

Pearson Edexcel

GCSE (9-1)

English Language 2.0

Aiming High – Targeting Grades 8 and 9

Course code: 1EN2_23010

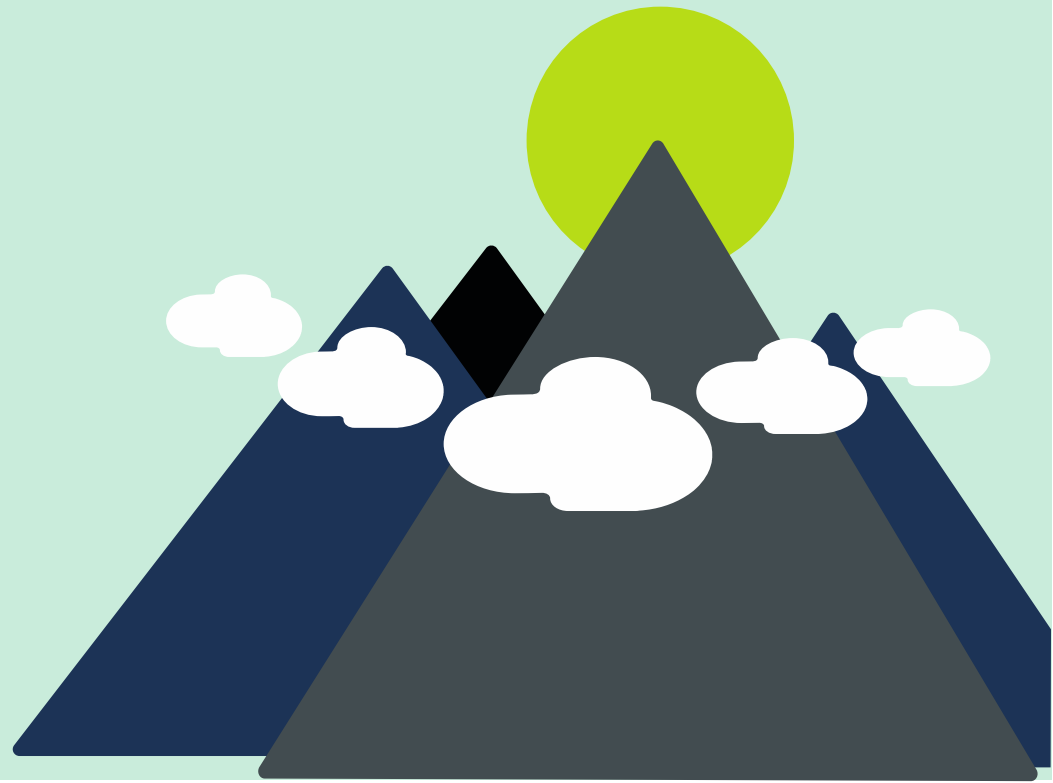


Aims and Objectives

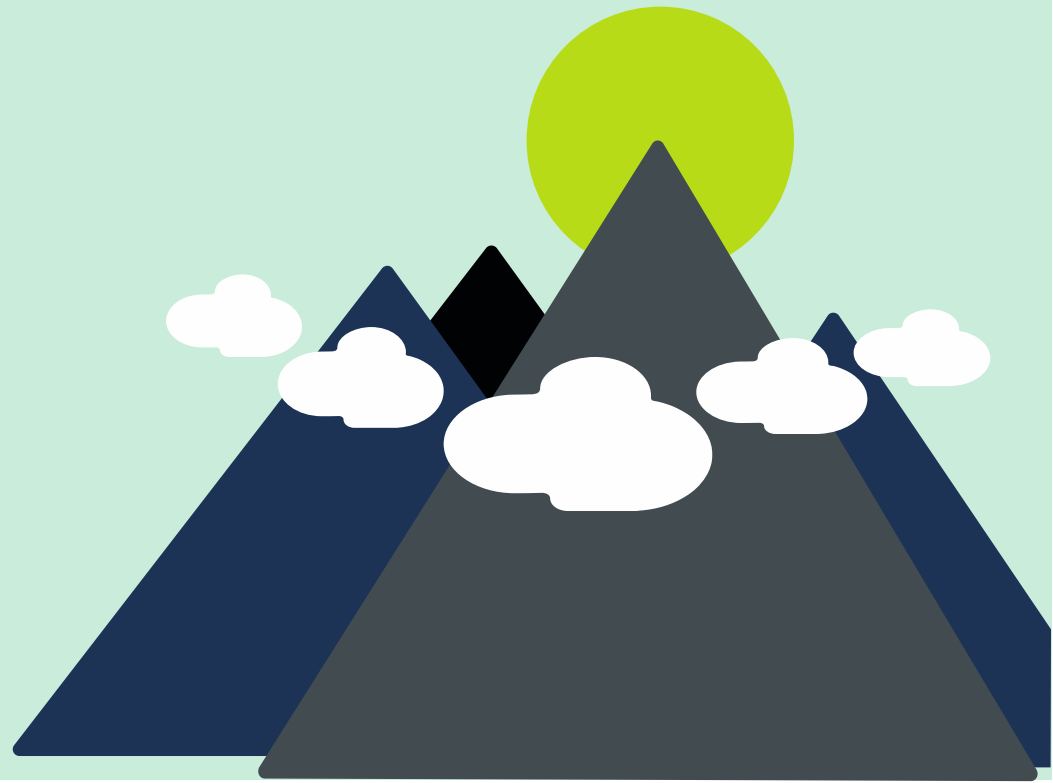
During the session you will:

- Look at examples of Grade 8 and Grade 9 exam scripts from the Summer 2022 exam
- Look at the skills needed and how the Assessment Objectives (AOs) are covered by students achieving Grades 8 and 9
- Discuss classroom activities and strategies for your highest achievers

Polls to get to know you



AO1 – short answer questions



Court the short

- Students aiming for higher levels (as well as others) sometimes consider the short answer, AO1, questions to be insignificant.

However:

- These AO1 questions will give you 8 marks on Paper 1, and 8 marks (including Question 6) on Paper 2.
- **Don't underestimate them – they can be very helpful.**

Court the short

- Real ‘quick wins’ for your students to put into their mark bank are the 8 marks on Paper 1 AO1 (Q1 and 4a and 4b) and the 2 marks on Paper 2 AO1 (Q1 and 3).

Key advice:

- Check the lines and highlight them on the extract booklets.
- Read the question carefully – and write on the correct text!
- Answer succinctly – try not to spend too long.
- Remember that Q4b on Paper 1 and Q3 on Paper 2 may require them to read ‘between the lines’ as they are looking for implicit meaning

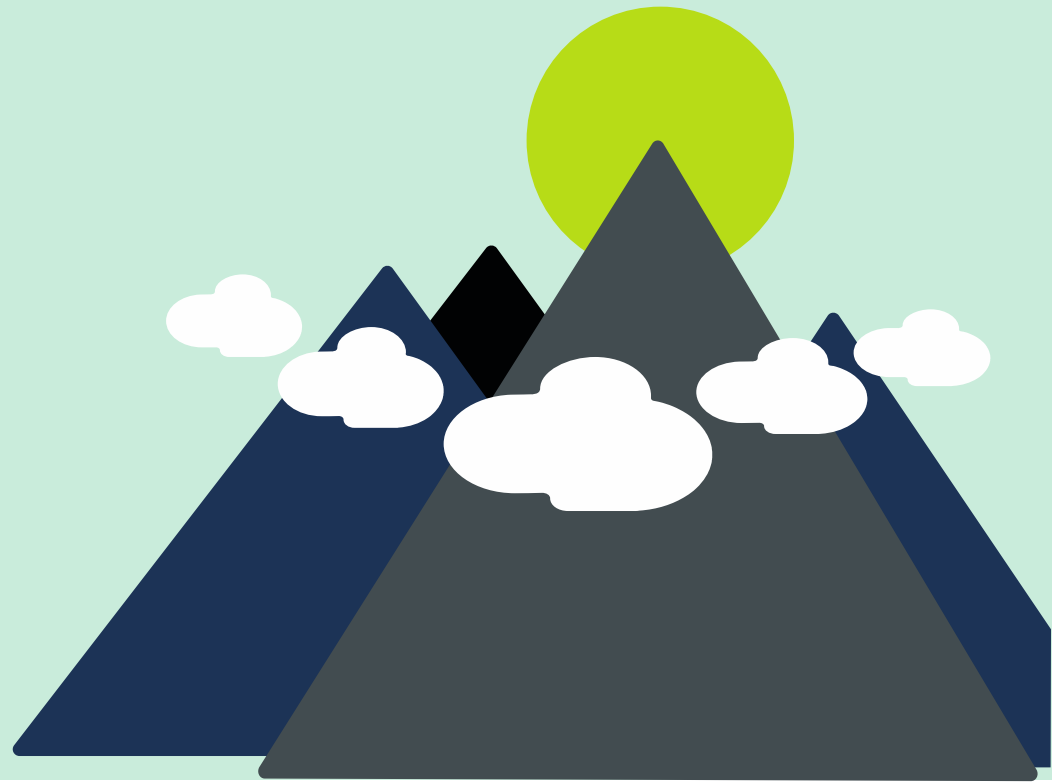
Court the short

- Another 'quick win' for your students' mark bank is the 6 marks on Paper 2 AO1 bullet point 2 (Q5).

Key advice:

- Remember to give 3 distinct similarities.
- Read the question carefully and make sure the **similarities are about what the question says**, not simply similarities between the texts.
- Give evidence for each similarity from both texts.

Exploring whole texts



Text explorers for AO2, AO3 and AO4

Students should be encouraged to be 'text explorers' to achieve Level 4 and above. This can start off with some broad group discussion:

- Why does an explorer go to a place?
- What is the difference between a visitor and an explorer?
- What does an explorer do that a reviewer does not?

Text explorers – Levels 1-3

- At Level 1, students are more visitors to the text – they find things and identify them.
- At Level 2, they move between visitors and reviewers, where they find things that may seem unconnected and comment on them, for example ‘an adjective which describes’.
- At Level 3, they are more secure reviewers – they explain features, for example ‘an adjective is used to describe the guesthouse as unpleasant’.

Text explorers – Level 4

- At Level 4, students become explorers. They know what they are looking for, and there is more detailed consideration of what has been gathered from the text with some sense of how what is found links together to show key findings about their expedition. This is where students look more closely, and comment on more than just vocabulary and sentence structure.

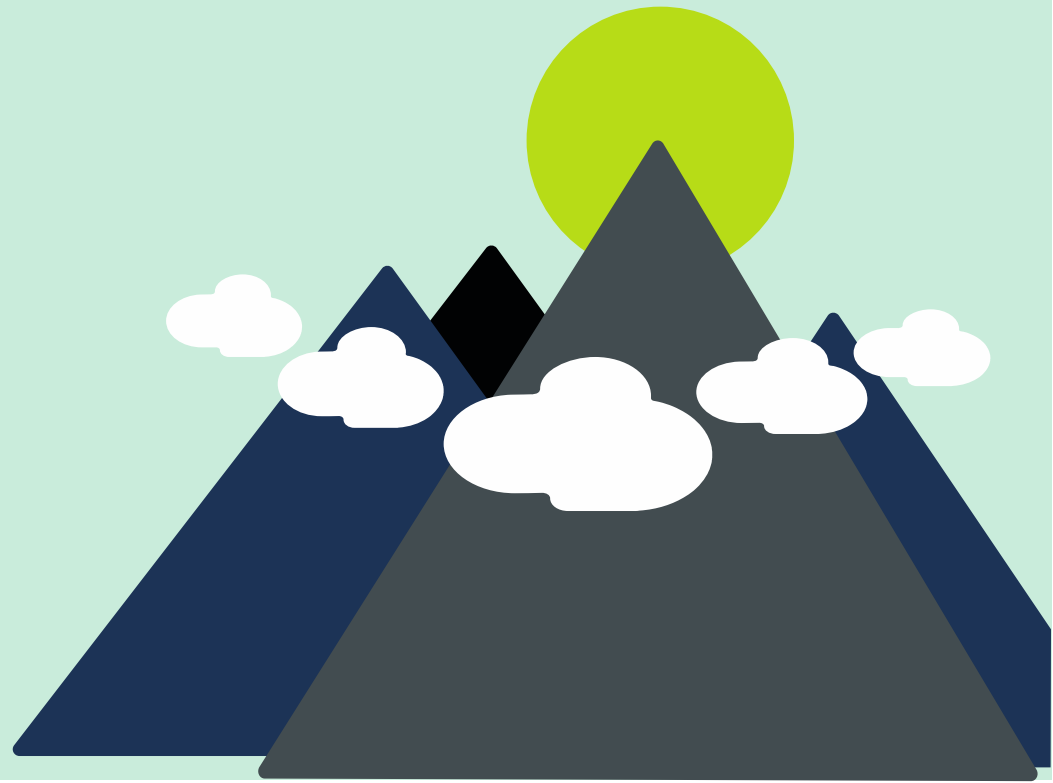
Text explorers – Level 5

- At Level 5, this exploration goes further, moving into scrutiny and overview of the whole text and what the explorer has found about their text. Here there is very secure awareness of how what is found links together to show key findings about their expedition.

Encouraging the use of discriminating references

- Remind students to keep their references short, succinct and embedded – if they are talking about a metaphor and/or certain key words – make sure these are referenced clearly and precisely and clarify the point they are making
- References, features and subject terminology are very important but students should be encouraged to make their point first rather than be quotation/reference led as this can help them formulate their analysis and deeper reading of the text and its main ideas/effects on the reader
- You could also redact the examples the candidate has given in one of their responses in these scripts and ask your students to select what they think are **discriminating** examples to illustrate the points

AO2 in focus



AO2 - where is it assessed – Paper 1?

Assessment Objective	Question
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.	Paper 1 – Q3 (Lang)

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

What is being assessed –Language example (Paper 1 – Q3)

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Comment on the text and on the language used to achieve effects and influence readers.• The use of references is valid, but not developed.• Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none">• Explanation of the text and how language is used to achieve effects and influence readers.• The selection of references is generally appropriate and relevant to the points being made.• Some use of relevant subject terminology to support explanation.
Level 3	5–6	<ul style="list-style-type: none">• Exploration of the text and how language is used to achieve effects and influence readers.• The selection of references is detailed, appropriate and fully supports the points being made.• Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none">• Analysis of how language is used to achieve effects and influence readers.• The selection of references is discriminating and clarifies the points being made.• Precise use of a range of relevant subject terminology to support analysis.

AO2 - where is it assessed – Paper 2?

Assessment Objective	Question
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.	Paper 2 – Q2 (Lang) Paper 2 – Q2 (Lang) Q4 (Lang and struct)

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

What is being assessed – Language and Structure (Paper 2 – Q4)

		No relevant material.
Level 1	1–2	<ul style="list-style-type: none"> Limited comment on the text and on the language and/or structure used to interest and engage readers. The use of references is limited. Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none"> General comment on the text and on the language and/or structure used to interest and engage readers. The selection of references is valid, but not developed. Some use of relevant subject terminology used to support explanation. <p>NB: candidates who only consider language or structure cannot achieve a mark beyond the top of Level 2</p>
Level 3	5–6	<ul style="list-style-type: none"> Explanation of the text and how language and structure is used to interest and engage readers. The selection of references is generally appropriate and relevant to the points being made. Some use of relevant subject terminology used to support explanation.
Level 4	7–8	<ul style="list-style-type: none"> Exploration of the text and how language and structure is used to interest and engage readers. The selection of references is detailed, appropriate and fully supports the points being made. Use of a range of relevant subject terminology to support exploration.
Level 5	9–10	<ul style="list-style-type: none"> Analysis of how language and structure is used to interest and engage readers. The selection of references is discriminatory and clarifies the points being made. Precise use of a range of relevant subject terminology to support analysis.

Activity 1 – key features of an AO2 language response

- Turn to page 2 of your delegate booklet (SO3) to read Script 1 (P1, Q3) & Script 2 – (P2, Q2). Use document SO2 for the extracts.
- Look for:
 - Analysis of language
 - The effect on the reader
 - Discriminating references which clarify the points being made
 - Precise use of relevant subject terminology

Comments from the examiner

Script 1 (P1, Q3) - Perhaps the range is a little narrow but there is detailed analysis of the effects of 'dreary' and 'happily'. The selection of references clarifies the points being made.

Level 4 - 7 marks

Script 2 (P2, Q2) - This response covers all the bullet points in L3 and does use relevant subject terminology. It is analytical.

Level 3 - 6 marks



Note how the candidate uses correct subject terminology and analyses the writer's use of language and its effect on the reader.



A thorough, detailed response that offers analysis throughout. Terminology is deployed effectively, as are relevant references from the extract. Awarded a mark at the top of Level 3.

Hints and tips for AO2 language – examiner reports

Paper 1 – Q3: More successful responses were able to focus clearly on the language used to interest and inform the reader and correctly identify subject terminology. These candidates explained, and sometimes explored, how their chosen features helped to achieve effects and influence readers. Word-level analysis was often a characteristic of these responses, although sometimes candidates picked words or phrases that were not really helpful.

Paper 2 – Q2: Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind.

Activity 2 – key features of an AO2 language *and* structure response

- Turn to page 10 of your delegate booklet (SO3) to read Scripts 3 and 4 (P2, Q4) and also document SO2 for the extracts for Paper 2.
- Script 3 was placed in Level 4. What more does the student need to do to raise the mark?
- What mark would you give Script 4?

Comments from the examiner

Script 3 - Structure is covered, albeit not in a traditional way. It uses precise subject terminology. An example of how not all candidates will approach structure in the same way.

Level 4 - 8 marks



This response has been included as an example of how structure can be discussed in ways that move away from the traditional feature spotting approach of some candidates. This candidate has considered how the text shifts and changes during the course of its narrative, all absolutely fine and awardable as structure. Indeed, looking at aspects like this can lead to more thoughtful responses, instead of getting stuck in trying to explain how short sentences may create meaning.

Both language and structure are covered here, with exploration of the text being clear. With the inclusion of specific subject terminology, this response was awarded a mark at the top of Level 4.

Script 4 - This fulfils all the criteria for Level 5.

Level 5 - 10 marks

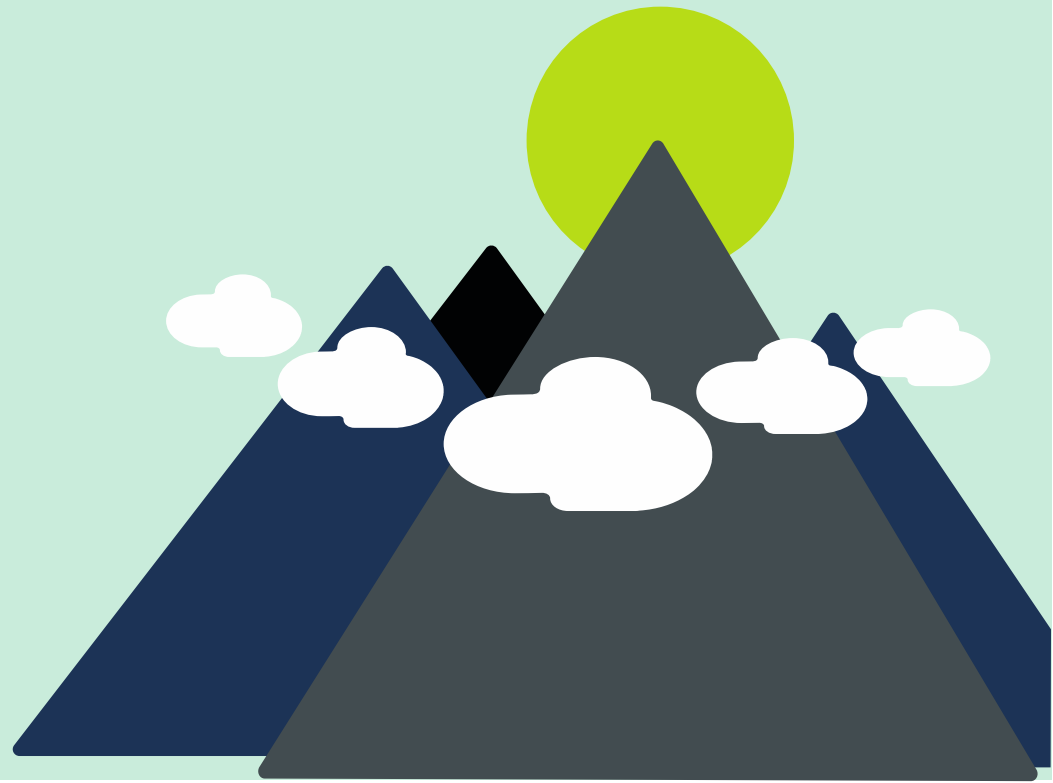


Included as an example of a full mark response, this candidate sustains the analysis of both language and structure throughout, selecting references carefully and using precise subject terminology to support.

Hints and tips for AO2 Language and structure – examiner reports – Paper 2 Q4

- Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer.
- Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind.
- Stronger responses often demonstrated an ability to select from across the text, linking points together, rather than just commenting on any features spotted in the text.

AO4 in focus



AO4 – Where is it assessed?

Assessment Objective	Question
AO4 – Evaluate texts critically and support this with appropriate textual references.	Paper 1 – Q2, Q5 and Q6

- 2** In lines 10–21, the writer tries to persuade the reader that scientific achievements, including the telephone, are beneficial.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 10-21.

(6)

- 6** For this question refer to the whole of Text 2.

‘In my view, this text shows that the Pleasure Telephone is something that everyone will want.’

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

What is being assessed – Question 2 and 5

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–2	<ul style="list-style-type: none"> Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Limited evaluative assertions offered, with little or no personal and critical judgement about the text. The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text Clear evaluative opinion offered with clear personal and critical judgements about the text. The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none"> Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. Developed critical evaluation offered with convincing personal judgement about the text. The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

What is being assessed – Question 6

		<ul style="list-style-type: none"> • NO REWARDABLE MATERIAL.
Level 1	1–2	<ul style="list-style-type: none"> • Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Limited evaluative assertions offered, with little personal judgement about the text. • The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none"> • Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Straightforward evaluative opinions offered with some personal judgements about the text. • The selection of references is valid, though not always developed or secure in relation to the points being made.
Level 3	5–7	<ul style="list-style-type: none"> • Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Informed evaluative opinion offered with sound personal judgements about the text. • The selection of references is appropriate and relevant to the comments being made.
Level 4	8–10	<ul style="list-style-type: none"> • Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Developed critical evaluation offered with detailed personal judgements about the text. • The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11–12	<ul style="list-style-type: none"> • Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text. • Sustained and detached critical evaluation offered with convincing personal judgement about the text. • The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Detached Critical evaluation

- This is important for achieving the highest Level in AO4.
- A good strategy to encourage this is to use online reviews.
- Select the wording from the mark scheme and create cards for each of the following: limited evaluative assertions, straightforward evaluative opinions, informed evaluative opinion, developed critical evaluation, sustained and detached critical evaluation

Detached Critical evaluation

- Select a range of online reviews (as brief as you like), which cover the different wording in the mark scheme.
- Create cards with one review per card. Ask students to sort the cards under the heading cards they have.
- Now students can identify what detached critical evaluation is, they can have a go at making an opinion into more of a detached critical evaluation.

Activity 3

Read and compare Scripts 5 and 6 - Paper 1, Question 2 from page 17 in your delegate pack.

Using the chat box, think about these questions:

- What does the Script 5 do that moves it into Level 3?
- What advice would you offer the writer of Script 6?

Comments from the examiner

Script 5 - There is sound explanation of ideas and references are appropriate. There are 3 reasons with support. All Level 2 criteria are met and there is evidence of critical evaluation and convincing personal judgement, especially in paragraph 2.

Level 3 - 5 marks

Script 6 - This is a detailed response but only 2 reasons are given. (Had there been 3 of this quality, a Level 3 might have been awarded.)

Level 2 - 4 marks



Remember to include 3 reasons and to give your opinion about the success of the text.

Activity 4

Read Script 7 - Paper 1, Question 6 from page 22 in your delegate pack.

Using the chat box, think about these questions:

- What advice would you offer the writer of Script 7 to move up the mark scheme?

Comments from the examiner

Script 7 - This is a developed response, with appropriate references. It is a little laboured towards the end, but critical evaluation is sufficiently developed to merit a mark in the middle of Level 4.

Level 4 - 9 marks



This is a developed response, with appropriate references. It is a little laboured towards the end but critical evaluation is sufficiently developed to merit a mark in the middle of Level 4. Mark = 9, Level 4



A wider range of discriminating points and a sustained and detached critical evaluation would move this response into Level 5.

Hints and tips for AO4

- For your responses to Questions 2, 5 and 6, remember that you evaluate every day, and more so than ever with online feedback and posting of opinions and ideas online. Read the question carefully – what is it you are giving your opinion on?
- You do not need to comment on language and structure here unless this supports your evaluation.
- Find relevant evidence, explain it and then evaluate its effect on a range of readers.

Working across 2 texts – AO1 and AO3



Q5 and Q6 – what is being assessed?

Assessment objective	Question
AO1 – Select and synthesise evidence from different texts.	Paper 2 – Q5
AO3 – Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.	Paper 2 – Q6

- 5** Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

- 6** Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

Q5 – AO1 - what is being assessed?

Question 5

Level	Mark	AO1 descriptor Select and synthesise evidence from different texts
	0	No rewardable material.
Level 1	1-2	<ul style="list-style-type: none">• Insufficient (less than three) or sufficient (three) but repetitive selection of similarities.• Limited synthesis of evidence from different texts.• Limited use of textual evidence to support synthesis.
Level 2	3-4	<ul style="list-style-type: none">• Sufficient (three) and mostly distinct selection of similarities.• Clear synthesis of evidence from different texts.• Valid selection of textual evidence to support synthesis, but not fully developed and there may be an imbalance.
Level 3	5-6	<ul style="list-style-type: none">• Sufficient (three) and fully distinct selection of similarities.• Precise synthesis of evidence from different texts.• Appropriate and relevant textual selection of evidence to support synthesis.

Question 5

- Remember that this question addresses AO1.
- Some high achieving students miss out on marks here by writing more than they need.
- It is a retrieval question across two texts – the focus should be on finding three distinct similarities in terms of the information given by the writer and supporting these with relevant evidence.

Activity 5

- Look at script 8 and 9 on page 26 in the delegate pack.
- Use the chat box to discuss the following questions:
 - What advice would you give to the writer of script 8 to improve their synthesis?
 - What does the student do in script 9 to gain full marks?

Comments from the examiner

Script 8 - Achieves bullet points 1 and 2. Discusses 3 similarities, but the last one is unsupported.

Level 3 - 5 marks



All similarities must be supported with references from the texts.

Script 9 - A clear full mark response. Achieves all 3 bullet points in Level 3.

Level 3 - 6 marks



It is worth noticing that, compared to the previous 2 responses, this candidate hasn't had to offer explanation in too much detail to achieve full marks. This question assesses AO1 so close analysis of the references is not required.

Q6 - AO3 – What is being assessed?

Question 6

Level	Mark	AO3 descriptor Compare the writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Comparison between the texts is limited. Description of writers' ideas and perspectives, including theme, language and/or structure. The use of references from texts is limited.
Level 2	4–6	<ul style="list-style-type: none"> The response considers obvious comparisons between the texts. Comment on writers' ideas and perspectives, including theme, language and/or structure. The selection of references across both texts is valid, but not developed.
Level 3	7–10	<ul style="list-style-type: none"> The response considers a range of comparisons between the texts. Explanation of writers' ideas and perspectives including theme, language and/or structure. The selection of references across both texts is appropriate and relevant to the points being made.
Level 4	11–13	<ul style="list-style-type: none"> The response considers a wide range of comparisons between the texts. Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts and fully support the points being made.
Level 5	14–16	<ul style="list-style-type: none"> The response considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts, they are discriminating, and clarify the points being made.

AO3 – MS activity

Comparison is limited	Description of ideas and perspectives including theme, language and/or structure	Limited references	
Comparisons are obvious	Comment on ideas and perspectives including theme, language and/or structure	Valid references	References are not developed
Range of comparisons	Explanation of ideas and perspectives including theme, language and/or structure	References are appropriate	References are relevant to the points
Wide range of comparisons	Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used	Balanced references from both texts	References fully support the points being made
Varied and comprehensive range of comparisons	Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used	Balanced, discriminating references from both texts	References clarify the points being made

Activity 6

- Look at scripts 10 and 11 on page 30 in the delegate pack.
- Use the grid (**SO4**) and think about which elements of the grid each script displays.
 - Script 10 is a Level 4 script – where would you place it in the grid?
 - What level and/or mark would you give Script 11? Does it rank higher or lower than Script 10?

Comments from the examiner

Script 10 - A wide range of comparisons and references are balanced across the texts. Achieves all bullet points for Level 4.

Level 4 - 13 marks



This response is a solid example of how to achieve at Level 4. The candidate has carefully considered a range of comparisons and has shown a real attention to focusing on the question. Clear exploration is offered, both from the perspective of the purposes of the differing texts, and the ideas and themes within the narratives. References are balanced across the texts, fully supporting the points being made. A mark at the top of Level 4 was considered fair here.

Script 11 - A clear full mark response. A thorough, detailed response achieving all

bullets at Level 5.

Level 5 - 16 marks



An example of a candidate working right at the top of the levels here, with examiners being impressed by the thorough and detailed response offered here under exam conditions. Achieves all the bullet points at Level 5 and was awarded full marks.

Hints and tips for Qs 5 & 6 – examiner report – paper 2

- for Question 5, you need to try and offer three similarities. It is also important that your similarities focus on the question asked, not just generally similar things about the texts.
- for the comparison question, again make sure you focus on the question asked – it will really help you shape your answer.

Writing



Writing: What is being assessed?

AO	Assessment Objective	Qs
AO5	<p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different purposes and audiences</p> <p>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</p>	Paper 1 & Paper 2 – Q7 & 8
AO6	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	Paper 1 & Paper 2 – Q7 & 8

AO5: Paper 1 and Paper 2

Level 1	1–4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features.
Level 2	5–9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. Shows an awareness of audience and purpose, with straightforward use of tone, style and register. Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.
Level 3	10–14	<ul style="list-style-type: none"> Clear ability to communicate clearly, effectively, and imaginatively. Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.
Level 4	15–19	<ul style="list-style-type: none"> Secure ability to communicate clearly, effectively, and imaginatively. Organises material for particular effect, with effective use of tone, style and register. Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text.
Level 5	20–24	<ul style="list-style-type: none"> Sophisticated ability to communicate clearly, effectively, and imaginatively. Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.

AO6: Paper 1 and Paper 2

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

Questions: Paper 1

EITHER

- *7** Write a speech for your peer group with the title 'How to stay safe online'.

A student has started a response to this task.

We are all using the internet more than ever, but how safe is it? There are dangers out there but there are also ways we can be safe when we are using the internet and interacting with people online.

Continue this speech using your own ideas.

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

(Total for Question 7 = 40 marks)

OR

- *8** Write a letter to your local newspaper about a proposal to ban the use of mobile phones in schools or colleges in your area.

You should include:

- your arguments for the ban
- your arguments against the ban
- what you would recommend.

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

(Total for Question 8 = 40 marks)



Questions: Paper 2

EITHER

***7** Write an imaginative piece that starts with the line:

‘This was my moment.’

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

(Total for Question 7 = 40 marks)

OR

***8** Write about a time when you, or someone you know, took part in a competition.

Your response could be real or imagined.

You **may** wish to base your response on one of the images on page 15 or use any ideas of your own.

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

(Total for Question 8 = 40 marks)

Writing organisation

- Select
- Organises
- Shapes

- Develops
- Manages
- Manipulates

Use the planning box!

Chosen question number: **Question 7** ☒

Question 8 ☐

Plan your answer to Section B here:



Write your answer to Section B here:

Creating a range in vocabulary, sentence structure, punctuation

- Practical activities to use a semi-colon, dashes, brackets etc
 - Three words on the board

Activity 7

- In your delegate booklet from page 39, there are 4 writing scripts – 2 for Paper 1 (Scripts 12 and 13) and 2 for Paper 2 (Scripts 14 and 15).
- Read each one and add any comments to the chat box
- We will talk through each one once you have had a chance to read and comment.

Comments from the examiner – Paper 1

Script 12 - AO5 - A sophisticated and coherent speech which shapes audience response using a variety of techniques.

AO6 –Despite occasional glitches, the candidate uses an extensive vocabulary and a precise range of punctuation. Sentence structures are used to create effects. There is sophisticated ability to write for clarity, purpose and effect.

AO5 - Level 5 - 24 marks

AO6 - Level 5 - 15 marks

TOTAL: 39 marks

Script 13 - AO5 – This response demonstrates all Level 4 descriptors. It has an effective tone and register and communicates clearly and effectively throughout.

AO6 – Once again, all Level 4 descriptors are met but it lacks the sophistication to meet Level 5 requirements.

AO5 - Level 4 - 19 marks

AO6 - Level 4 - 13 marks

TOTAL: 32 marks

Hints and tips for writing – examiner report

– Paper 1

- 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.
- Plan your writing, even just briefly. You have been given a planning box to do this. 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 cohesive and coherent way. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy in spelling, punctuation and grammar.

Comments from the examiner – Paper 2

Script 14 - AO5 - This response works well at Level 4. For AO5, a mark in the middle of Level 4 has been awarded because there is an ability to communicate effectively and imaginatively, organising material for particular effect although this is not always maintained throughout the response.

AO6 - A solid Level 4 response at AO6, which demonstrates most of the bullet points without being fully maintained.

AO5 - Level 4 - 17 marks

AO6 - Level 4 - 12 marks

TOTAL: 29 marks

Script 15 - AO5 - A sophisticated and effective response to the question, that uses a sustained tone and style and demonstrates an ability to use a range of grammatical features to support. This was awarded a mark at the middle of Level 5.

AO6 - Sophisticated use of grammatical features to aid clarity and effect, alongside precise punctuation and sentence structures, demonstrating a strong Level 5 response. Full marks are not awarded, as there is not the extensive range of vocabulary we might expect at this level.

AO5 - Level 5 - 22 marks

AO6 - Level 5 - 15 marks

Hints and tips for writing – examiner report – paper 2

- for the imaginative writing questions, think about your reader, what you want them to understand and what impact you want to create. When you start writing, think about the words you will use, features you can make use of and how your punctuation can add meaning.
- it is always worth thinking about how you may be able to make your writing stand out – lots of candidates write about very similar topics (it was video games this year), so you do something engaging and interesting with the topic you want to write about.
- plan your writing. We know it can feel like the last thing you want to spend time on during a pressurised exam but planning can really help – your response will probably engage the reader better and show that you have thought about how you want to start and end your writing.
- take care throughout the writing section in terms of your accuracy: spelling, punctuation and grammar.

Subject Advisor contact details

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Pronouns: She, her, hers



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Any questions?

