

Examiners' Report

June 2025

GCSE English Language 1EN0 02

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at <https://www.edexcel.com> or <https://www.btec.co.uk>.

Alternatively, you can get in touch with us using the details on our [contact us page](#).



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit <https://www.edexcel.com/resultsplus>. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: <https://www.pearson.com/uk>.

June 2025

Publications Code 1EN0_02_2506_ER

All the material in this publication is copyright

© Pearson Education Ltd 2025

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 June examination for 2025.

The qualification consists of three components:

Unit 1: Fiction and Imaginative Writing - 40% (examination)

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

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

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

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

This focus of this component is:

Section A – Reading

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

This paper features two unseen non-fiction extracts from 20th- and 21st-century texts. One of these texts is literary non-fiction. The word count across the two extracts is approximately 1000 words. The minimum length of an extract will always be 300 words. The specification identifies that:

‘Text types studied should include a range of non-fiction forms, such as journalism (for example articles and reviews), speeches, journals and reference book extracts. Text types should also include literary 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, 7(a), which will focus on similarities in the texts. The final question of this section, 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 the text for a guide on fundraising for communities in need or a speech communicating ideas about public transport in extreme weather conditions.

The Assessment Objectives for this paper are:

Section A: Reading

AO1:

- Identify and interpret explicit and implicit information and ideas (Question 1, Question 2, Question 4 and Question 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: 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 all of the Assessment Objectives
- the inclusion of judgements for AO4
- the ability to make at least some 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
- did not answer or 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 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 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.

SECTION A

Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–3, identify **two** things the writer says were caused by the hurricane winds.

- 1 Grandmother had woken beneath the not-quite-leak-proof ceiling
- 2 She was lying under a thick counterpane of snow

(Total for Question 1 = 2 marks)



This response has used the wrong part of text. 0 marks

SECTION A

Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–3, identify **two** things the writer says were caused by the hurricane winds.

1thirteen people died.....

2countless families were homeless.....



This response covers Bullet point 1 from the mark scheme. The second point is not in that part of the text. 1 mark

SECTION A

Reading

Read Text 1. Then answer Questions 1–3.

You should spend about 1 hour 20 minutes on the WHOLE of Section A (Questions 1–7).

Write your answers in the spaces provided.

1 From lines 1–3, identify **two** things the writer says were caused by the hurricane winds.

1 £100 million damage

2 13 deaths



This response covers bullet points 3 and 1 from the mark scheme. 2 marks

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.

2 Read this extract.

"Kew Gardens will never be the same again in our lifetime, it will take years and years to regrow the trees," said spokeswoman Christine Brandt. "We are devastated. Hundreds of trees have been uprooted – huge oak trees, black walnuts and tulip trees are gone. The staff are profoundly distressed. Everywhere we look trees are down or damaged, some of us have worked here for years and it is like our children are gone."

From the extract, give **two** things Christine Brandt says about the trees.

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

- 1 huge
- 2 damaged

This response covers bullet point 9 in the mark scheme. 'Huge' does not refer precisely to trees. 1 mark

2 Read this extract.

"Kew Gardens will never be the same again in our lifetime, it will take years and years to regrow the trees," said spokeswoman Christine Brandt. "We are devastated. Hundreds of trees have been uprooted – huge oak trees, black walnuts and tulip trees are gone. The staff are profoundly distressed. Everywhere we look trees are down or damaged, some of us have worked here for years and it is like our children are gone."

From the extract, give **two** things Christine Brandt says about the trees.

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

- 1 "Everywhere we look trees are down or damaged"
- 2 They see trees as their children, it's like seeing their children gone.

(Total for Question 2 = 2 marks)

This response covers Bullet points 8, 9 and 10 from the mark scheme. 2 marks

2 Read this extract.

"Kew Gardens will never be the same again in our lifetime, it will take years and years to regrow the trees," said spokeswoman Christine Brandt. "We are devastated. Hundreds of trees have been uprooted – huge oak trees, black walnuts and tulip trees are gone. The staff are profoundly distressed. Everywhere we look trees are down or damaged, some of us have worked here for years and it is like our children are gone."

From the extract, give **two** things Christine Brandt says about the trees.

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

- 1 Trees are scattered everywhere she looks
- 2 She says the hurricane destroyed her workplace



This response is not from required text extract. 0 marks

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 to or for.

Generally, candidates were able to identify and often explain features of the writer's use of language. Most responses talked about the quantifiable extent of the effects of the extreme weather, '£100 million', 'countless' and 'thousands/thirteen /hundreds'. The use of listing was commented upon in many of the responses. Some candidates identified and explained the use of metaphors, hyperbole and personification with a degree of success.

More successful responses were able to comment on structure because of the obvious examples of listing of the damage sustained. Those who supported that point with lengthy quotation of said lists did not always develop points to move to exploration, for example how this event affected people's lives. Language comments were mostly restricted to the verbs describing the effects of the storm such as 'ripped', 'snatched' and 'paralysed' although many responses noted the simile of 'collapsed like cards'.

Less successful responses made were quite generic comments and explanations. Quite a few candidates made generic points related to paragraphing or good words with no specific reference to the text.

Structure remains a good discriminator in this question, with some very vague and generalised comments about listing and sentence length.

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 in the first line catch the reader ~~as attention~~ attention quick by tell the reader the devastating news that 13 people, hundreds were injured, and damage ~~is~~ estimated at more and also show that by putting it in a list of all the things caused by the hurricane winds.

The writer also make ~~the~~ the reader feels sad by telling the reader how countless of families were homeless or left without ~~the~~ electricity. The writer use listing to list the terrifying winds left South paralysed of power and also list more things like building ~~collapse~~ collapsed and also tell ^{reader} ~~you~~ things that was on halted ~~because~~ because.



This response is mid-Level 2. There are some relevant comments on the text. These are fairly general. There is reference to the use of lists, a relevant structure point. The answer is rather limited by brevity. It indicates, briefly, the effect of the material on the reader e.g. and "cacth the reader attestation" (sic) and "make the reader feels sad". Each section references lists, including valid references, although these are not developed. The answer seems incomplete. Level 2 - 5 marks



In order to gain a higher mark, the response would require both structure and language points to be identified and more precise explanation of the effect of these on the reader.

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 the beginning of the extract, the writer uses language to create an effect of fear and distress on the reader. In the quotation "Thirteen people died, hundreds were injured, and damage... was caused by the hurricane", the writer successfully uses a negative and blunt tone ~~on~~ with the verbs "died" and "injured". This creates a sense of fear within the reader because they would not like to be hurt or even killed like the people the writer is talking about in this extract. This is also seen in the quotation "left the worst trail of devastation and chaos... since the last war". The writer uses emotive language to make the reader even more fearful than they were before.

In the middle of the extract, the writer uses structure to further caution the reader about the danger of the storms. This is seen in the quotation "Power lines were scythed by

flying debris, roofs were torn off houses, buildings collapsed, transport systems halted." The writer intentionally uses an list to emphasize the extreme danger of the storm or it could have also been used as an effective and decisive way to relay crucial information of the storm's capabilities to the public in an effort to make them more careful.

The writer also uses commas which may be used to slow down the pace of the text to exaggerate the destruction of the storm.

Nearer the end of the text, the writer uses more language as well as structure to display the storm as dangerous. This is seen in the quote "greenhouses worth millions collapsed like ~~cards~~ cards". The writer uses a simile to exaggerate the strength of the hurricane by describing a building as "cards". Also the writer uses juxtaposition between the words "millions" (which connotes to strength and power) and "collapsed" (which connotes to the simple and easy destruction that is mindless). This makes the reader feel extremely terrified by the destructive nature of the hurricane. It could also make the reader feel

~~as~~ curious of how a storm becomes
so intensely powerful.



This response falls just into Level 4. Although it is not sustained, there is some exploration of the text, identifying both language and structure features. References are selected to support the points being made and are detailed in places. The answer identifies the use of emotive language through the use of valid references and by zooming in on details e.g. the verbs "died" and "injured". The details create a negative impression, creating the effect of "fear and distress" on the reader. Structure is provided by a list to emphasise the danger of the storm. The final section, juxtaposing "millions" and "collapsed" explores that point in some detail. Level 4 - 10 marks



In order to achieve a higher mark, the response would require more sustained exploration as it lapses into explanation in places.

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 engage the reader by putting the first sentence as "Extract from Frank Hurricane Kills 13". he has used a techniques by making his story eye catching.

He has structured his story by putting it in paragraphs so it does look like a big lot to read.

It has an effect on the reader as it is telling them about the hurricane and what it packed it had on every one involved ~~as it~~ and how they have to live now after the hurricane and how some families have ~~lost~~^{lost} love ones.



This response is limited to Level 1. There is limited comment on the text. The structural feature of paragraphing is identified. The answer is limited by brevity, particularly as the opening paragraph uses the italicised introduction, rather than the actual text. The comment on paragraphs is generic, with no use or references. There is an attempt to comment on the effect of the hurricane on those involved, hence on the reader. Level 1 - 3 marks



To gain higher marks, the response needs to be more specific in commenting on explicit ideas, using relevant references.

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 5–10, identify **one** thing the children did in the snow.

'freezing snowballs melted He said they
hit the nape of our necks' They threw snowballs

(Total for Question 4 = 1 mark)



The response covers bullet point 1 of the mark scheme. This is added after a point which does not describe the actions of the children. 1 mark

4 From lines 5–10, identify **one** thing the children did in the snow.

*The for falling into a mattress of snow
to see if it breaks thier fall*

(Total for Question 4 = 1 mark)



This response covers bullet point 2 of the mark scheme. 1 mark

4 From lines 5–10, identify **one** thing the children did in the snow.

They made themselves a July



The idea expressed is not in the mark scheme and it is hard to identify the final word. 0 marks

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

5 From lines 32–37, identify **one** thing the writer says about the snow.

Kept Falling



This response covers bullet point 1 in the mark scheme. 1 mark

5 From lines 32–37, identify **one** thing the writer says about the snow.

It was the most snow they ever
saw



This is not an appropriate response as it does not refer to the snow but rather the people's view of it. 0 marks

Question 6

This question differentiated well, with examiners noting that candidates were able to make some, if not several, informed judgements about how successfully the writer shared their feelings about the event. 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 sharing their feelings. 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.

Where responses were successful, they identified the methods used to communicate the intensity of feelings about the extreme weather, understanding the visceral and sensual imagery used to convey the significance of the events described. It was pleasing to see candidates using analytical adverbs such as 'successfully' and 'masterfully' throughout their response, and many candidates offered a secure judgment about the text. There was a clear appreciation of the joy of the children's activities and the subsequent danger presented by the weather in understanding and analysing impressions presented in the text.

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 most successful attempted to discuss themes, events and settings, identifying joy and danger as themes and the children's activities and various incidences happening as a result of the snow as events. The best responses also identified the various settings, from people trapped in houses to the frozen sea. However, in some cases, apart from stating that these were described, some were unable to evaluate them, tending to describe and comment instead of explain. The best noted the effect of juxtaposing the initial excitement caused by the snow with the danger and destruction which came later and the ideas of the contrasting feelings these evoked.

The least successful responses tended to be narrative-based and tried to work chronologically through the text, making arbitrary comments about the snow rather than focusing on the events and consequences.

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 beyond Level 3, even though the choice of relevant references was fairly successful.

6 In this extract, the writer attempts to create strong feelings about an event.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully attempts to create strong feelings about the snow. This is shown in the lines 5-8 as it states "outside freezing snowballs melted the second they hit the nape of our necks and we tipped backwards on the lawn, arms ~~out~~ stretched outstretched like acrobats, trusting that the mattress of snow would break our fall. Tying a rope to a old ~~old~~ abandoned wooden lavatory seat that we found in the back of the barn." This suggests that the writer was having fun in the snow with other people.



This response is mid-Level 1. There is some description of ideas and a brief reference to the text. This response starts with rewording the question into a statement and uses a very long quotation from the text to illustrate it. The last sentence is a conclusion that the writer was having fun – the intent to comment on the strong feelings is present. There are no assertions about the text and the response is limited by its brevity. The two Level 1 descriptors are met; it was therefore placed in the middle of Level 1 with a mark of 2. Level 1 - 2 marks



To gain a higher mark, the response would require comment on ideas, supported by valid reference, even if this were not developed.

6 In this extract, the writer attempts to create strong feelings about an event.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Across the extract, the writer attempts to create strong feelings about an event by talking about the impact it had on everyone, and everything. Particularly in children, nature, and towns across England. These attempts will be explored now.

The writer successfully creates strong feelings about an event in the reader by talking about how the children found euphoria and enjoyment in such a disastrous time. This is shown in the event that during the snowball fight, the children "outstretched like acrobats, trusting (that) that the mattress of snow would catch them." This is therefore effective at creating strong feelings through the childhood imagery to show that the innocent children are unaware of what is truly happening. Therefore, it creatively invokes a solemn joy in the reader as they may reflect upon the joy they felt when they were younger and in the snow. So, it invokes a feeling of nostalgia because the writer persuasively forces them to reflect upon their own childhood.

denied similar events. This is backed up by the simile that the children outstretched their arms "like acrobats". This is because acrobats are usually connoted as having a dangerous profession, therefore, it shows the contrast of the secure, carefree children to the disastrous time that the adults are having. Therefore, this invokes strong feelings as it shows the reader the innocence of children - and how it is maintained even when the rest of the world around them is struggling. This is the best piece of evidence that I have to support this question because it is arguably the one positive event to happen in this extract. This is in comparison to "family prisons" and the event that people are trapped at home. This is because childhood innocence is so universal that it would provoke stronger feelings than reading about how someone's night was ruined as they had to spend time with their family. So, it is the most successful attempt as it stands out impeccably.

Although, the writer attempts to invoke strong feelings in the reader about the event by showing how it affected nature. This is shown through the idea that it got so cold that it "prevented" "water birds and wildlife" from

finding food." This shows a somewhat successful attempt to invoke strong emotions about the event because it shows just how badly the conditions got, so much so that it forced "estuarines and backwaters" completely to, it invokes strong feelings because it persuasively shows just how bad the conditions became - creating feelings of sorrow in the reader as they sympathise with the innocent animals who lost their lives. This is particularly effective as the writer gives the example of a "Kingsnake" - which "died in their hundreds of thousands". This is because the abstract noun of a Kingsnake is associated with beauty. But now, the juxtaposition of their preventable, grueling death is all that the reader thinks of ^{on the beauty is destroyed}. Therefore, the writer seemingly attempts to invoke strong feelings in the reader about this event because it shows how the beauty in nature was horrifically damaged. Although this is not my most effective piece of evidence as nature is always going to be full of conflict, whereas the strength of childhood immaturity and warmth will comfort the reader - so they may be

more inclined to feel strongly about the children rather than the native as death is common in nature no matter the weather.

Finally, the writer somewhat attempts to invoke strong feelings in the reader about an event through the setting that "every single county in England had been affected". This is because this extract is set across an entire country - one with a population back then of around 50 million. Therefore, as no county was left unharmed by the weather, it provokes shocking emotions in the reader. This is due to it affecting so many people, and so the common emotion of empathy is created as there was no part of the country untouched.

This is particularly useful of the hyperbole that it was "every single" one. This is because it forces the setting to be seen by the reader, and so it forces them to feel these emotions about the event. However, this is my least effective piece of evidence as it is not nearly as catastrophic as hundreds of thousands of birds dying, nor is it more impactful than the resilience of childhood nostalgia. Therefore, it is the least successful part.

(Total for Question 6 = 15 marks)



This is a consistently evaluative response which meets all Level 5 descriptors, gaining full marks. It starts by outlining a line of argument: evaluation of the strong feelings created in the text by describing the impact of snowy events on children, nature and towns. This detached critical viewpoint and overview of the text are sustained throughout the response. The strong feelings and the success of the text are evaluated by referring to the reader's feelings (e.g. solemn joy, nostalgia, reflect), as well as considering feelings evident in the text (children's euphoria and enjoyment of snow). The comparison of what event is more impactful is an interesting and successful approach that leads to apt selection of references. At times, the expression could be more concise, but this does not prevent the response to achieve full marks on the mark scheme. References are persuasive in clarifying the points made and the evaluation is confident. The candidate selects the evidence from the text to feed into evaluation of strong feelings. Level 5 - 15 marks



This response has, in places, gone above the requirements to be awarded full marks.

6 In this extract, the writer attempts to create strong feelings about an event.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer successfully creates strong feelings about the snow when she looks back on how she spent her time in it. Falling onto the snow with "arms outstretched like acrobats" clearly shows the reader ~~to~~ their excitement to be surrounded by snow. She describes how they begged to be swirled around the lawn on a lavatory seat, proving that they were affected with happiness even with the simplest of activities. The whimsy displayed in itself is clearly a wildly strong feeling.

However, other people weren't so lucky. She describes how the snow kept people in "family prisons from which they longed to escape", successfully presenting the opposite yet still strong feelings other people had about the event. The snow trapped these other poor individuals, keeping them from doing

other things they would have much preferred. Later, she explains that some people in Oxford "drove their cars across the frozen river to meet friends", highlighting the advantages people with more freedom had, and the opportunities they took hold of.

The writer successfully displays the darker side of the events to the reader, evoking the strong feelings that must have been felt. "the cancellation of fifty outgoing flights", "transport network had begun to buckle", "waders and wildfowl died in their hundreds of thousands". While she and others were celebrating the occurrence, the snow didn't come without its drastic consequences.



This response is top Level 3, gaining a mark of 9. Ideas and events are explained and an informed judgement made. References to the text are appropriate and relevant. The response focuses on strong feelings of excitement and happiness, then the 'opposite yet still strong feelings' of being trapped and finally the 'darker side' of 'drastic consequences'. The informed judgements (successfully creating/presenting/displaying) are clearly supported with relevant and appropriate references to the text and explanations are given. This pattern of PEE worked well for the candidate to present the range of ideas related to strong feelings from the whole text. All the bullet points for Level 3 are met. The response arrives at informed judgement by explaining events and ideas and supporting explanations with appropriate and relevant references. Level 3 - 9 marks



To gain a higher mark, the response would require analysis of the ideas and the application of more critical judgement.

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.

In 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 weather events. 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 descriptions, 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 looked at the extreme weather events, supported by appropriate examples. In most cases, the similarities were just listed without any significant development and 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 on 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 some extent 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 the weather conditions. 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 the

descriptions of extreme weather events.

Most candidates that answered this question had a number of different comparisons to choose from and they engaged well with some of the less obvious similarities between the two texts. There was clear understanding of the nature of both texts demonstrated, although sometimes focus was more heavily weighted towards one text.

More successful responses looked at both texts together as opposed to doing one text and then the other, with focus on snow, consequences and dangers. Some stronger responses compared the various negative effects with others contrasting this with the initial excitement in Text 2. A reasonable number of responses were able to compare the ideas of the effects of families, wildlife and nature and the transport system. There was praise of attempts to alleviate the situations in both texts, for example how emergency services 'coped resiliently' in Text 1 and 'a helicopter ferried drugs to a patient' in Text 2. Candidates felt that the descriptions of damage to the natural world were particularly emotional such as the effect on staff at Kew gardens losing '100s of trees' that they regarded 'as their children' in Text 1 and birds dying 'in their hundreds of thousands' in Text 2. A few noted that the Text 1 event was unexpected as the forecast had been for 'windy weather' rather than a hurricane whereas in Text 2 the RAC had 'put out a warning' and the event lasted for much longer. The different opening events were relevant in the discussion of differences between the texts, such as in Text 2 there are joyful activities described when the snow first arrived, 'the snowiest snow we had ever seen'. This contrasts to the opening of Text 1, which opens negatively with a declaration of 'Thirteen people died, hundreds were injured.'

Less successful responses were more content-focused and lacked points about how writer's techniques were used to present the extreme weather events. 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 talk about significant weather events.

What similarities do the weather events share in these extracts?

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

(6)

In both extracts the writers ~~but~~ mention how the weather caused damage. In text 2 Nicolson shares 'our grandmother had woken beneath the not-quite-leak-proof ceiling of her bedroom to find she was lying under a thick counterpane of snow.' Similarly in text 1 the writer shows 'damage estimated at more than £100 million was caused.'

In both extracts the writers convey that the weather caused problems with transport. In text 1 the writer reveals 'huge ships lay stranded' ~~simat~~ similarly the writer shows 'the cancellation of fifty flights.'

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about difficult situations.

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 extracts mention how the ~~damaged~~^{caused} weather damage~~ed~~. In text 1 the writer mentions how 'damage estimated at £100 million caused by the hurricane' left devastation. It brought difficult times with it leaving 'countless families homeless of without electricity' 'Thirteen people died and hundreds injured.

~~In text~~ This would have caused difficulties for these families as they then had to pick up the pieces. ~~da~~ Similarly in text 2 'grandmother had woken... to find she was lying under thick... snow' This shows that she would be left with the difficulty of finding the finances to repair the damage.

In Both extracts the writers both show that the weather brought

difficulties to the transport system. In text 1 The writer conveys 'trains into and out of London were cancelled' 'Heathrow and Gatwick experienced long delays. Similarly in text 2 'Ten inches lay on the tarmac at Gatwick' and 'The transport network had began to buckle.' This is effective as it shows how Britain can't cope with the difficulties of extreme weather.

~~text~~ In text one the writer powerfully shows the emergency services were 'coping resiliently' and similarly the writer of text 2 reveals that 'a helicopter ferried a nurse carrying life-saving insulin...' This is effective as it clearly shows that some service simply can't come to a standstill.

In Text 1 the writer reports more factually about the storm powerfully referring to 'Thirteen people died' and 'hundreds injured' and how 'countless families were homeless

without electricity. The government ~~*declared a state of emergency~~ didn't declare 'a state of emergency' and the 'emergency services were coping resiliently'. However in text 2. The writer illustrates 'freezing snowball' fights and warnings such as cars 'sliding off roads like spinning tops' and how cars drove across 'the frozen river to meet friends'. The second extract comes across as a more lighthearted memory of the coldest winter, which people coped better with suggesting they had more determination in those days.



This response is at the top of Level 2 for part (a) and mid-Level 4 for part (b) 7(a): The first paragraph refers to damage and offers valid evidence from both texts (grandmother's bedroom and extensive costs). Paragraph 2 deals with transport problems (ships stranded and flights cancelled), again with valid support. Three points of similarity are not required to access level 3 but, in this case, the response is sound but undeveloped and a mark in Level 2 is appropriate. 7(b): The response considers a wide range of comparisons and explores them: not only are examples of damage itemised, their effects and costs are examined. Similarly, transport difficulties are considered, as are the effects on emergency services. The response also considers the contrast in tone between texts ('powerfully' and 'factually' in Text 1 and 'more light-hearted' in Text 2) and, though it does not move towards analysis, merits a mark securely in Level 4. 7(a): Level 2 - 4 marks 7(b): Level 4 - 10 marks



To gain a higher mark in part (a), the response would require more detailed synthesis of the similarities and greater development of the selected references. To gain a higher mark in part (b), the response would require more secure exploration of writers' ideas and perspectives, moving into analysis. A more varied range of comparisons would also be required.

7 (a) The two texts talk about significant weather events.

What similarities do the weather events share in these extracts?

SP:te

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

(6)

One similarity between the two texts is that they were both set in Britain. With both significant weather events being in Britain, gives us an idea that Britain always has bad weather. Another similarity is that both significant weather events occurred in winter time. Text 1 being in October (1987) and Text 2 being in December (1962). This connotes that in winter time the weather is significantly worse than in any other season.

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about difficult situations.

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 there is a difficult situation about damages a Hurricane caused in South England. ~~one similarity~~
In Text 2 the main difficult situation is that snow was damaging parts of England as they were trapped inside.

One difference between the two is that in Text 1, it's about a Hurricane destroying places but in Text 2 it's about snow causing havoc. In Text 1 "caused by the Hurricane winds yesterday; Text 2 "ten inches of lay on the tarmac" referring to 10 inches of snow

One similarity of the two though is both difficult situations were about weather. The idea of Horrible Weather in Britain is shown in both extracts, Text 1 "as Southern Britain reels" and in Text 2 "Britain emerged a different country" This are similarities



This response is at the top of Level 1 for part (a) and mid-Level 2 for part (b) 7(a): The response provides two similarities (both in Britain and both in winter) but evidence is limited and dates provided are from outside the extracts, hence limited understanding of similarities and the use of appropriate evidence is also limited. 7(b): Obvious comparisons are presented. In paragraph 1, both situations cause damage; in paragraph 2, one weather event is a hurricane and the other is snow, supported by quotations; in paragraph 3, both events occur in Britain, with quotations. There is little comment on ideas and perspectives and references are valid but not developed. 7(a): Level 1 - 2 marks 7(b): Level 2 - 4 marks



To gain a higher mark in part (a), more relevant similarities would be required, demonstrating understanding of these ideas. To gain a higher mark in part (b), the response would require a range of appropriate comparisons in which writers' ideas and perspective are explained. These should cover how theme and language and/or structure are used. These points would be supported by relevant references to the texts.

7 (a) The two texts talk about significant weather events.

What similarities do the weather events share in these extracts?

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

(6)

Both texts portray people being unable to escape the weather. In text one this is shown through "the south paralyzed" and in text two this is shown by "trapped in family prisons from which they were unable to escape".

Both texts display an unexpected event at a beach. In text one "a ferry was last night still aground on Folkestone Beach". In text two "it had become possible to walk a full on ice from the beach out into the open sea".

Both texts show disruption to travel caused by the weather. In text one "Heathrow and Gatwick experienced long delays" and in text two "main roads became blocked".

(b) Compare how the writers of Text 1 and Text 2 present ideas and perspectives about difficult situations.

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 both text one and two, the weather traps people. However, in text one this is shown violently through the plosive alliteration in the metaphor "the south paralysed as power lines were scythed". The metaphor presents the idea of the event being unexpected and surreal, boasting an almost fiction-like quality. The writer successfully employs this tactic to display the writer's idea that the weather is alien in nature. By using the plosive alliteration, the writer is able to connote brutality which presents the writer's beliefs that the weather is a dangerous killer. The emotive verb "paralyzed" is used to reinforce this, allowing the reader to infer the toll on life this tragic event inflicted. Contrastingly, the metaphor "trapped in family prisons" creates a wildly different tone. Whilst a semantic field of punishment is created through "trapped" and "prisons", the ^{adjective} ~~own~~ "family" softens the effect and creates empathy in the

reader, as they ~~be~~ will have experienced awkward times amongst family. This is drastically different to the sympathy for "hundreds injured" in text one.

Both texts are similar in their description of disruption to travel. In text one "the long sentence "Trains into and out... long delays" gives the reader an insight into how monotonous and dreary these blockages were. The writer has done this to provoke feelings of concern and empathy for the reader, as they are sure to recall ~~the~~ arduous battles with slow traffic and congestion. The presents the scale of the impact with the superlative "Britain's two biggest airports", connecting how big the disruption will be. This reinforces the building idea that the storm's chaos is widespread and significant. Similarly, in text two, the writer lists how "The weather continued to leave its imprint... 'like spinning tops'" to depict the lengthy impact of the weather. The writer is successfully able to present their feelings of concern through this, displaying worry and anxiety to the reader. The reader will sure to be affected by this and will gain ideas of long, suffering hardship.

The devastation caused by the weather is used to present hardships for nature and wildlife in both extracts. In text one, the "uprooted" trees' ~~loss~~ loss is described as "it is like our children are gone". Here, the writer strategically makes use of an emotive simile to compare the attack on nature to one of life's most painful moments: losing a loved one. This appeals to all readers, mustering massive empathy towards the agonising sufferings of wildlife and nature. Also, text two creates an image of hardships caused by the weather. The ominous statistic of "kingfishers, waders and wildfowl died in their hundreds of thousands" has been employed to construct an image of immense loss and destruction. The reader can perceive this as a monumental blow to the environment as the quantity of death is sure to annihilate the ~~poor~~ ecosystem. The writer has constructed this extremely emotive moment to present the awful damage inflicted, which highlights the writer's opinions that a difficult situation will always ruin the lives of some people no matter if you yourself are "giddy with the novelty of it all".



This response achieves full marks, being placed at the top of Level 5 for both part (a) and part (b). 7(a): There are three similarities which demonstrate detailed understanding and synthesis: 'people...unable to escape', 'unexpected events at the beach', 'disruption to travel'. Supporting evidence is discerning and appropriate. 7(b): The response is awarded full marks. There is a detailed consideration of what each writer conveys and how they do it, with close analysis of the language used. The methods used by the writer of text one ('fiction-like quality', 'plosive alliteration') are contrasted with those used in text two. The similarities are also discussed in similar detail: 'disruption to travel' and 'hardships for nature'. References are discriminating and balanced across both texts. 7(a): Level 3 - 6 marks 7(b): Level 5 - 14 marks



This is a secure example of a response fulfilling each of the Level 5 descriptor bullet points.

Question 8

General Comments

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 there was a great range of responses from these questions and that where candidates thought carefully about the genre and intended audience and purpose, their writing was more secure.

There was a growing understanding of the demands of the question, and candidates generated some thoughtful responses to the stimulus.

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 a 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.

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 well to this question, with some interesting responses that examiners felt worked well as guides. There was a variety of suggestions of ways to fundraise and many ideas of why communities may need funds. Some candidates slightly misunderstood this, talking about improving hospitals or repairing potholes. However, many described the need for better playgrounds, youth groups or help for the homeless. The idea of community was interpreted in a variety of ways with some candidates talking about, for example, the need for aid in war zones. Ways of fundraising included sporting events, bake sales, selling unwanted clothes

on Vinted or donating. The effects of potential fundraising were also varied, usually depending on the problems identified as needing fundraising. Therefore, there were some ideas such as better roads or better provision for civilians in war-torn countries. Those focusing on their own communities described funds being used to bring people together more, by, for example, providing more youth centres or public sports facilities. Where candidates achieved well, they adopted an engaging tone, drawing on a range of rhetorical devices to address ideas and share them with the audience.

The format of a guide was generally upheld, with deliberate features such as subheadings, statistics, direct address and persuasion used to engage the audience. Less successful responses were not structured to include a conclusion, other than finishing their accounts with the final idea of whatever bullet point was discussed.

One examiner noted:

'The main problem for some candidates was the interpretation of "communities in need" and their inability to decide what a community was and then why they might be in need. Many were unsure about exactly who the funds were to be raised for, so they tended to write generalised and unimaginative lists of ways to raise money.'

Another examiner said:

'It was heart-warming to see candidates encouraging their audiences to give up an hour of their time, to stop 'doom-scrolling' and to be a part of something bigger.'

Many candidates worked through the bullet points and used subheadings effectively, but others wrote in continuous prose, sometimes jumping between ideas resulting in less cohesive responses. Some of the more successful responses described specific communities and/or situations, and the effect extra funds would have on them. Most candidates considered the raising of funds for a group of people, but not all considered the surrounding circumstances or effects. A few candidates only discussed the need for change in attitude towards a certain community, such as the LGBTQ+ community.

Where responses were not as successful, they tended to be brief responses with little focus on the purpose or audience, instead just briefly commenting on a method of fundraising, or suggesting the use of GoFundMe. They also tended to be straightforward in tone and did not pay purposeful attention to the crafting of their guide to include appropriate techniques.

Chosen question number: **Question 8** ☒

Question 9 ☐

Plan your answer to Section B here:

Write your answer to Section B here:

Do you love your community? Do you wish that there was a way of saying thank you? well do not fear, as this guide is here to help you on how to raise funds for communities in need!

Why might communities need funds?

Communities may need funds to increase development in the area, create parks, or open libraries!

Communities may also need funds because of lack of job security or financial safety.

ways you can help your community:

Organizing events are a sure fire way to create income for a community, such as a bake sale, everyone loves freshly baked goods. So not only are people eating delicious treats, they are helping to fund the community.

Another way to raise money is by hosting a fair. A fair attracts massive amounts of attention so this means there is a high chance to earn lots of funding.

Another way to raise money is by collecting charitable donations. This creates a lot of money and it also gives people the chance to directly give back money.

I hear you asking!

"But.... what effect does fundraising have?"

Let me tell you the benefits:

It gives communities the valuable income to build enjoyable things such as parks.

It also makes sure the community is stable,
and can run to the best of its ability.

Remember, a community is never full of strangers.
It's full of friends that you haven't met yet.



This response is toward the top of Level 3 for AO5 and mid-Level 3 for AO6. AO5: This lively response shows a clear ability to communicate clearly and effectively and selects stylistic/rhetorical devices to suit purpose and audience. There is a tendency to list ideas rather than develop them in any detail and so the final bullet point in Level 3 is not fully met. The mark awarded reflects this, placing the response towards the top of the level, at 13 rather than 14, as it is not quite moving towards Level 4. AO6: All Level 3 descriptors are demonstrated here but not always consistently. Sentence structure is varied and effective in places but there are examples of comma splicing. Spelling and punctuation are usually accurate but again, with some lapses in control. AO4: Level 3 - 13 marks AO5: Level 3 - 9 marks



To gain higher marks, the response would require more development of ideas to move to the top of Level 3 in AO5. To move into Level 4, it would require more effective organisation of material for effect, together with a more secure ability to communicate clearly. greater development of, and connection between, ideas would be desirable. For AO6, the response would require more consistent achievement of Level 3 descriptors to move up within the Level, and to move into Level 4, a more selective vocabulary and more deliberate management of information. A more secure ability to write clearly would also be required.

Chosen question number: Question 8 ☒ Question 9 ☒

Plan your answer to Section B here:

Write your answer to Section B here: Community Corruption

Imagine a world where each day, you lived in fear. In fear of ~~the~~ providing for your family and ~~is~~ afraid of not being able to pay your next bill. You couldn't imagine it, not only as you and most of society live subconsciously a quite privileged life.

Many people live a jumbled life with multiple jobs still

Strangled by poverty living in a helpless community like a forgotten soldier in a battlefield. Humble, suffering, petrified many ~~do not raise~~ people living in such conditions do not raise such ~~topi~~ sensitive topics. They have lost all hope.

Did you know 1 in 8 ~~quarters~~ families struggle to provide ~~these~~ essentials most people take for granted in their every day lives. 62% of people in Britain - according to government surveys - are proven to at one time or another to have felt unable to require every day items.

As a charity worker, I am ~~is~~ utterly discredited by this and wonder why people are not being assisted. Communities across Britain, communities

across Europe, communities across the world all contain Food banks.

I've visited many and see the faces of relief and pure joy of those who depend on services such as food banks. They are giddy like children in a playground grateful for ~~what~~ ~~the~~ such a savior.

I bet you didn't know that 3 million items are donated to food banks every month across the globe! ~~That's~~

This is incredible!

However, many still struggle on and not only accessing food but also many other essentials. You can aid your community, You can bring joy to people's lives and you can be rewarded with the feeling

of fulfillment.

There are many people across Britain ~~the~~ who take part in: donating to food banks, charity events and fun runs. ~~to~~ These are all easy & yet impactful ways you can make a difference in your own community. You can also meet incredible charity workers who strive for the same equality and happiness across the world. What are you waiting for?

You can make a difference and ~~save~~ bring hope to people's lives.



This response is mid-Level 4 for both AO5 and AO6. AO5: This is a Level 4 response which is mostly secure in the ability to communicate clearly and effectively. Material is organised around the bullet points in the question and ideas about why people need funds are developed in some detail. There is perhaps less on how to raise these funds so the question is not fully addressed. Effective use of rhetorical devices (repetition of 'communities'/use of similes) gives a strong sense of audience but there is slightly less of a sense of the writing being a guide giving advice. A 'best fit' mark in the middle of the level reflects the way the response meets Level 4 descriptors but not always fully. AO6: There is secure ability to write for clarity but with occasional lapses in places (paragraph 3). A wide vocabulary is used but occasionally the wrong word (require/discraced) can cause confusion. Sentence structures are frequently managed for deliberate effect. Each of the bullet points for Level 4 is met but not fully and the response was therefore awarded a mark in the middle of the level. AO5: Level 4 - 17 marks AO6: Level 4 - 12 marks



To gain a higher mark in AO5, the response would require a more consistently secure ability to communicate clearly, along with a more secure sense of purpose. Descriptors need to be more securely met and sustained. To move up to Level 5, more sophisticated and effectively communication would be needed, along with subtle shaping of content for the audience and manipulation of more complex ideas. To gain a higher mark in AO6, to move more securely to the top of Level 4, more sustained clarity in communication would be needed, and overall the descriptors need to be more securely achieved. To move into Level 5, a more extensive vocabulary and greater range of sentence structure is needed.

Question 9

Most effective responses effectively engaged with their audience and created a speech about public transport being affected by extreme weather.

The candidates had some excellent ideas about various solutions to public transport unreliability caused by adverse weather conditions and most used appropriate conventions for a speech. Where responses were successful, they thought carefully about the issues caused by failure of public transport and why it is a vital service to a country's population, often using a personal anecdote to exemplify this importance. They often described how various adverse weather conditions affected methods of public transport, such as icy roads or floods for buses, high winds and leaves on the lines for trains and winds and snow for planes. There was a great deal of information about ways public transport can let us down for different sorts of public transport, from buses and trains to planes and taxis. Also effectively described was the personal effect this could have on a person's day, from being late for work/school, to losing your job, missing an exam or even missing the birth of a child! It was often claimed that public transport is 'the backbone of the country', to quote one candidate, and often people cannot afford to run cars or are aware of environmental concerns hence relying heavily on the bus or train.

The less successful responses were more narrative responses about how a cancelled bus or train had a negative effect on the narrator. Sometimes, candidates simply described the unreliability of public transport without mentioning weather conditions, or just described why it is necessary for public transport to run efficiently. However, the bullet points were usually followed and enabled candidates to organise their answers. Some candidates were able to introduce a degree of innovative imagination, imagining heated railway lines or buses with 'enormous tyres with studs' to cope with icy conditions. and were able to adopt some of the techniques used in the texts such as emotive language or listing. As with Question 8, less successful responses did not have a clear conclusion and answers often ended simply with the final idea on public transport unreliability. Some were successful in evoking emotion by describing sad or tragic events missed as a result of cancelled buses, such as your grandma's passing or your sister's wedding; some of these attributed these events to transport being affected by weather.

A very few candidates presented this as a narrative account, rather than a speech, but most were quite successful in structuring the response as a speech, usually using some appropriate linguistic devices. A few start with an appropriate opening such as 'Ladies and gentlemen', and finish with 'Thank you for listening', but the body of the response is written as an article. Most candidates were able to use some direct address and remembered their audience and the purpose through most of the response. Some of the more successful responses considered all bullets with careful consideration of each. Details of different sorts of public transport (buses, trains, planes) were described, the reasons why people use it (commuting, going to school and for social reasons, as well as not having a car and protecting the environment) were either referred to, listed or used in anecdotal evidence, and the difficulties caused by extreme weather (snow, winds, flooding and heat) were described.

One examiner noted in one response:

'Allow me to use this analogy. Life is like a box of chocolates... However, it does not have to be this way with public transport. We can decide which box we accept and enjoy the tasty delicacy with

no fear, apprehension or disgust. Decide not to accept injustice and cloaked corruption to fight for your rights to reliable transport.'

Another examiner said:

'Some very sophisticated and commanding arguments were made: 'Reliability should be an expectation, not a surprise'.

Chosen question number: **Question 8** ☒ **Question 9** ☒

Plan your answer to Section B here:

'Public transport must be able to manage in extreme weather'.
(P1) - Different types of public transport → cars, bicycles, buses, etc.
(P2) - Why rely on public transport? → ~~meeting~~ meet people, go different places.
(P3) - Difficulties caused by public transport in extreme weather.
(Speech)

Write your answer to Section B here:

Hello ~~my~~ my fellow ^{listeners} ~~classmates~~, my name is Flora, and I am here to talk to you about why we should use public transports, even if there are ~~extreme~~ extreme weather e.g. Snow, thunder, hailstones, etc.

We have many public transports in this world which are, buses, trains, airplanes, trams, etc. All of these transports have a way of getting you to your destination, even on-time. Cool right?

It's good to use and rely on public transports because, we can meet new people (you can even make new friends), travel to different places, etc.. I believe that we should all sometimes use public transports because, it has way more benefits, than listed in this speech. I can understand that some of the prices for the public transports can be sky-rocketing, but I would think it as it's just for the best experiences in life to have, and to cherish them.

But, what if there are extreme weather during your time on public transports?

I wouldn't know much about ~~the~~ ^{the} safety to have in a extreme weather because, I haven't driven one. About 37% of the public buses have had an accident while driving through a ~~exp~~ extreme weather. This can make it look like as if the company is not trustworthy because of the 37% crashes that had happen. One difficulty could've been not been able to seen properly because of the wet glass, or soggy glass, which can be caused by the hard rainy days. Another difficulty can be that due to the weather, some people

might have reached late to their schools or work, which can put them at a risk of losing their job as a worker. It might also ruin a little bit of reputation of coming in late over and over again because of the weather. Extreme weathers can also have many more disadvantages leading upto many risks.



This response is top Level 2 for AO5 and AO6. AO5: There is some focus on the task, particularly at the beginning of the response but unfortunately this lapses towards the middle and it becomes more of an essay than a speech. There is also a loss of the sense of extreme weather, with references to rain and wet or foggy glass. However, there is some ability to communicate clearly and order information and ideas and a straightforward use of tone, style and register. All Level 2 descriptors are met, so a mark at the top of the level was awarded. AO6: The response shows evidence of some ability to write for clarity and there is a range of correctly spelt vocabulary. Punctuation is used with control but is not particularly varied. All Level 2 descriptors are met but there is insufficient range and consistency to move to Level 3. It was therefore given a mark of 7. AO5: Level 2 - 9 marks AO6: Level 2 - 7 marks



To gain a higher mark in AO5, communication needs to be clearer and ideas developed more. To gain a higher mark in AO6, more varied vocabulary is needed as is greater variation in sentence structure.

Chosen question number: Question 8 ☒

Question 9 ☒

Speech
Public transport
extreme weather.

Plan your answer to Section B here:

transport type
rely on transport
difficulties caused

P A F
Persuade Pers Form

no train.
you miss the
train.

DAFOREST
I R
Stuck A
late S
bad O
weather. Y

Stats

Write your answer to Section B here:

What would you do if the train to work was cancelled and you had no other way to get there?

Picture this, you wake up on a cold, bleak Monday and ~~it~~ is snowing like crazy, you get ready, ~~and~~ leave the house and walk to the bus stop. You stand there for ~~thirteen~~ ten minutes, freezing cold, but no bus has arrived. The snow is still falling, faster than ever before and there was ~~also~~ now ~~and~~ a thick blanket covering all you could see. The bus never arrived.

What will you do now?

Did you know that ~~one~~ one in four people rely on public transport to get them to work? Did you ~~also~~ also know extreme weather conditions are causing public transport to stop running?

In my opinion, public transport like buses, trains and trams are amazing and help people so much but they have too many people ~~relying~~ relying on them.

Some people say 'just get a car'. But a car on average costs over £500 a month to run and fuel, which is a large chunk of people's paychecks. But, public transport is much cheaper and it has many problems.

Why do you think trains stop running when extreme ~~we~~ weather conditions are found?

Something you may find shocking is trams only need snow to fall for 20 minutes and they are unable to run for the rest of the day.

Here's another scenario imagine you mother is

On her death bed and you have to go
See her for the final time but wait, there
are no buses on because the roads are too ^{icy}
You will never see your mother again because
you relied on public transport.

~~See~~ You will be sad.

You will be drowned.

You will be enraged.

Thank you very much for listening to my speech
~~myself~~ have a nice day.



This response is Level 3 for AO5 and AO6. AO5: The response shows a clear ability to communicate clearly and effectively and there is a strong speech register (direct address/ questions). Ideas are not always developed in detail and there are occasions where the text is a little disjointed, meaning that bullet point 3 in Level 3 is not fully met. A 'best fit' mark would place this response towards the top of this level, at 13 marks. AO6: There is an attempt to use a varied vocabulary and spelling is usually accurate. Sentence structure is adapted to contribute positively to effect, particularly on the last page. All the descriptors in Level 3 are met but not securely enough to move up to the next level. AO5: Level 3 - 13 marks AO6: Level 3 - 10 marks



To gain the higher mark in Level 3 for AO5, more secure achievement of all descriptor bullet points is needed. To move up to Level 4, more development of ideas is needed and more effective management of information. For AO6, a more selective vocabulary is needed and more securely managed sentence structure.

Section B consisted mostly of responses to Questions 8 and 9. There were a few blank responses as well.

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 to or 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 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>

