

Pearson Edexcel GCSE (9-1) English Language

Paper 1: Fiction and Imaginative Writing

Script Commentaries

Summer 2018 Exemplars



SECTION A: READING

Question 1

Script	Commentaries	Mark
Script 1A	Meets mark scheme bullet point 1.	1
Script 1B	Meets mark scheme bullet point 1.	1
Script 1C	Meets mark scheme bullet point 1.	1
Script 1D	Meets mark scheme bullet point 3.	1

Question 2

Script	Commentaries	Mark
Script 2A	Meets mark scheme bullet points 3 and 4.	2
Script 2B	First point meets bullet point 3 of the mark scheme. The second point is a paraphrase of the question, rather than a way in which the speed of events is shown, so this point does not get a mark.	1
Script 2C	The first point is about proximity rather than speed, so the candidate does not get a mark. The second point is not about speed, so does not get a mark.	0
Script 2D	The first point is about language, not about speed. The second point uses 'he passed quickly', which appears to be a comment about speed, but is outside the extract, so the candidate does not get a mark.	0
Script 2E	This candidate makes 3 relevant points 'suddenly' (bullet point 2), 'darted' (bullet point 3) and 'in a flash' (bullet point 4). If a candidate makes 2 points on one line and then an inaccurate point on the other line, they would still get the 2 marks.	2
Script 2F	The first point meets mark scheme bullet point 3. The second point is not about speed.	1

Question 3

Script	Commentaries	Level/Mark
Script 3A	The candidate looks at the semantic field appropriately and is selective in the use of support. There is a comment on the verb 'run' made appropriately. The second paragraph makes structural points about exclamation marks, repetition and sentence length. There is a focus on the question throughout and analysis of both language and structure. Meets all the demands of Level 3.	Level 3: 6
Script 3B	The candidate identifies 'short sentences' and offers textual evidence but does not explain. Identifies 'rhetorical questions' in paragraph 2, uses textual evidence and then rewrites the quote in their own words. Has not understood why rhetorical questions are used. This is a Level 1 response, because the response only covers structure; there are no language points. It struggles to explain how the structural features are used.	Level 1: 2
Script 3C	This is a good example of a script that at first glance looks as if it has no language content. The first paragraph uses a PEE structure and is a comment on structure. The second paragraph looks at rhetorical questions and, whilst this appears to be structural, the comment transforms it into a language point as it comments on how this is used to create tension.	Level 2: 4
Script 3D	This response just looks at structure. The first paragraph is correct, but there is no textual evidence used in support of the point made about sentence lengths. The candidate spots some features, but does not focus on how these are used, although there is evidence that the candidate is aware of the focus of the question, for example building tension.	Level 1: 1
Script 3E	This is another example of a response that has focused on structure and there is no language. There is misunderstanding in the first paragraph as the candidate thinks that the narrator is giving orders. The first paragraph also has no reference to tension. The second paragraph with the comment about the narrator being paranoid and anxious is better focused.	Level 1: 2

Question 4

Script	Commentaries	Level/Mark
Script 4A	This response is evaluative throughout; it starts with evaluative language 'masterfully manipulates' and makes a comment about both tone and pace in this introduction. In the second paragraph there is a strong comment about the man's 'confident and bold' actions. The third paragraph regarding the tonal shift shows a detached critical overview. There is a sustained critical approach to the text throughout. The focus is precise and there are appropriate embedded quotations used consistently. A strongly evaluative approach is adopted and interpretations are nuanced.	Level 5: 15
Script 4B	This candidate starts with a comment about 'several men' and then 'three or four' identifying that he is nervous. This is a valid but rather weak point. The second paragraph is stronger where it speaks of fate and comments on the repetition of 'ruined' – this has a focus on thoughts and feelings. Subsequent paragraphs have an apt selection of references. There is evaluation at the bottom of the second page where the dreamlike quality is identified as reinforcing the fact that the situation does not feel real.	Level 4: 10
Script 4C	This response starts with a simple comment about the narrator's attempt to escape down the stairs. The second paragraph does not focus on thoughts and feelings. There is some candidate speculation about the meaning of the text. At the top of the second page there are some assertions about the text. he candidate uses lots of references, but does not use them to evaluate the text. There is not enough to move into Level 2.	Level 1: 3
Script 4D	The candidate starts with an interesting point about pessimism being a way of humanizing the narrator. There is a sustained focus on the question and references and evaluation are precise and clear. At the top of the second page the idea of the narrator having his feelings intensified is a subtle reading of the text. The evaluation at the top of the third page, recounting the juxtaposition of his wariness of blending into the crowd with being in tense conditions with high stakes possibly bringing about his downfall is a subtle point that shows a detached critical overview. Sustained critical overview – top marks.	Level 5: 15

Script 4E	<p>The response is Level 3. There are some appropriate references and the candidate explains some thoughts and feelings with some comment. Judgement is not always informed as there are some general comments made. The Level 3 descriptor of 'explanation' is exemplified by the comment about rhetorical questions and the relevant reference. This sits in the middle of Level 3 as there are some straightforward opinions about the text that do not really move into 'informed judgement' (bullet point 2 of the Level 3 criteria.</p>	Level 3: 8
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SECTION B: WRITING

Question 5

Script	Commentaries	Level/Mark
Script 5A	<p>An engaging response that shapes audience response with subtlety. The candidate has sustained the style and tone throughout the response. The personification of the sea as an adversary is established from the opening sentence – 'It was beckoning to me' – and sustained throughout – 'the water's vengeful grasp'. The narrative is structured chronologically beginning with the initial 'beckoning', moving through different stages and ending with the narrator becoming the 'next victim'. Structural and grammatical features support cohesion and coherence.</p> <p>An extensive vocabulary is used throughout and is used strategically – ribboned; unforgiving; embrace; sodden; futile. Some vocabulary is deliberately brutal to add impact – 'It shoved its thumbs into my eyes'. Spelling is almost entirely accurate. Writing is punctuated for effect and to aid emphasis and precision. Complex sentences are sometimes deliberately followed by short sentences for effect – 'Yet it was to no avail'.</p>	<p>Level 5 AO5 – 24 Level 5 AO6 - 16</p>
Script 5B	<p>Paragraphing is effectively used with quick 'edits' from scene to scene within the narrative. The purposefully enigmatic introductory paragraph sets the scene with the use of short sentences and repetition for effect. A narrative hook is used – 'All this for a bag of cash.' The third paragraph has a build-up of tension through description and this is continued in the fourth paragraph with phrases such as 'earthquake like'. Sometimes it strives too hard for effect 'dried sweat condensing'.</p> <p>A wide and selective vocabulary is used – oblivion; motionless; penetrated. Punctuation is mostly reliable, although direct speech not punctuated properly. Ends strongly with a bit of a twist to the question – 'I even lost myself'. Spelling mostly reliable although 'to' and 'conscience' spelled incorrectly throughout.</p>	<p>Level 4 AO5 – 17 Level 4 AO6 - 10</p>
Script 5C	<p>This response describes and connects the events of the day but without the deliberate management needed for Level 4. It strives assiduously for effect ('A wave of anxiety hit us.') sometimes overreaching and impeding effectiveness ('slowly stumbled our way over them'). Uses the trees as a structural point to mark both the journey from and back to school.</p> <p>For AO6, a varied vocabulary is used – luscious; venture; stumbled; reluctantly - with spelling mainly accurate, and mainly accurate punctuation. Sentence structure (for example, 'Nobody dared do it. Ever. But we did...') is used to contribute positively to effect.</p>	<p>Level 3 AO5 - 13 Level 3 AO6 - 9</p>

Script 5D	<p>Shapes audience response with subtlety. A sophisticated response which captures the reader from the start where dialogue is used to set up an intriguing narrative hook. Sustained use of tone/style register throughout with the character of the narrator being purposefully devised. A wide and selective range of sentence structures with a complex sentence often deliberately followed by a short sentence for effect – 'I will never tell him anything'. The overall structure is well considered with a return to the arrest and declaration of non-cooperation. Within the narrative the flashback is well integrated.</p> <p>Extensive vocabulary throughout – interrogation; incarcerated; proclaiming; indoctrinated; paroxysm. Precision in punctuation used to create a subtle effect and tones: 'I, naturally, was indoctrinated.'</p>	<p>Level 5 AO5 – 24 Level 5 AO6 - 16</p>
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Question 6

Script	Commentaries	Level/Mark
Script 6A	<p>Straightforward use of tone and style. There is some awareness of the reader in the introductory paragraph in setting up the idea of a secret. It is explained in the second paragraph in a straight forward manner. Attempts to add a touch of style through self-deprecation 'but theres [sic] me'. Some complication is added to the narrative through the introduction of the diary (the candidate is using the image from the exam paper), but this is undeveloped and the narrative is fairly brief. It is uncertain whether the ending is intended to be humorous 'I've only ever kissed one'.</p> <p>Punctuation within paragraphs is not reliable and sentences are lengthy. There is a range of simple vocabulary with fairly accurately spelling but there are errors – frace; discusting.</p>	<p>Level 2 AO5 – 8 Level 2 AO6 - 5</p>