra "
2 " editor of the school newspaper "



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.

- 1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 "fixate on extracurricular activities"

2 "captain of two sports teams"



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.

- 1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 "sports teams"

2 "youth orchestra"



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.



ResultsPlus
Examiner Tip

This is a useful, succinct approach.

- 1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

- 1 ~~country~~ swimming
- 2 youth orchestra



ResultsPlus
Examiner Comments

2 valid points from the mark scheme.



ResultsPlus
Examiner Tip

This is a useful approach, brief and clear.

- 1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

- 1 "they don't even check you're OK with the sight of blood"
- 2 The fixate on extracurricular activities.



ResultsPlus
Examiner Comments

1 mark – the first point is not an activity.

- 1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

- 1 "Leader of the youth orchestra"
- 2 "Editor of the School newspaper"



2 valid points from the mark scheme.

1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 Country club

2 edit school newspaper



1 valid point (country club is not in the text).

1 From lines 17-20, identify **two** activities the writer says are important to medical schools.

1 great doctor must have a huge heart

2 which pumps a vast lack of compassion and human kindness

(Total for Question 1 = 2 marks)



No marks awarded. This response is from lines 15-16, not from 17-20.

Question 2

The majority of candidates achieved two marks in this question and there were a range of responses to choose from.

This question requires understanding of both parts of bullet 1 of AO1: 'identify and interpret'. For this reason, responses that interpreted information from the lines and put this into their own words were acceptable. The question makes it clear that either quotations or own words are acceptable. All of the examples given in the mark scheme were seen in responses, either as quotations or own words, with the most popular being 'filling in forms' and 'making telephone calls'.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

- 1 "Then you spend the rest of your working day filling in forms."
- 2 "Your whole team of doctors pootles past each of their patients"



ResultsPlus
Examiner Comments

2 marks awarded.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

- 1 noting down every pronouncement from your seniors
- 2 making phone calls



ResultsPlus
Examiner Comments

2 marks awarded.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

- 1 "Filling in forms"
- 2 "Making phone calls"



2 marks awarded.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

1. note down every pronouncement from your senior
2. filling forms



2 marks awarded.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

- 1 The job was manageable
- 2 Then you spend the rest of your working day filling in forms



1 mark – the first answer is not a task.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

- 1 'ward round'
- 2 filling in forms



2 marks achieved.

2 Read this extract.

During the day, the job was manageable, if mind-numbing and insanely time-consuming. You turn up every morning for the 'ward round', where your whole team of doctors pootles past each of their patients. You trail behind like a hypnotised duckling, your head cocked to one side in a caring manner, noting down every pronouncement from your seniors. Then you spend the rest of your working day filling in forms, making phone calls. Not really what I'd trained so hard for.

From this extract, give **two** tasks completed by the doctors.

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

- 1 'ward round'
- 2 'filling in forms'



2 marks achieved.



This is a sensible approach – it is brief.

Question 3

This question discriminates well on this paper. 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 the majority of responses had considered both language and structure and that candidates had been encouraged to be aware of structural points. The majority of candidates were able to pick out both elements of language and structure in the text using well-selected quotation/references.

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language/structure had been explained. The best responses showed detailed and confident analysis of language and structure, weaving this with how techniques interested and engaged the reader. These responses were specific about how effects were created, and the analysis was closely linked to the evidence used. The most successful responses think about the type of text the extract is from and how this is designed and created for the reader it is written for.

The most successful responses effectively picked up on examples such as the 'sausage factory' metaphor and the fact that future doctors are manufactured in such a dehumanising way. The contrast between how the writer imagined his life as a doctor versus the reality was not lost on the candidates. The verb 'churn' came in for quite a lot of scrutiny, with one candidate describing the way [doctors] were supposedly churned out and 'expected to be masterful doctors!'

Successful responses were able to analyse structure in more than the most obvious ways, for example the evolving structure of the text: the positive, enthusiastic opening about the writer's future career as a doctor versus the monotonous, disappointing reality. Responses in the highest levels picked up on the ironic tone, with one candidate writing that they 'laughed to myself' on reading about the 'treacherous six-mile journey across London.' Some candidates were also able to explain 'It was written on the walls' and identify this as ironic.

Less successful responses made were quite generic comments and explanations when writing about the use of punctuation such as colons. 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 the higher levels by looking in more details at how these are used to achieve effects and influence readers. Less successful responses also ended up feature-spotting without explaining how features were used, for example 'written on the walls'. The least successful responses offered a literal response, with one assuming the writer's father was such a famous doctor that his name was written on the walls.

Structure remains a good discriminator in this question, with some very vague and generalised comments about punctuation devices (such as why dashes are used) and sentence length. The least successful responses just explained what the text was about and used quotations to 'support' their narrative.

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)

In text one, the writer uses language and structure to engage the reader by talking about what it takes to be a doctor. This is shown in the line "a great doctor must have a huge heart and a distended cortex through which pumps a vast lake of compassion and human kindness". The use of the Alliteration 'huge heart' suggests that you must care for your patients. And the phrase "a vast lake of compassion and human kindness" implies that everyone is human so you must treat them like one. The reader will think that they would want a doctor ~~to~~ like this to look after them.

In Text one, The writer uses language and structure to engage the reader. This is shown in the line "But the buzz of knowing I was going to become doctor one day". The use of the verb 'Buzz' suggests that he gets a good feeling when he thinks about him becoming a doctor soon. In addition the use of the short sentence implies that even though the sentence is short the structural meaning ~~is~~ is to show that it is very important. The reader will feel happy for him.



This response starts with selecting a few lines from the text to illustrate a couple of language techniques used by the writer. Alliteration ('huge heart') and a phrase ('a vast lake of compassion and human kindness') are both valid examples of language techniques and are correctly identified. The candidate comments on them by connecting the use of language to the ideas of caring and being kind. This interpretation is valid, if somewhat obvious. The impact on the reader is considered.

Page two follows with another longer quotation from which the candidate comments on the language example 'buzz' (not a verb, but we do not penalise for that error) and a short sentence as example of structure. The point related to the use of the short sentence is not convincing.

This is a secure Level 2 response which addresses both language and structure, selects valid references and comments on the text and considers the reader. A mark of 6 in Level 2 is awarded.

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 use language and structure to interest and engage the reader through the explanation of his ~~own~~ ~~per~~ ~~person~~ personal experiences. This is shown through the constant repetition of long multi-clause sentences ~~throug~~ throughout the extract. This clearly shows how the speaker has a lot to say about the topic and ~~is~~ ~~not~~ mimicks his overflow of emotions and thoughts about the idea. This is successfully coupled with the speaker's ~~stigh~~ polite sarcasm to show how doctor's are expected to be like ~~Be~~ in different situations. Moreover, the use of the metaphor 'It was written on the walls' clearly shows that the speaker had no choice and had to become a doctor even though he did

not want to. In particular, the use of the adjective ~~that~~ 'ludicrous' shows how the speaker ~~is~~ thinks that the reason of ~~being~~ becoming a doctor is stupid and someone should think of a better reason.

This may make the reader feel sympathetic for the speaker as he had no choice in becoming a doctor and that it was forced on him. However, one could argue that the reader may ~~feel~~ develop a dislike for the speaker as he does not understand the other important roles that are done by doctors and how they are important. Also, the semantic field of ~~judges~~ judging and expectations throughout the extract shows how the speaker dislikes those who think that doctors ~~are~~ do a lot and the stereotypes ~~a~~ that people have of doctors.



There are a few interesting points about the text on the first page: personal experience, repetition of long multi-clause sentences, the author having a lot to say about the topic, thoughts and emotions about it, using 'polite sarcasm' to demonstrate expectation from doctors. These demonstrate understanding of and engagement with elements of both language and structure within the text, but specific textual evidence is lacking. The points are generally valid. The use of metaphor, 'it was written on the walls', and adjective 'ludicrous' is understood and explained and the effect on the reader is considered. The selection of references is appropriate and relevant to the points being made. The last sentence of the response is not clearly related to the text.

This is a borderline Level 2/Level 3 response with some valid points that lack textual evidence and some points that are supported but not explained enough. There is a mixture of some comment and some explanation. In order to reflect full achievement of Level 2 and a little explanation in Level 3 a mark of 7, just into in Level 3, has been awarded.

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 powerfully uses language and structure to interest and engage the reader throughout the extract. On line 2, the writer uses examples of thoughts that actual teenagers might have: "my mum/dad's a doctor" or "I want to cure cancer." This would clearly engage teenagers who may be aspiring to become doctors because they will feel like they can relate to the extract. On line 15-16 the writer says "a great doctor must have a huge heart and a distended aorta through which pumps a vast lake of compassion and human kindness." The ambitious vocabulary in this sentence would engage the reader because it creates a positive atmosphere. The metaphor "vast lake of compassion and human kindness" suggests good doctors are kind and caring and interests the reader to read on and learn more. However, there is a dramatic shift on line 17 "At least, that's what you'd think." This engages the reader to read on and find out how medical school is different to people's expectations and read

the reality of medical school. The writer uses the simile "like a superhero or an international criminal." This successfully engages the reader as the writer switches from a negative tone back to positive. On line 36, the writer effectively uses the simile "you trail behind like a hypnotised duckling." This clearly ~~st~~ educates the reader on how repetitive work can be for doctors.

Furthermore, the writer breaks up his information into small paragraphs to spread out the words so it doesn't drag on, this encourages the reader to continue reading. The writer uses a range of punctuation (colons, commas, full stops, dashes) to separate the writing and has some longer paragraphs and some shorter. The writer also uses a range of sentence sizes (long multi-clause sentences and short sentences). This keeps the reader engaged throughout. Also, the bundle of structures could mirror the unstructured, busy days that doctors have at work. On line 34, the long multi-clause sentence "During the day, the job was manageable, if mind-numbing and insanely time-consuming." ~~the~~ The adjectives "mind-numbing" and "time-consuming" suggest being a doctor is stressful and the days are long and tiring. This educates the reader on how overwhelming

medical profession can be.



There are explanations of the text and features of both language and structure in this response. The candidate discusses ambitious vocabulary, explains the use of and impact on the reader of metaphor, similes, adjectives – all correctly explained as features of language use. The selection of references is appropriate and these are relevant to the points being made.

The references to structure are present throughout the response, some more general – small paragraphs and a range of punctuation, and some are securely identified and explained – 'a dramatic shift on line 17', 'At least, that's what you'd think', 'bundle of structures' mirroring unstructured busy workdays. This response is awarded at the top of Level 3 with a mark of 9.

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)

From the beginning of the extract the writer ~~used~~ uses a colloquial tone that interests the reader as it is more informal and like a conversation¹, they will be entertained and more engaged with what Adam Kay is saying and find a real interest too. The extract is in first person so it gives a very close personal response and the reader will feel more connected², Kay uses the first person narrative to engage the reader and ~~has~~ share his experience with other others. The extract ~~also~~ is also set in chronological order giving an almost a life line in the extract 'At sixteen' 'I went to the kind of school' this engages the reader as they get to experience the extract in the same order he lived it.

¹ 'written on the walls'

² 'personally' as shown when he says 'personally'

The use of simile's throughout the extract shows the mindfull imagery the reader may will have 'change your home like a superhero' it engages them as it gives something that the reader may not experience an idea of what it can seem and feel like. The metaphor does the same 'my spring couldn't have been coiled any tighter' & gives the reader an image of his excitement and happiness he feels to be ~~main~~ become a doctor, but also how he is nervous

The many lists throughout the texts ^{connotate with} may ~~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 ~~rest~~ reader will be interested to find out how he may cope and deal with it.

The ^{list} ~~triple~~ '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.

At the end of the extract the reality of being a doctor disappoints Kay as it is not what he thought it should be like, he feels 'mind-numbing'. The clear sadness and let down shows to the reader the reality becoming a doctor really is. The extract builds up until it

the energy is let down 'not really what he trained so hard for'. The declarative sentence to end the extract really shows the disappointment a key and the reader feels.



The response is focused on answering the question from the beginning, providing relevant examples to fully support points.

Language focus is evident where the response addresses the tone, simile and metaphor. Structure is addressed through chronological order ('life line' i.e. timeline), lists, the end of the extract, declarative sentence. All these are fully explained and there are some touches of exploration. For example, excitement and expectation on the top of the second page and the structure point about building up and then the reality let down at the end. A range of examples and terminology is accurately used for both language and structure. The selection of references could be more detailed in places, but they are fully supportive of the points being made. This is awarded 11 in Level 4.

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 hyperbole throughout to engage the reader because it creates the imagery of what it's like to be a doctor. "mind-numbing" is used to describe the mundane tasks a doctor must do, such as "filling in forms." This engages the reader because the metaphor exaggerates how boring the job can be. This may make the reader question how good being a doctor really is all because of the image of the mundane which the hyperbole creates. The use of listing can also be argued as hyperbole because it makes the jobs look more than there actually is, interesting the reader because they are learning more about what doctors do. "Hypnotised... your Seniors" uses listing to exaggerate the continuity of dull jobs. Therefore hyperbole throughout engages and interests the reader as it shows alternate perspectives on being a doctor.

The writer uses a time shift to interest and engage the reader because it leaves them questioning what happened in the "six long years". The particular ~~verb~~ adjective "long" tells the reader that training progressed slowly and adds a slightly negative tone towards the text. This engages the reader because they are able to feel the writer's emotions, engaging them. "Then there I was, a junior doctor" is the

time shift and this interests the reader because it signals a new idea is being added to the text. This is because it shows the text as moving forward meaning doctor training is progressing and always relevant so are ideas. Therefore time shift interests and engages the reader because it adds new elements.

further, more, the continuous imagery interests and engages the reader because it allows them to imagine how life training to be a doctor is helping them relate to the text. "Sausage factory designed to churn out medics" as a metaphor has clear connotations because the stereotypical imagery surrounding factories is negative. This interests the reader because it is allowing them to relate medical schools to something more common and attainable, developing their engagement. Parenthetical commas "able to break bad news to anguished relatives" also has negative imagery ~~attached~~ attached as the reader can link it to being informed of a death. Therefore the imagery is further engaging because it allows the reader to picture real life scenarios.

The use of facts interests the reader as it puts into perspective the extent in which the writer went to to achieve the goal. "Six-mile journey" uses statistical data to show the physical extent the writer went to. This engages the reader as it adds a sense of determination into the text teaching them how to get the goal. "a doctor must be psychologically fit" as a clause gives the reader a further sense of determination as it is an example of a really obstacle

The writer had to jump through. Therefore the facts about becoming a doctor and the work it takes ~~engages~~ engage the reader through tone and interest from through determination.



Although there are some areas where it is just exploring, the assured approach, the balance with analysis and the selection of references (quite apt and persuasive as well as detailed, appropriate and fully supporting points) means this can achieve 14 marks in Level 5.

The response starts with a detailed point, focusing on the reader, about presenting alternative perspectives of what being a doctor is like (hyperbole, metaphor, listing). The second paragraph about time shift – structure – demonstrates detailed understanding of the text. There is analysis of impact of both language and structure on the reader with 'sausage factory designed to churn out doctors' (continuous imagery, metaphor, parenthetical commas). The last point about the use of statistics, 'six-mile journey', is not the most convincing but is relevant, supported and explained, feeding further into the exploration of determination needed to become a doctor.

Question 4

Almost all candidates achieved the mark available for this question and there were a range of points in the mark scheme to choose from. In the rare cases where marks were not awarded, it was due to incorrect lines being used or the question not being answered at all. It was pleasing to see candidates being encouraged to be succinct in their answers where only one mark is available.

4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

"revulsion"



ResultsPlus
Examiner Comments

A very common response and achieves the mark with brevity.

4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

"Preposterous"



ResultsPlus
Examiner Comments

This response also achieves the mark with brevity.

4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

"preposterous"



ResultsPlus
Examiner Comments

A valid response and achieves the mark with brevity.

4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

Elizabeth feels determined about her friend's suggestion. We know this because her friend says "it can't be done," then Elizabeth replies "Try to stop me."

(Total for Question 4 = 1 mark)



ResultsPlus
Examiner Comments

No marks as this is not from the lines given.

4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

'Filled me with disgust'



ResultsPlus
Examiner Comments

1 mark awarded.

4 From lines 8-10, identify **one** feeling Elizabeth has about her friend's suggestion.

Physical structure of the body and its various ailments

Disgust me with disgust Elizabeth was disgusted with the body
thought of having to learn the structure of the body

(Total for Question 4 = 1 mark)



ResultsPlus
Examiner Comments

1 mark. This is a slightly longer response.

Question 5

Again, the majority of candidates achieved the mark available for this question and there were a range of points in the mark scheme to choose from.

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'. All of the answers in the mark scheme were seen, with varied 'own words' interpretations of the costs involved in becoming a doctor. This demonstrates that most candidates understood well what was being asked of them.

Again, it was pleasing to see candidates being succinct in their answers where only one mark is available.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

Lack of money



ResultsPlus
Examiner Comments

A valid point using own words.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

'you won't have the money to pay for it'



ResultsPlus
Examiner Comments

1 mark achieved.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

"you won't get into medical school."



A valid point from the mark scheme.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

because there are too many obstacles



A valid point from the mark scheme.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

"people would never consult a woman doctor"



A valid point from the mark scheme.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

"not to mention time - it takes years to study."

(Total for Question 5 = 1 mark)



A valid point from the mark scheme.



It is important to be clear in handwriting – this is very difficult to read.

5 From lines 19-22, identify **one** reason Elizabeth is told she cannot become a doctor.

cant afford it.



A valid point using own words.

Question 6

This question differentiated well, with examiners noting that candidates were able to make many at least informed judgements about how successfully determination was shown. 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 their responses, predominantly 'successfully', with appropriate and relevant references. The vast majority felt that the writer was successful in demonstrating determination, and most candidates were able to use a range of evidence to support their ideas such as Elizabeth being determined to achieve what seems like the impossible and become a doctor given the challenges she faced both within herself and in society generally. The most successful responses used embedded quotations to support the points being made.

Many candidates took the 'SITE'/'TIES'/'SPITE' approach and this helped develop responses. Most candidates also attempted to use evaluative phrases in their responses in order to give their judgements.

Successful responses were aware of the changing emotive nature of the text, with the progression in the text from Elizabeth's initial 'revulsion' to total focus on becoming a doctor, for example "The use of 1 sentence paragraphs mimic the fact that she is almost having an epiphany" and "There is a quick shift from uncertainty to assurance, 'I can't do? I shall do it.'" Successful responses were able to pick out how Elizabeth was going against what society and her family recommended, and that it showed she was determined as a result. They also picked up on more subtle parts of the text such as the fact she had to save up money and the various barriers of place and time.

The most successful responses considered the extract in its entirety. The quality of evaluative language was a good discriminator, as was the focus on the question. 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.'

The least successful responses tended to be narrative-based, with more focus on how Elizabeth became a doctor. Some candidates just picked out the parts of the text they thought were effective and commented on those. These responses over-relied on making points about language with the attempt at judgement being to tag the phrase 'this shows that Blackwell was determined' onto the end of each point.

Overall, candidates' responses were focused and for many, relevant points were provided. However, some responses lacked adequate development and a critical and sustained judgement. This resulted in some responses failing to achieve marks in the highest levels, even though the choice of relevant references was fairly successful.

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.

(15)

Determination is needed to your work.
If you are not determined about
your work, you can't do anything.
Determination is most important in
your life.

Elizabeth wanted to become a
doctor but her people let her
down. They told her could just
stop.

They said that she don't have
enough money to get into
medical school. It cost a lot to
be a doctor.

They said to her that it
takes year to study for medicine.
Also, she was told that people
don't go to female female
doctors. Everyone was letting her
down and no-one was encouraging
her. No-one was ~~boosting~~ boosting
her confidence.

But, she was determined when she says "It was time to storm the gates of medical school."

She went to the medical school on her saving which she saved herself.

When she was determined, then no-one can stop her. She was unstoppable at that time.

She went to med school on the will of her own as she ~~along~~ along with her teacher started to study about the things.

A quote is

"When you are determined, then no one"



Most of the first page of this response describes the content of the text but it does lead to the assertion at the bottom of the page that: 'Everyone was letting her down'. This increased focus on the task is continued on page 2 where there are further straightforward opinions linked to the ideas in the text.

All of the Level 1 descriptors are met and there is something of each descriptor from Level 2. The response as a whole references a number of ideas and it was therefore placed in the middle of Level 2.

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.

(15)

The attempt to demonstrate determination is successfully achieved, when in paragraph 8 where Elizabeth was she didn't know what she wanted to, be 'shy, squeamish or exceedingly proper.' These were not characteristics at the adjective Squeamish carry connotations of blood, being sick at the sight of blood. She still pushed on wanting to be a doctor where she will see a lot of blood people with many and different diseases. This successfully shows determination as she don't like blood but she wants to become a doctor. She self-challenges herself pushes her self to her limits.

The attempt to demonstrate determination is successfully achieved when Elizabeth was told she wouldn't become a doctor because medical school is too expensive she responds, 'I can't do it? I shall do it'. This successfully shows determination as she does not care about how much it costs she will become a doctor ~~and~~ at any cost. This shows how much she wants to become a doctor because even tho medical school is expensive and very time - consuming and it also takes years to study but she don't care she will become a doctor she does not care what she has to do to become a doctor.

The ~~writer~~ attempt to demonstrate determination is successfully achieved when in paragraph 6 the writer was describing her ~~character~~ characteristics. She said 'the fact that medicine would be hardest for her recommended it! This successfully shows determination because even though it's hard Elizabeth pushes through and is determined to become a doctor she will forever test herself to the limit she can, showing how much she wants to become a doctor.



The first page of this response immediately focuses on how successfully determination is shown and this is supported by appropriate references. Page 2 moves on to explain Elizabeth's determination to overcome costs and although there is some repetition here, ideas are again clearly supported and some informed judgement offered. The third page follows a similar pattern to the others in taking an idea, in this case her key personality traits, and explaining how successfully the writer uses this to show her determination.

All the bullet points for Level 3 are covered, but not always fully, so the response was placed in the middle of the level.

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.

(15)

The writer ^{successfully} presents Elizabeth's determination through the use of lists: "shy, squeamish, ... repulsed by disease", "tough, obstinate, ... testing her own limits." These lists juxtapose her changing personality traits as she discovers her will to pursue her career in medicine. The determination she has, is ~~particularly~~ particularly demonstrated through "forever testing her own limits." The verb "forever" ^{reveals} reveals the extent of her driving motivation to reach her goals. This makes the reader also feel motivated as she is trying to achieve something that was frowned upon. The writer does this to ^{skillfully} show that if you have enough determination, you can chase any goal or dream.

The writer also ^{effectively} presents ^{the} determination of those closest to Elizabeth; through the use of short sentences: "Impracticable", "You won't get into medical school", "forget it", "It can't be done." These short sentences ^{powerfully} demonstrate the lack of faith that

They have towards Elizabeth and are determined to break her spirits and dreams of becoming a doctor. The Imperatives "Won't", "Can't" cleverly reinforce this as they are certain that she won't make it. However this made Elizabeth more passionate through the use of an imperative too: "I Shall do it." This ^{heavily} reveals the extent of her determination as she doesn't let anyone get in the way. The writer ~~does~~ effectively does this to display the contrast in Elizabeth's thoughts compared with her close relations.

Elizabeth's determination is cleverly presented again through the use of a metaphor: "It was time to storm the gates of the medical school." This metaphor powerfully presents how determined she is to get into medical school as she can then be on track to secure her job as a doctor. The verb "storm" also ~~succeeds~~ successfully connotes the power she has to prove anyone who doubted her wrong. This will help the reader to understand Elizabeth's passion and to also root for her success. The writer effectively does this to show that it is your decision what you want

to do in life so don't let anyone try and
stop it.



ResultsPlus
Examiner Comments

All Level 3 descriptors are met in this response. There is clear explanation of ideas and themes, supported by appropriate references and informed judgement. AO2 is often used to underpin this judgement. There are glimmers of analysis in places, especially in the second paragraph where the clash of different kinds of determination is considered. The response is beginning to show elements of Level 4 but these are not developed.

It therefore edges just into the bottom of the level, with a mark of 10.

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.

(15)

In the extract, the writer artfully demonstrates determination to encourage her readers to pursue their dreams. The writer expertly does this through the presentation of a resilient and determined character of Elizabeth Blackwell.

Immediately, within the extract, the writer masterfully cultivates a sense of determination through proving the hardships of women studying medicine in 1845. The suggestion of becoming "a lady doctor" was seemingly unheard of and "astounding" due to the fact "women did not study medicine in 1845." This highlights to the reader that Elizabeth will have to face many difficulties if she wants to become a doctor. The reader then expertly presents a sense of determination when Elizabeth is told to "fight it" and that "there were too many obstacles". Despite this, Elizabeth's "interest in the project soared" proving her she was utterly determined to pursue her dream despite the odds being heavily against her. The writer deliberately does this to encourage her readers to take inspiration from Elizabeth's determination. Overall, the writer masterfully demonstrates determination through Elizabeth to inspire readers to

pursue their dreams.

Later on in the extract, The writer intentionally portrays Elizabeth as a feminist role model through her extreme acts of determination. "with each new negative response, she dug her heels deeper" emphasizing how Elizabeth was heavily invested in pursuing her dreams no matter what others told her. The writer prompts her readers into pursuing their dreams via expertly presenting incredible acts of determination through Elizabeth. In summary, the writer effectively portrays Elizabeth as a feminist role model through her extreme acts of determination.

In the latter stages of the extract, the writer thoughtfully ~~includes~~ includes the results of determination to encourage readers to be determined themselves. Elizabeth was "ready to become a doctor" emphasizing how her hard work and determination has led to success for Elizabeth as she is a soon to be doctor. In addition she will make history by being the first woman doctor in America further reinforcing the positive effects of her determination. As a reader, we ought to be delighted for Elizabeth as she is successful in her pursuit to become a doctor. Additionally, we should be inspired by the heroics of Elizabeth and should therefore become determined ourselves. In summary, the writer

masterfully manipulates her audience by presenting the achievements of Elizabeth due to her determination.

Overall: The writer expertly attempts to demonstrate determination through the qualities Elizabeth possesses. As a result of this, readers are inclined to take up acts of determination themselves so they see the success Elizabeth had due to her determination.



ResultsPlus
Examiner Comments

This is a thoughtful response which considers ideas and themes from key parts of the text. The first page explores the difficulties experienced by Elizabeth in the early part of her career and her determination to overcome them.

References are detailed and fully support the points. There is evidence of critical judgement towards the bottom of page 1 as the writer's purpose is considered. The response goes on to consider how successfully the writer presents Elizabeth's determination to pursue her dream and finally achieve success. There is sustained focus on the assessment objective throughout and analysis of ideas is integrated with developed critical judgement of the writer's purpose and success. All Level 4 descriptors are met, therefore a mark of 12 is awarded.

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

Evaluate how successfully this is achieved.

Elizabeth 32-43 End

Support your views with detailed reference to the text.

(15)

In the extract, the writer successfully demonstrates determination through the lines 32-43. This is clearly shown as it starts with, "It was time to storm the gates of medical school", which suggests that ~~she was~~ her determination to show people that she can learn medicine. Furthermore, she faces her repulsion, due to the help of her teacher beginning his lesson with the "human wrist", which, she says "The beauty of tendons and exquisite arrangements of this part of the body ~~which~~ struck my artistic sense", showing that, her determination and perspective helped her see it in a way that didn't repulse her, and this is shown by "Elizabeth was getting interested", showing how her determination to push past her repulsion let her find an interest in medicine. Also, the end, "books to ~~anatomical~~ anatomical models, from ~~corpses~~ cadavers to living patients", ~~she~~ evidently shows how her determination and interest allowed her to quickly progress in medicine.

Furthermore, the writer clearly demonstrates determination through the character of Elizabeth. This is immediately shown by the fact that "she had been studying German metaphysics, and music subjects she loved", ~~which~~ obviously shows that, if she likes a subject, she is determined to ~~study~~ study it fully. Also,

throughout the extract, Elizabeth's determination is shown, "astounding suggestion", "Women did not study medicine", "her character-tough, obstinate, constantly self-challenging, besting her own limits - the fact that medicine would be the hardest for her recommended it", "Elizabeth's interest in the project soared. I can't do it? I shall do it", "dug her heels in deeper. Try to stop me", "determined to go to a mainstream medical college". All of these quotes successfully show her determination, as, in her time, women didn't study medicine, and she didn't like it, yet, the comments people gave her, only fuelled her determination to try, and her character ~~shows~~ reflects this, as she will do anything that she is told she can't do, ~~which~~ which is clearly because of her overwhelming determination, that the reader can clearly see through her thoughts and actions.

Finally, in the extract, the writer evidently demonstrates determination through the setting, as the author starts in a place that, by the reader's inference, can be guessed to be a hospital. But, because of her determination, she "sailed out of Charleston in May, 1847, bound for Philadelphia, the center of American medicine at the time", showing her determination as she not only sailed away from her home to achieve this goal but she also went to the center of medicine, showing her determination to settle for nothing but the best medical school to study in. This is further shown as she earlier states that "a growing number of 'irregular' medical schools allowed women to study, but these schools existed on the margin of society." ~~and how~~ and how she "refused to be marginali-

sedⁿ, showing ~~her~~ her clear determination, to prove the others wrong, as she could've just settled going to a medical school that did allow women, but instead, she made the decision to go to a mainstream ~~at~~ ~~and~~ school, and fight for her place, successfully ~~at~~ allowing the reader to see her determination.



ResultsPlus
Examiner Comments

This is a consistently analytical response which meets all Level 4 descriptors and moves into Level 5. The slightly unusual listing of quotations on page 2 (which may initially be off-putting) is used to demonstrate the progression of Elizabeth's determination and the response then evaluates ideas and themes, showing evidence of some detached critical overview, supported by references which are mostly persuasive in clarifying the points.

The response meets Level 5 descriptors securely but not fully and it was therefore awarded a mark in the middle of the level.

Question 7

Question 7(a)

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.

Responses in the mid-levels offered at least two or three similarities, demonstrating clear synthesis and valid evidence. Responses at the highest levels gave a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence. Almost all responses were able to give at least one similarity, although with little synthesis or evidence. This series, as in previous series, some candidates did not read the question properly. The question is not about similarities between the texts, but similarities between the people. Examiners expressed some frustration that this was not being followed by candidates, in spite of continued advice in reports. It was possible, given that the texts are about someone's experiences, to accept some points about 'the texts', but the simplest way of achieving marks here is to find similarities linked to the question. Commenting on similarities in language used, for example 'both use similes', may not be answering the question. Most candidates picked up on the similarity of both being unsure about the career choice, both experiencing challenges and both being positive about becoming a doctor. Some candidates did not include textual evidence which hindered their ability to go into detail and gain Level 3 marks. In some cases, candidates tried to write more than was required for only 6 marks – it is important to remember how many marks are available for different parts of a question/question.

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 7(b) (these are marked together the online marking system).

Question 7(b)

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. 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 the mid-level of the mark scheme 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. Almost all candidates appeared to know that they needed to support their ideas with quotations from the texts.

The lack of focus on the question again was a problem for many candidates – there needed to be a focus on choosing a career. This part of the question is NOT asking for a comparison of two texts. The question is very clear that ideas and perspectives are required about choosing a career. In many answers, the idea of choosing was not mentioned at all. In some cases, there was a brief reference at the end of the question.

Successful responses identified the cynical perspective of the first writer and compared this to the determined and enthusiastic perspective of the second.

Some candidates had a clearer focus, often concentrating on the differences between the two texts such as Text One having a first-person viewpoint, the timing of when the two people consider their career, that neither person knew what they wanted to be when they were younger, that both were not considering medicine as a career initially.

In the best responses there were some interesting ideas, for example the way that career choices can be driven by academic ability. Some answers considered techniques, for example first and third person / length of paragraphs but mainly with no mention of choosing a career or just repetition of what was written for 7(a).

The best responses weaved their comparison rather than exploring one text in a paragraph then separately approaching the next text and were successfully able to offer exploration and analytical comparisons of the texts as well as covering the 'wide' and 'varied' comparison. There were few examples of comprehensive comparisons in this series, although one very successful response perceptively commented that, '[Kay] doesn't focus on the challenges certain groups face ... such as women but focuses on the hidden reality that lies in becoming a doctor.'

Responses at the lowest levels considered one or more obvious comparisons between the texts, with comment on writers' ideas. Lower-level responses which listed points sometimes achieved more 'range' but failed to develop points sufficiently. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator.

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 use anecdotes to reflect upon their younger selves. In text one it says "there I was, a junior doctor." ~~I don't remember medicine ever being an~~ ~~act~~ similarly, in text two it says "she now began to study anatomy privately"

Both texts describe the body with emotive language. In text one it says "huge heart and a distorted aorta." similarly, in text two it says "beauty of the tendons"

Both texts show how they had to travel. In text one it says "I embarked upon the treacherous six-mile journey". similarly, in text two it says "Elizabeth sailed out of Charleston".

(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.

(14)

Both text 1 and text 2 present ideas about choosing a career successfully. Text 1's purpose is to entertain and inform as it is a diary entry. Contrastingly, text 2's purpose is to educate and entertain as it is a novel. Text 1 is written in first person whereas text 2 is written in third person perspective. Both texts have similar structures as they start with their past.



7(a) – Three similarities are offered and, although the first one is not wholly convincing and the second one does not demonstrate secure synthesis, some credit must be given to these. The third is valid, so the best-fit mark is the top of Level 2.

7(b) – The comparison between first and third person narrative is obvious. Ideas and perspectives are not considered and no evidence is provided. A mark just into Level 2 is awarded.

Question 7 is about Text 1 and Text 2. Answer both parts of the question.
Refer to both texts in your answers.

Write your answer in the space provided.

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."

(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.

(14)

Both texts show that being a doctor is an amazing experience. In Text 1, it says "But the buzz of knowing I was going to be a doctor one day". The use of the adjective buzz shows just how excited he is to be a doctor. The reader will feel happy for the future doctor as he is clearly happy and excited to become one. Similarly, in Text 2, being a doctor is also seen as being great. This is shown in the line "Would you say to my becoming a doctor?" This shows that Elizabeth is clearly excited about becoming a doctor. The simple technique that has been used here is punctuation, in particular a question. This shows that she wants other people's opinions. The reader will hope that Elizabeth manages to become a doctor.

Both texts show that being a doctor can sometimes be a negative experience. This is shown in text 1 in the line "medical schools don't care about any of that". The language technique that has been used here is informal language. This means that this text has been written informally. This is shown in the word "don't". This is used to be a little less relaxed as this text will not go to anyone important. The reader will not care about this too much as they will be usually informal. In text 2 similarly, in text 2 there is also a theme of ~~both~~ negativity. This is shown in the line "you won't get into medical school". The language technique that has been used here is emotive language. This is because whoever she has just asked, they have totally shut her down and brought her back down to earth. The reader may feel empathy with this girl as she clearly wants to be a doctor.

Both texts show a theme of determination. This is shown in text 1 in the line "propelled me towards my goal through those six long years." The language technique used here is an adjective. The adjective, long, is used to show what the years were like, and it seems difficult. However, he got through it and it is very rewarding. The reader will feel happy and proud of him for getting through those years. Similarly, in text 2 there is also a theme of determination. This is shown in the line "With each new negative response, she dug her heels in deeper." This shows that Elizabeth is not ready to give up on her dream of becoming a doctor. The reader will see this and will be supporting Elizabeth and hoping that she fulfils her dream of becoming a doctor.



7(a) – Three similarities are offered. The first one requires a degree of interpretation but can be considered valid. The second and third demonstrate detailed synthesis and are supported appropriately. A mark just in Level 3 is merited.

7(b) – The response uses ideas presented in 7(a) but with a greater degree of explanation. The points about informality on the second page are confused but there is enough to earn a mark secure in Level 3.

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 explore the troubles of becoming a doctor. In text 1, it says "so it came as quite the blow. ... it hadn't remotely prepared me." Similarly in text 2, it says "forget it. It can't be done. There are too many obstacles"

Both texts explore how medicine wasn't the first choice of ~~care~~ career. In text 1, it says "personally, I don't remember... a true career decision." Similarly, in text 2, it says "This was an astonishing suggestion... medicine in 1848."

(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.

(14)

Both texts present the ideas and perspectives about choosing a career. Text 1, is an edited extract of a diary entry about the experiences of deciding on medicine as a career. Similarly, Text 2, is an edited extract from a book about her life, where she is considering a new career.

Both texts explore the idea and perspectives about choosing a career when talking about how medicine wasn't a first choice of career. In text 1, it says "personally I don't remember medicine ever being an active career decision." The use of the simple sentence suggests that he never considered medicine to be a career choice, but he still ~~pers~~ pursued it and became a doctor. Similarly, in text 2, it says "This was an astonishing... study medicine in 1845." The use of the the simple sentence suggests that medicine was never a career choice because she thought that it was a man's job.

which is contextually correct as in 1845, men had more power over women. The reader will recognise, from both texts, that careers can change from one idea to another.

Both texts present the ideas and perspectives about choosing a career in different way.

Text 1 explores how it is difficult to face the day to day tasks of a doctor. This is clearly evident in the lines 12 to 14, when it says "This, of course, makes sense... with death on a daily basis." The use of the list suggests that no amount of training and education can ever prepare you to face what a doctor has to. However, text 2 explores how difficult it is for a woman to become a doctor. This is clearly evident in the lines 21 to 22, when it says "people would never consult a woman doctor... too many obstacles." the use of the short emphatic sentences suggests that due to stereotypes in 1845, women were seen to stay at home, not pursue a career in medicine. The reader would ~~recognise~~ recognise that a doctors job is harder than what an average person sees.



7(a) – There is detailed synthesis in this response. Two points are presented and both are supported with appropriate and relevant evidence showing detailed understanding, earning a mark just into Level 3.

7(b) – All the bullets in Level 3 are met whilst the exploration of the contrast in perspectives in the final paragraph, which is particularly strong, raises this response just into Level 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 how they never thought of that career before. In text one it says 'I don't remember medicine ever being an active career decision.' Similarly, in text two it says 'The thought of becoming a doctor struck Elizabeth as preposterous.'

Both texts show how they needed a lot of hard work. In text one it says 'learning every single aspect of the human body's anatomy and physiology... is a fairly gargantuan undertaking.' Similarly in text two it says 'She was determined to go to a mainstream college.'

Both texts show how hard work pays off in becoming a doctor. In text one it says 'Then there I was, a junior ~~to~~ doctor.' Similarly, in text two it says 'She was becoming ready to become a doctor.'

(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.

(14)

Both texts present their ideas about choosing a career path through different perspectives. Text one is written in the first person. This gives us a more personal feel to their story as they can really show how they are feeling and the reasons why they chose the path they took. However, text two is written in 3rd third person so it is not going to be as personal. It gives us the story of the person choosing their path, but we don't get to connect personally with their feelings. The reader can feel more how the person feels in text one as they can tell us all their feelings whereas text two can't.

Both texts present their ideas about choosing a career path through

different reasons why. Text one tells us 'My dad was a doctor. I & my written on the wall.' This tells us that they felt that they were destined to become a doctor. The reader will feel there is some pressure on them into following in their dad's footsteps to pursue the same career. Whereas in text two, they are becoming a doctor to prove society wrong. This is shown in the title 'I can't do it? I shall do it.' This shows how they have chose this career path to show that they are capable and people are wrong to doubt them. The reader will feel joy that they are choosing this path that leads to a good cause to show how strong of a person they are to prove others wrong.

Both texts talk about the hard work that is needed to ensure they can get their career path. In text one it says 'Learning every single aspect of the human body's anatomy and physiology, plus each possible way it can malfunction,

is a fairly gargantuan undertaking. This shows us how it is an enormous task to ensure they can learn everything needed to fulfill the job to ensure they can be the best they can. The reader will feel some sympathy as they know it will be difficult and the pressure is high to do it all. Similarly, in text two it says 'She was determined to go to a mainstream medical college'. This shows us how she needed to put a lot of hard work in to ensure she can get the best education despite no woman ever being a doctor before. The reader will feel joy she is putting hard work in for something she ~~see~~ wants and what is right.

Both texts talk about how they had never originally considered these career paths. In text one it tells us 'I don't ever remember medicine being an active career ~~decision~~ decision'. This shows how they never had really thought of the job

at first and the reader would feel surprised after seeing the hard hard work they did to get the job. Similarly, in ~~text~~ two it says 'The thought of becoming a doctor struck Elizabeth as preposterous.' This shows how even they were originally shocked at becoming a doctor and the reader would feel ~~surprised~~ surprised after the determination she ~~had~~ had to ~~become~~ become a doctor in the end.



ResultsPlus
Examiner Comments

7(a) – The three similarities offered are detailed and fully and appropriately supported. There is detailed synthesis of the texts and the focus is clearly on the aspiring doctors' decision-making, hard work and fulfilment of career choice. Full marks are achieved.

7(b) – A wide range of comparisons is considered, especially when one includes the reader reactions examined towards the end of each paragraph. These comparisons are explored in some detail, supported by balanced references. All the bullets in Level 4 are met.

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 how the protagonists are strong in other subjects ~~as~~ similarly music, other than medicine. Text 1 says "My distinctions in grade ~~8~~ eight piano and saxophone, alongside some theatre reviews for the school magazine, qualified me." Similarly text 2 says "she had been studying German, metaphysics, and music, subjects she loved."

Both texts show how ~~the~~ neither of the protagonists expected themselves to become a doctor ~~or~~ or planned to be one. "Text 1 says "personally, I don't remember medicine ever being an active career ~~path~~ decision." similarly, text 2 says "The thought of ~~ever~~ becoming a doctor struck Elizabeth as ~~becoming~~ preposterous."

Both texts show how they had to travel to accomplish their goals of reaching medical school. Text 1 says "In 1998 I packed my bags and embarked upon the treacherous six-mile journey from Dulwich to South Kensington." Similarly, text 2 says "Elizabeth sailed out to Charleston in May 1847 bound for Philadelphia."

(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.

(14)

In text 1 the writer ~~des~~ presents choosing a career, especially at the age of 16 as something that would be unfair to hold ~~any~~ anyone to their word for the career ^{path} they said they'd take. ~~and~~ He shows that choosing a career in medicine is generally because your Mom or Dad are doctors and you want to follow on and the fact that his own actual "dad was a doctor" meant that "it was written on the walls" for him to become one. ~~The writer~~ Text 2 also shows how Elizabeth Blackwell didn't plan on becoming a doctor either and was also persuaded by a friend/family because at first "the thought of becoming a doctor ~~was~~ struck her as preposterous." until her "sick friend" said "why not study medicine after that Elizabeth, similar ~~to~~ to Adam became fixated on this goal and in succeeding. However ~~Adam's~~ the thing that "propelled him towards his goal" was the "buzz of knowing he was going to become a doctor one day - such a big deal you get to literally change your name, like a superhero or an international criminal."

and the fact that that was the main ~~than~~ source of his determination, despite it still being a reason to ~~see~~ succeed, seems more immature and is written in a colloquial tone and is almost ^{in text 2} slightly childish. ~~compared to~~ compared to Elizabeth, who's source of determination juxtaposes Adam's in text 1, as she ~~was~~ was someone who 'refused to be marginalized' by society for being an aspiring woman doctor and was "ready to fight for the opportunity to study the most respected scientific medicine available."

Elizabeth,
Compared to ~~Adam~~, ~~he~~ Adam seems very disappointed when he finally reached his chosen career path of becoming a doctor and was ~~let~~ let down, ~~however~~ Elizabeth ~~was extremely~~ saying the job was "mind-numbing and insanely time-consuming" and "not really what he'd trained so hard for." However ^{when} Elizabeth actually began her training to become a doctor, she was becoming more and more "interested" as she advanced and wrote that "The ~~body~~ beauty of the tendons and exquisite arrangements of this part of the body struck my artistic sense" this ~~is~~ ~~display~~ shows how she has made a deeper connection with the subject and career than Adam did as he was only really interested in the title. Elizabeth was "truly committed

her fears and ~~the~~ 'fini ckiness' ~~at~~ ~~it~~



ResultsPlus
Examiner Comments

7(a) – Each similarity offered is considered in some detail, demonstrating full understanding and synthesis of the texts. The response is given full marks.

7(b) – 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.

Question 8

General Comments on Section B: Transactional Writing

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. In an examination situation and a paper of this length candidates do incredibly well to produce a response to an unseen question.

The planning box continues to be used effectively by candidates when it is used.

It was pleasing to see that 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 these lower levels 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 consideration of purpose and audience to achieve the high levels in AO5
- the success of tone, style and register in AO5
- the spelling of basic vocabulary in AO6, for example homophones, words with double consonants
- the accuracy of punctuation and use of varied punctuation in AO6, for example 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 AO6 – seen where candidates really consider their reader and their message in the choice of words.

Examiners were impressed by the range and quality of responses, and noted that candidates were engaged, creating very enthusiastic, interesting and engaging responses, often using a lively tone. Examiners felt that all candidates engaged with the theme of future ambitions or careers, whether they answered Question 8 or Question 9.

One examiner said: 'I have to give a personal comment here to say that I loved reading/marking both these pieces. Some of the writing was so powerful, it's made me realise I need to put some 'goals' into my life!'

Both questions showed candidates had the ability to style and shape their work to suit the style and tasks set.

Overall comments on AO5:

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 straightforward and unsuccessful.

Overall comments on AO6:

The responses achieving the higher AO6 marks were fluent, used paragraphs well and had a good use of a range of vocabulary as well as grammatical features and punctuation. Successful responses used a wide range of accurate and ambitious vocabulary. The most successful responses focused on variety of sentence types and punctuation for effect, using complex and simple sentences with a range of paragraph structures, used for effect, including the use of short paragraphs for impact. In the best responses there was a strong use of varied sentence structures, and an impressive level of accuracy in spelling and punctuation.

Less successful 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' in the mark scheme at least). These responses often started sentences in the same way and vocabulary was in these cases quite repetitive and simple with many spelling errors of simple words. Common issues were using language within an appropriate context, inconsistent spelling, variable punctuation, lack of paragraphing, comma splicing, lack of sentence control, absence or misuse of apostrophes, homophones (weather/whether, your/you're and there/their, in particular) and problems with capital letters. Some candidates felt confident and used semicolons and colons in correct places. Others felt it more difficult to create a piece of writing with more than a full stop and capitalisation. As with the last few series, colloquialisms such as 'gonna', 'wanna' and 'anyways' were evidenced. While these could be used to create and craft a voice in imaginative writing, it is unlikely to be appropriate for audience and purpose in transactional writing.

Examiners reported that they rarely saw varied or extensive punctuation used beyond questions. There was, however, a careful focus on paragraphing, including the very effective use of single sentence paragraphs.

Handwriting remains an issue, often making it difficult to decipher what a candidate had written. Examiners will do their best to read responses, however, they cannot credit varied / selective / extensive vocabulary if they cannot read it.

Question 8

Overall, candidates responded enthusiastically to this question, with some interesting responses that examiners felt made enjoyable reading. Most candidates wrote at length, providing some lively and interesting guides. Very few were short responses, suggesting that time had been managed successfully in most cases. Many could apply lessons they had learnt from careers days at school, or open evenings at colleges, which meant that many of the responses suggested where to go for information and/or advice. Many candidates seemed very knowledgeable about the resources available to them when choosing careers. Some were able to include humour and wit in their responses, as with a witty and clever response that described someone with a toilet brush company. There were some imaginative ideas, like a fake interview with someone using the job support service.

In general, candidates followed the bullet points in the question when structuring their writing. The only element of confusion arose from the fact that most candidates were at the stage of thinking about higher education rather than careers. The lack of actual career examples was surprising and disappointing. Those who knew exactly what they wanted to do, for example have a career as an electrician or in the army, wrote the most interesting guides, showing a good range of knowledge and technical vocabulary. The purpose of the question was sometimes forgotten, as candidates were diverted into writing at length about their own choices instead of using these as examples in the guide.

The least successful responses were sometimes over-lengthy and lacked clear focus, but most candidates structured their responses carefully, using a range of rhetorical devices. They tried to use ambitious vocabulary, often borrowing from the extracts, with 'gargantuan' being a popular choice in this respect.

One examiner noted the importance of voice:

'There were some lovely voices coming through at the higher end of the mark scheme and sometimes in Level 3, although here the voice was not always sustained. However, there was plenty of direct address embedded throughout responses from candidates across the board, which allowed candidates to develop AO5 to appeal to peers.'

Another supported that, noting 'More successful responses used an adopted voice, weaving together a personal story with some sound advice, and using their imagination to develop ideas.'

Some candidates planned to do too much in the time allowed (consider management of ideas), which meant responses lacked a proper conclusion, with some being obviously hurried, or, in some cases, cut off.

Chosen question number: Question 8 ☒

Question 9 ☒

Plan your answer to Section B here:



Write your answer to Section B here:

Hi I am Harkey I will help you ~~add~~ by giving
some advise to you about your career.
First of all you should decide on what
career would you like to do, you should also
think about the important thing before you choose
~~you~~ the start of your career, you should
think about what things are you good at
to help you be better at the career you
are going to choose, is this career going
to be the right career before I start
it. Secondly you can always ask for help
from your teachers, friends or family. Only ask
them things you are not sure about, School
can help you with ~~more~~ many thing like is
this career path suitable for me and the best

option for me. ~~For~~ ~~family~~ you can always go to your family to ask them about what things they think of when considering what career path they decided on doing. You can also look online for things to support you on making to right ~~best~~ career you want to do, or you can look only for different resources that will benefit your choice that your going to make.



ResultsPlus
Examiner Comments

AO5

The sense of purpose is somewhat evident in this response and there is some sense of audience in the direct address. The use of tone, style and register is straightforward and it can be quite repetitive. It is expressing information and ideas but these are not really ordered or connected. There are paragraphs and some structural features. This meets most of the Level 2 descriptors but does not meet the top because of its lack of ordering of information and ideas.

AO6

For AO6 'best-fit' is in the middle of Level 2, with 6 marks. There is some ability to write for clarity, purpose and effect (Level 2). There is some varied vocabulary and there is some accurate spelling (*resources, considering, option*). This could be argued as being a feature of Level 3. However, the third bullet point is only met in Level 1 as there is basic control of punctuation and syntax is quite repetitive.

Chosen question number: Question 8 ☒

Question 9 ☐

Plan your answer to Section B here:

Guide giving advice on choosing a career

P1) things to consider when choosing

P2) how school/friends/family can help

P3) how online resources can help.

Write your answer to Section B here:

• Choosing your dream career.

Choosing your dream career. A decision that will impact the rest of your life. No pressure, right? Wrong, teens are expected to make life altering decisions at the age of 16 and on wards. To me, seems a little unfair, so by reading this hopefully you will receive all the information you will need, and maybe a little advice too!

Things to consider.

Multiple things you should consider by making big decisions, and its something you will have to get used to through life.

Obviously, there are the big factors to consider, like what do you enjoy doing? Or, what makes you happy? While these are significantly important there are also things like friendships, travel and money which would impact you too. Friendships are a great thing

to be heading into life with but they can also hold you back. As an individual you must decide on the right things for you, and if the friendship is strong then it will not change and if it does... don't worry because you will make more. Travelling can also be a daunting thing to some people as at 17 you can learn to drive, but till then you are stuck taking public transport. While choosing a career you must figure out how you could achieve this with what you have. This brings me to money. There are ways to help whether it's a student loan or cutting down on shopping. ~~Yes~~ If you are that determined you could work your way past it and onto your career choices.

Your support systems.

Unknowingly, you will have a lot of support surrounding you already. You have your friends and family who, I'm sure, would be more than happy to help or just talk to if you need to get the anxieties of the changes coming off of your chest. ~~Also~~ As well it's always good if you don't stress on these decisions, you should go out with the people you enjoy spending time with to not be always thinking about it. Not only this but schools have support staff which will help guide you towards your goals! Just remember you are not alone and you have people who can help.

Online help-

Most teenagers spend a lot of their time online without realising it can be a very helpful resource. Schools and apprenticeships, colleges and sixth forms put all their knowledge on websites to help prepare you for the next thing for you. And even better all these resources are accessible to everyone, you wouldn't have to pay.

Knowing all this, I hope the advice has helped, there are many options out there for you. And if you know what you want to do you just have to figure out how to get there.

A05

This response meets Level 3. The response communicates clearly and sometimes effectively, partly through the use of a personal voice, established in the opening paragraph and sustained throughout. The material presents some appropriate ideas, although the focus on career choices is lost at times, as when the discussion veers to 'friendship' and 'travelling' on the second page.

The advice offered is not always developed and helpful, as in the idea that suggests you should 'go out with the people you enjoy spending time with' to 'not be always thinking about' your choice of career. There is an appropriate use of tone, with an awareness of audience at all times, even if advice is not always delivered as fully as it might be. The mark reflects the successful organisation of ideas and the sustained use of an effective voice.

A06

The best-fit is in the middle of Level 3. A quite ambitious vocabulary is attempted, although not always spelling words correctly, for example *daughnting*. There is some effective, varied sentence structure, as exemplified in the opening paragraph, balanced by some loss of control, as shown by the comma splicing in the concluding paragraph and elsewhere.

Chosen question number: Question 8 ☒

Question 9 ☒

Plan your answer to Section B here:

<u>Punctuation</u> ! ? ... - () " " : ; ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	<u>OATFOREST</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	<u>DEVICES</u> <u>Engage youth</u>
<u>1st para</u> Intro - with devices, grabs attention	<u>3rd Para</u> Advice on searching in life + online	<u>4th para</u> Factors to work <u>5th Para</u> Conclude.
<u>2nd para</u> Things to consider		<u>Add</u> ? lines para

Write your answer to Section B here:

New people, ~~new jobs~~ new settings, new chapters of life. Does growing up seem scary to you? Like it is going to change you forever. It may... but do not be scared! Growing up is one of the most important parts of life; a key part of growing up includes careers, but no need to worry you can be helped everywhere on your future.

Work to you may seem dull and boring, especially jobs behind a desk, taking phone calls all day, the thought of it really makes me sleep. However, work is not dull and boring when you do something you enjoy, as joyous workers, make great work.

Attributes to work you should consider!

There are thousands upon thousands of companies

out there, all saying qualities you need to work there, for example Aldi state, "To work with us be positive, kind and determined." (how generic), luckily, there is no need to get worked up about these qualities as there is a job out there that will suit you! Whether your attributes are: sporty, social, sporadic, there will be a place for you. As, in the UK 68% of workers say their job includes an attribute they have had from young. However, there will always be needs from you, you will have to be resilient when looking, determined to do well, but most importantly respecting your colleagues. Importantly, there are many personal attributes you need to consider when choosing, these may include: distance, ability to travel, hours working, pay and many more. So when searching for a job, always think, can I get there? Can I work them hours? Am I able to live on that pay currently?

Where to look for help

If you are stuck, there is no need to worry, many places offer support for searching for jobs, some may include, your place of education,

your parents, activity clubs. Or if you want to search online there are many websites available including, job support page, job centres near you and many more. Do not feel alone, anyone can help you find a career, with suggestions.

Factors within the workplace

Always keep one idea in mind when choosing, and that is the qualities of your place of work. No one likes a bad office, or a small room, in fact 75% of workers say their workplace is a key factor in deciding on a job. For me, I was previously searching for a job as a financial advisor and I could not choose between 2 places, however what made me choose the other was the work environment I was around was magnificent, and trust me, you will realise it is needed.

Your future, you decide

Overall, there are many reasons for different jobs, but the only person that matters is you and how you feel, so you make your decision not anyone else! I hope to see everyone reading, successful

is the future.

Finally, remember there is no need to be scared of new people, new settings, new chapters of life.



A05

There is a secure ability to communicate clearly, with ideas managed through appropriate organisation, including the use of sub-headings. The effective tone is lively and engaging, with a strong awareness of audience and purpose, beginning with an appealing triple: 'New people, new setting, new chapters of life.' The organisation is emphasised when the same triple concludes the response. Ideas are managed through various features, including questions you would need to ask when choosing a career, '...Can I get there? Can I work them hours? Am I able to live on that pay currently?' Personal viewpoint is offered on the importance of the work environment. This is awarded 18 in Level 4, recognising strengths and the fact that some ideas could be more developed.

A06

It is important to reward the positives, rather than focus on errors. There is a wide, selective vocabulary, with few spelling errors and an attempt to manage sentence structures for effect. There is variety in the punctuation. However, there are some lapses of control in the use of commas, at various points in the response, which meant a mark of 12 in the middle of Level 4 was given, rather than a mark at the top of the level.

Plan your answer to Section B here:

- Introduce the topic of choosing careers
- Speak about how you should enjoy a career
- Mention the considerations of time

Anecdotes, Facts, Expertise
Stats, Methods, Imperatives

Write your answer to Section B here:

Being young sometimes sucks, right? The joys of your future, those fluctuating hormones, even the annoyance of completing chores you weren't responsible for in the first place. It's hard - your performances in school will forever determine the career journey later on in life. So how do you start, ~~or~~ how do you choose?

Your considerations:

~~Money is the tool that drives the world today~~ How well you enjoy a subject will also align with how well you perform in it. Why do you think Ronaldo is so good at his job? Because he loves scoring!

Careers in the same regards should also be picked on whether they are in your best interests. Failing to see purpose in your chosen career will only result in failure and due to no ambition. Time of the course also depends should also be put into practice: let's say for medicine in perhaps - if you have patience, go for it. If you're restless, leave it. You might also want to think critically on the financial burdens that come with it.

Money invested in ~~invested~~ into the career should always be marginally less than the money profited once pursuing it; but if you like it well enough, that should be fine.

17.3% of employers say that they regret the degree chosen from a money perspective - so think wisely.

Around you:

Support exists all around you: do well, through family, friends, school, colleges, and so on. Their advice offers a ~~new~~ different perspective in picking what to do, so we advise you to ask about. And multiple people is always better than one - sending them

around looking at desirable careers might also be a good place to start. Emily, 10x Wimbledon winner, found her interests in tennis after her English teacher proposed it as a way of keeping up fitness - crazy right? ~~So there is~~ ~~no~~ way to reach out to them, their advice might be the reason for a long, happy long, joyful and satisfying career.

Online support and resources:

Today's world means the internet, which also means career choosing is much more accessible and faster for young people. Statistically, 9/10 people prefer to choose careers online, with 72% finding success from doing so. Many websites are available in support of choosing a career:

- helpimyoung.com offer a test to see what careers suit your interests
- careerchooser.com create a profile for you to scout out for what careers look appealing

Forums exist online for young people to grasp a deeper understanding of their

chosen career and what comes with alongside it, or what it may lead to, or the time it takes away from your life. Everything can be revealed on the career with the support and resources that are accessible online.

So choosing a career may either be hard or easy; following this guide will help with any queries along the way - sports, medicine, finance, law, engineering - it all depends on you and your character.

Remember, the person choosing the career is you.

AO5

The response is effective from the opening, with a secure sense of audience established. The candidate is aware of the stresses faced by young people, the considerations of a career such as what will be in the best interests of the person, time and finance. Support is considered with an illustrative anecdote and awareness of how young people use online resources. The response has achieved all of the bullet points in Level 4, and the second page has some sophisticated ideas ('Failing to see purpose in your chosen career will only result in failure due to no ambition', the idea of time as a factor to consider and the fairly complex idea of return on investment). These touches of sophistication just move this response into Level 5, with a mark of 20.

AO6

The AO6 marks reflects aspects of both Level 4 and Level 5 – so the mark awarded in 'best-fit'. Level 4 is met as the candidate has secure ability to write for clarity, purpose and effect. The vocabulary is wide and selective, and there are rare spelling errors (a feature we expect in Level 5).

There is an attempt to use a range of punctuation for clarity, although there is also evidence of a lack of control in some places (bottom of page 2 and top of page 3, for example). There is also evidence, however, of managing sentence structures for deliberate effect. While a mark on the borderline was considered, it was felt that 'best-fit' was just into Level 5, as this rewards the occasional sophisticated structuring of sentences, the quite extensive vocabulary and the rare spelling errors, while balancing this with some errors.

Question 9

Examiners felt this was the more creative of the two options, and there was some excellent advice offered. The most successful responses had a knowledge of the world and could contextualise their points beyond the point of view of a GCSE student. Others focused on their own goals and detailed how they intended to achieve them: this worked best where there was a clear sense of passion and purpose.

The candidates had some excellent ideas about ambitions for a magazine article. All could discuss such topics including friendship groups, future jobs, partners and where to find support and help to reach their ambitions. Most answers included goals as a lead up to ambitions, which covered a variety of topics from mountain climbing to winning a boxing match/football match/any sporting event. Becoming a professional footballer was a very popular goal/ambition. One answer provided several pages on the Bahamas as a dream holiday destination, without a clear focus on ambition to visit there, thus providing more of a holiday brochure response. It was pleasing to see many candidates making the link between setting small goals in order to achieve wider ambitions. Successful responses showed a sharp idea of audience, for example the response that identified 'Set yourself little goals, like the check points in Mario Kart.'

One examiner noted: 'It was also heart-warming to see just how many had goals that were simple, genuine and human, for example 'To marry the love of my life – to be financially stable.'

Most candidates were familiar with the form of an article, using structural and rhetorical techniques effectively. Those who created exciting headlines and sub-headings ensure that their responses were clear and nuanced.

Some candidates seemed to focus on the content of the writing and forget about the format of an article, with a lack of sub-headings that would usefully separate ideas. Some responses read as a commentary, rather than an article, for example 'my ambitions are...'. 'I think I can achieve my ambitions through...'. Many candidates settled for writing about their own ambitions/goals, without offering advice to their peers. Less successful responses veered into autobiography and lacked a clear sense of audience and purpose.

Chosen question number: Question 8 ☒

Question 9 ☒

Plan your answer to Section B here:

Write your answer to Section B here:

My Ambitions and goals

I AM MICHAEL. I have been asked to write about my ambitions and goals and how I plan to get there

My Ambitions:

I have always been a hands on person i like to build things. Like mess with legos or make paper models. I once built a paper plane, it looked exactly like the spit fire. I love design and technology in school and I love going to the Air Cadets and that is enough about my ambition

My goals

When im older I wish I can be an engineer For the Royal Air Force. I also want to go college first to study engineering And of course I want a good looking partner.

Achieving my Goals

I plan to achieve my goals before im 25. I have spoke to my careers advisor and she has been a great help to me. After I have applied for college i just need to hope that I get a letter sent back. And after I have finished my college course I will enroll into the Royal Air Force.

My goals will help me achieve my
ambitions because I love building things.
In engineering I will be able to
do just that and hopefully find
a wonderful woman while doing so.

Everybody chase your goals and
achieve your ambitions to live
the happiest best life you can.

A05

It is important not to make assumptions based on the writing and the overall rather untidy appearance of the response. This is an unpretentious, honest account, beginning with a personal perspective and advising others to do the same. This is a viable approach, which is clear in places, as in the paragraph outlining the recommended sequence of events, beginning by consulting a career's advisor, then applying to college, before enrolling in the job situation you require, in this instance the Royal Air Force. This shows a clear awareness of purpose, as does the section outlining the reasons for selecting a particular career. These are based firmly on personal strengths, 'I have always been a hands on person – i like to build things.' This, combined with a love of Air Cadets, leads to a career in engineering with the R.A.F. There is a sense of organisation and logical progression in the response, recognised by a mark of 10 in Level 3.

A06

The response has obvious weaknesses in both spelling and punctuation. However, there is a sound ability to write for clarity, purpose and effect. There is an attempt to vary vocabulary and some correct spelling, for example *college*, *engineering*, *achieve* and *wonderful*. One mistake – the use of i for I is repeated, although I is often used correctly. The punctuation is generally used correctly, although there are some missing full stops. On balance, a mark of 8 in Level 3 is awarded – this is best-fit, considering the focus on the wording of the assessment objective here.

Plan your answer to Section B here:

Set goals for a job
Set goals to live a good life
Set fitness goals
Set goals that make you happy

Write your answer to Section B here:

My ambition and setting goals to achieve them

Do you always find yourself lacking motivation to try your best at everything? If your answer is yes, then this article is here to help you. Having motivation is an important aspect of everyday life. You will always need it! I will be writing about how you can find ways to improve your motivation to achieve your goals and how it has helped me.

First of all, I find that it is important for everyone to set goals in their life. If you don't set any goals for

your future it is going to become difficult to achieve something. If we haven't got any goals to work towards then how is anyone going to be able to achieve anything in life? The world could ~~possibly~~ possibly become a boring place.

Goals can be almost anything. After all, it is up to you! You choose what your goals are in life. Not the people around you. Although people are there to help you if you struggle. Your goals can just be simple everyday things: be kind to others, help those in need, volunteering in your community to make it a safer place. Just by doing those simple tasks you can feel like a better person and really benefit from them.

You can have goals that will take more hard work and determination to reach but the feeling when they have been achieved will be an incredible sense of feeling. It can be anything such as

focussing on your education to ensure you can get a top job such as being a doctor or a lawyer. The work will feel really hard to reach the point of getting the job but you will benefit from the reward of reaching your ambition. Or or you could choose to set a fitness goal. Whether it is to lose weight or gain muscle. It will be a long process but can be really beneficial to your mental health. If you are a person who feels down about their body image then you can set that goal you want and when it is achieved you will feel a great sense of relief and joy. Making you a happier person.

personally, goals have really helped me. If I didn't have something to work towards then I wouldn't have as much enjoyment for the stuff I do today. If I had no goals I wouldn't feel like there was anything to achieve which would make most people feel down. Having perseverance to gain

Motivation is far more enjoyable than
not having anything to work for.

Overall, they are going to make you
feel like a better person. Achieving a
goal is one of the best possible feelings
out there, no matter what that goal is.
However, the goals you choose to set
for yourself will always be up to you
and be what you want. Make sure you
go out and achieve something
that makes you a happier person.



A05

The response shows a secure ability to communicate clearly, with the well-organised material indicating a commitment to the topic. There are some interesting ideas, showing thoughtful development. The definition of 'goals' is extended to cover 'simple everyday things: be kind to others, help those in need, volunteering in your community to make it a safer place.' There is a focus on education and getting a job, 'or you could choose to set a fitness goal', proving beneficial to your mental health, making you 'a happier person.' There is a personal viewpoint included to add to the effective use of tone, as well as showing an awareness of audience and purpose. Some points may be generalised and even repetitive, but the response talks about ideas relevant to the intended age group. This is awarded a mark of 16, which is mid-Level 4.

A06

There is a secure ability to write for clarity and effect. Vocabulary is used with confidence, although it may not be the most ambitious, with few spelling errors. The punctuation is clear and accurate. This suggests a mark of 11, at the bottom of Level 4.

Plan your answer to Section B here:

- 1) Heading
- 2) Opening para-
- 3) 3 paras main-
- 4) Closing
- 5) Main message-

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.

What are my ambitions? I would like to go to every country in the world by the time my life is over. A tiring, treacherous, but terrific journey I will embark on. You need an ambition you are passionate about! Take John, my younger cousin. All his life he was bullied into being a lawyer, and he hated it. He let it happen without expressing his passion, not so good when you think about it. He describes his life as "Dull" and "Miserable." Don't end up like John, be better. Fight for your passion and act upon it.

My goals going forward

Goals. The single-most important thing to achieving your ambitions. They need to be specific, measurable, achievable, recordable and timed. With this formula, everything's possible. My goals you ask? Europe by twenty. Asia done by thirty-three, then South America thirty-five. Only joking, why would I do that? I'm sixteen years old with a life packed full of adventure and discoveries I have not made yet. Adrenaline is rushing through my veins - excited for the journey ahead. In case you're wondering, I will travel the world by setting goals. 75% of people who reached their ambition in life stated that they couldn't have achieved it

without setting goals. I hope this reinforces my point, however there is no rush.

If I set goals, I can take things one at a time. Take me for example; travelling the whole planet (every country) sounds like a big ask, doesn't it? Well, in a month's time I am heading to South-East Asia for three months. First to the dense jungles of Malaysia, then up to the scorching rice fields of Vietnam. Then, west to the historic town of Siem Reap in Cambodia. Take it one country at a time, and it doesn't sound as far away as you think. Apply this to your ambition, trust me, you will reach it.

I very much hope that my article has done plenty of good, and has invaded and taken over any negative thoughts about reaching ambitions. Truth is, we only have one life, one chance, to do what we love most. I'll warn you, not setting goals and reaching your ambition is costly. You want to be in that hospital bed reflecting back on your life. Will you be John? A man who listened to others and took orders from them, leading him to a miserable job he didn't enjoy. I'll ask you this, how do you think John will feel in that bed? Exactly, so I

think that the message is clear. Be yourself and do what makes you passionate. However, you must grab at any opportunities that you relish, as you only live once. Remember: set goals and reach the end goal - your ambition. Once again, thank you for being open-minded. Take this advice and use it (well). Thank you over and out.



ResultsPlus
Examiner Comments

AO5

This is a response that should be compared with the Level 5 script for Question 8 in this report. It meets all of Level 4 and moves into Level 5 with the shaping of audience response in quite a subtle way (making us think about 'John', think about being at the end of life, thinking about how they plan to travel). The idea of breaking goals down is manipulated quite well using the example of the travelling that is broken down into smaller sections. Given that there is **some** evidence of all three bullet points being touched on in Level 5, a mark in the middle of the level is awarded.

AO6

As with AO5, the three bullet points in AO6 are touched on in Level 5. There is some sophisticated ability to write for clarity, purpose and effect. The candidate uses quite an extensive vocabulary strategically, for example *treacherous*, *passionate*, *measurable*, *discoveries*, *adrenaline*, *reinforces* and rare spelling errors do not detract from overall meaning. There is some evidence that the candidate uses punctuation with accuracy, although there are lapses in some places. There is some evidence of using a range of sentence structures accurately and selectively to achieve particular effects.

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 source booklet and read the question carefully. Ensure you answer on the correct text as well as the correct lines.
- 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 most successful 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 those questions 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. 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.
- In Questions 3 and 6, make sure you are using the correct text from the Source Booklet. Question 3 is on Text 1 and Question 6 is on Text 2.
- For Question 7(a), always comment on similarities. You can comment on differences in 7(b). There are only 6 marks for 7(a), so be brief and succinct here.
- In Question 7(b), link comparisons back to the ideas of the writers and their perspectives on the question focus.
- When you are writing, always think about your reader, what ideas you want them to understand and how you want them to react at different parts of your writing; then choose the most useful words, phrases or techniques available to you to achieve those effects. Think about 'how do you want your reader to feel?' and 'how will you achieve this?' to encourage more conscious crafting of writing.
- Plan your writing using the planning box, 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. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy: spelling, punctuation and grammar.
- Focus on timing during the examination and use the number of marks and space available in the answer booklet for each question as an indication of how long you should spend answering each question. Consider the advice that 'sometimes less is more'.
- Make sure you use the correct space for your answer in the answer booklet. If you need additional space, use an additional sheet, rather than any un-used pages in the answer booklet.
- Take care with handwriting. Examiners will do their best to read responses, however, they cannot credit your use of varied/selective/extensive vocabulary if they cannot read it.

Grade boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

