



Examiners' Report **June 2023**

GCSE English Language 1EN0 02

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June 2023

Publications Code 1EN0_02_2306_ER

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Introduction

The paper (Unit 2: Non-fiction and Transactional Writing) 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.

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, Q07(a), which will focus on similarities in the texts. The final question of this section, Q07(b), requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

The assessment objectives for Section A are:

AO1: Identify and interpret explicit and implicit information and ideas (Q01, Q02, Q04, Q05). Select and synthesise evidence from different texts (Q07a).

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 (Q03).

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q07b).

AO4: Evaluate texts critically and support this with appropriate textual references (Q06).

Section B – Transactional Writing

This section allows candidates to explore and develop transactional writing skills, eg 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 (eg 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 are to write the text for a speech to peers on the topic of 'The Importance of Personal Freedom' or an article for a newspaper responding to the question 'In today's society, is it true that teamwork is everything?'

The assessment objectives for Section B are:

AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences (Q08 or Q09). Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q08 or Q09).

AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q08 or Q09).

General overview

It is pleasing to note that candidates showed evidence of being 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. Candidates have 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. There is evidence that candidates have been given the opportunity to practise a range of non-fiction writing techniques and planning and proofreading skills and so examination responses had many positive features. Examiners were impressed by:

- Evidence that the majority of candidates had understood the content of and ideas in the texts and engaged very effectively with these.
- Completion of the questions in the paper and coverage of all of the assessment objectives.
- Explanation of language and structure for AO2 at the very least.
- The inclusion of judgements at different levels for AO4.
- The ability to make at least some meaningful comparisons for AO3.
- The extent of planning for writing.
- 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.
- Lacked focus in Q07(a) and (b) – both ask a specific question, not just similarities between the texts and ideas and perspectives broadly.
- Confused which text they should respond to for question 6 – this limits marks as a rubric infringement.
- 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 the paper was well received and the texts were understood and engaged with by the vast majority of candidates. Overall, examiners were very impressed with the performance of candidates and with the range of responses they saw. The writing often showed interest, enthusiasm and a range of ideas and had a clear sense of purpose and audience in the voice and ideas used. One senior examiner commented: 'I felt this was a good well-balanced paper with something for everyone and there was a sense that the candidates enjoyed working on it. The passages went well together, as was evident in Q07 where numerous comparisons were made. There was a wealth of material to access for the Reading questions and not only did the Writing questions link well to the reading material, but the topics were very relevant to candidates' lives, experiences and concerns.'

As Principal Examiner for this paper and Chief Examiner for the specification, it was a privilege to read such accomplished work and to see the engagement, interest and significant hard work in the responses candidates had completed, especially in the time given.

Question 1

The vast majority of candidates achieved 2 marks in this question. The questions are designed with ramping in mind and to encourage achievement and this question 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.

Examples are included here that show different ways of achieving these marks. Common example seen were 'nothing suspicious' and 'his sister's voice', although all of the answers from the mark scheme were seen. The few candidates who did not achieve any marks chose wrong lines or misinterpreted 'nothing suspicious' and wrote that the call was suspicious.

1 From lines 1–4, identify **two** things the writer says about the call.

- 1 "there would ~~nothing~~ have been nothing suspicious."
- 2 "the signal he had been waiting for."

(Total for Question 1 = 2 marks)



Two valid points from the mark scheme.

1 From lines 1–4, identify **two** things the writer says about the call.

- 1 "The call came on Friday night"
- 2 "nothing suspicious about the call"



Two valid points made.

1 From lines 1–4, identify **two** things the writer says about the call.

- 1 'The call came on Friday night'
- 2 'his sister's ~~name~~ voice on the phone'



There are three valid points here: 'came on Friday night', 'his sister's voice' and 'on the phone'.

2 marks awarded.

1 From lines 1–4, identify **two** things the writer says about the call.

1 it was the signal

2 suspicious



The first point is correct. The second is incorrect: there was 'nothing' suspicious about the call.

1 From lines 1–4, identify **two** things the writer says about the call.

1 friday night

2 suspicious



1 mark awarded. As with the previous example, 'suspicious' on its own is incorrect.

1 From lines 1–4, identify **two** things the writer says about the call.

1 It came on Friday night

2 He was expecting it

(Total for Question 1 = 2 marks)



Two valid points made for 2 marks

Question 2

The vast majority of candidates achieved 2 marks in this question and there were a range of responses 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.

The following examples show different ways of achieving 2 marks, with quotations from the text (which meets the 'identify' part of AO1) and own words (which meets the 'interpret' part of AO1), eg 'claustrophobic'. Either quotations or own words are acceptable. A range of possible answers are identified in the mark scheme, with the most popular being 'disused outside lavatory', 'two feet high', 'three feet wide' and 'narrow tunnel'.

2 Read this extract.

A second man directed them to a disused outside lavatory. Inside, there was a small hole in the floor, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a narrow tunnel, two feet high and three feet wide, and started crawling. He was under the Berlin Wall, on his way to freedom.

From the extract, give **two** ways the writer describes the place to escape.

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

- 1 there was a small hole on the floor
- 2 It was under the Berlin wall



2 marks achieved.

2 Read this extract.

A second man directed them to a disused outside lavatory. Inside, there was a small hole in the floor, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a narrow tunnel, two feet high and three feet wide, and started crawling. He was under the Berlin Wall, on his way to freedom.

From the extract, give **two** ways the writer describes the place to escape.

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

- 1 He says it is 'the most daring mass escape attempt'
- 2 It was life or death: " from this point on, they risked their lives



This does not use the lines in the extract (it uses lines 5 and 10), so cannot score.



Always check the lines in the question against the extract.

2 Read this extract.

A second man directed them to a disused outside lavatory. Inside, there was a small hole in the floor, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a narrow tunnel, two feet high and three feet wide, and started crawling. He was under the Berlin Wall, on his way to freedom.

From the extract, give **two** ways the writer describes the place to escape.

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

- 1 "small hole in the floor just big enough"
- 2 "narrow tunnel, two feet high and three feet wide"



A number of valid answers here so 2 marks achieved.

2 Read this extract.

A second man directed them to a ~~disused outside lavatory~~. Inside, there was a ~~small hole in the floor~~, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a ~~narrow tunnel, two feet high and three feet wide~~, and started crawling. He ~~was under the Berlin Wall~~, on his way to freedom.

From the extract, give **two** ways the writer ~~describes the place to escape~~.

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

1. ~~'disused outside lavatory'~~
 2. 'small hole in the floor, just big enough for a man to slip through'
- (Total for Question 2 = 2 marks)
1. 'you had to lower yourself in backwards'.



2 marks achieved through a range of points offered.

2 Read this extract.

A second man directed them to a disused outside lavatory. Inside, there was a small hole in the floor, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a narrow tunnel, two feet high and three feet wide, and started crawling. He was under the Berlin Wall, on his way to freedom.

From the extract, give **two** ways the writer describes the place to escape.

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

- 1 the hole is big enough to fit a person
- 2 he found himself in a narrow tunnel



Four valid points made but only needs two for 2 marks: hole, big enough to fit a person, narrow, tunnel.

2 Read this extract.

A second man directed them to a disused outside lavatory. Inside, there was a small hole in the floor, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a narrow tunnel, two feet high and three feet wide, and started crawling. He was under the Berlin Wall, on his way to freedom.

From the extract, give **two** ways the writer describes the place to escape.

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

- 1 "disused" "disused"
- 2 "narrow"



2 marks – efficient and brief.

2 Read this extract.

A second man directed them to a disused outside lavatory. Inside, there was a small hole in the floor, just big enough for a man to slip through. A third conspirator showed them how to get in: you had to lower yourself in backwards, then slide into the tunnel. Tillemann stepped in. He found himself in a narrow tunnel, two feet high and three feet wide, and started crawling. He was under the Berlin Wall, on his way to freedom.

From the extract, give **two** ways the writer describes the place to escape.

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

- 1 'disused outside Lavatory'
- 2 small and claustrophobic



Two marks awarded (there are four correct points here).

Although 'claustrophobic' is not spelt correctly, it is worthy of a mark as an interpretation of small/narrow/tunnel (although the candidate has already achieved their marks by this point).

Question 3

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, in the main, responses had considered both language and structure and that candidates had been encouraged to be aware of structural points. 'Explain' is a mid-level skill, 'comment' a lower level skill and 'analyse' a high-level skill, which gives candidates opportunities to achieve across the range.

The best responses showed detailed and confident analysis of language and structure, weaving this with how techniques interested and engaged the reader. These responses think about the type of text the extract is from, and how this is designed and created for the reader it is written for. The discriminating factor, as always, was how well the response presented the effects of language or structure – at level 4 going into detail about how language and/or structure is being used in the text and at level 3 just explaining that the choices 'do a specific job'. Responses at the top levels were commenting on both language and structure consistently, confidently and succinctly – often looking at the interrelationship between them. In the very best answers there was understanding of the text as a whole rather than exploration of particular moments.

Many candidates picked out 'the most daring mass escape...', with the most successful commenting on the use of the superlative and single-sentence paragraph to exaggerate the nature of the escape and to physically separate the phrase, emphasising its historical significance. Some successful responses reflected on the contextual use of language features. One examiner noted: 'One candidate spent some time discussing the use of the password ('Tokyo') and speculated that it was chosen because it evoked the free world, beyond the restrictions of East Germany.'

Interesting responses commented on the ambiguity and anonymity created through the use of the nameless conspirators who help Tillerman, which added to the atmosphere of mystery, secrecy and tension. There were also some successful comments on the use of dialogue to add realism.

Structure was a good discriminator in this question as candidates had been encouraged to look for obvious structural points such as sentence types and repetition. There were some very generic comments that did not explore how structure is used to engage, eg 'the writer has used paragraphs to make it easier to read'. But there were also some interesting structural points covered, eg referencing the dramatic impact of short sentences such as 'There was no light', referencing how it exaggerates the sense of relief.

Successful responses focused on the references to jeopardy: 'risking their lives', 'orders to shoot' and the ways in which tension and threat were evoked by short paragraphs and terse statements, as well as by the strategic withholding of information. One successful structural point proves that these do not always have to be about sentence structure and repetition/listing, as it examined the 'drastic shift from immersive storytelling into a factual account'. The candidate referred to the penultimate paragraph of background information about Tillerman which 'snatches the reader out of the imagery of the tunnel' and reminds us he was 'a real person who lived through the chaos of post WW2 Germany', thus reminding us of this important historical event.

Less successful points about structure were seen where candidates tried to make a case for the significance of certain commas and colons and found it hard to analyse how and why the writer was using it (beyond 'it makes you want to read on'). Less successful responses made quite generic comments and explanations about the use of punctuation. Responses that were in levels 1 and 2 tended to indicate that language and structure 'is used to engage and interest the reader' which is a phrase used in the question and this did not allow them to meet the higher levels by looking in more details at how these are used to achieve effects and influence readers. In language, some of the word-level analysis was less successful, eg exploring the connotations of the verb 'shoot'.

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 answers were specific about how effects were created, and the analysis was closely linked to the evidence used.

This question discriminates well especially in this paper, where reference to the whole extract is needed, as it is important to consider what references the candidate wants to use and consider what examples are most significant for comment. Discriminating references are seen where a candidate picks out specific examples across the extract that link to their point, not just where they comment on every feature seen.

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer uses short paragraphs throughout the text. As a reader, these build tension as they give plenty of information without saying much at all which creates ~~interest~~ ~~my~~ ~~interest~~ my interest to carry on reading.



This is a very brief response, and what is said does not indicate an understanding of the given text as it could be applied to any text. The candidate identifies short paragraphs and has a reference to their effect on the reader, but it is too generic to be a 'comment' (which would suggest level 2). The point that the 'short' paragraphs give 'plenty of information' seems contradictory, however it could be argued to have an implied link to the idea of secrecy (we would be doing a lot of work to make that connection, however).

There is identification of structure and a link to possible effect, but the other bullet points are not really covered. There is not even really 'limited' comment on the text. There is benefit of the doubt in the reference to tension, as this does have some connection to the content in the text.

2 marks are awarded.

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

Plan:

The writer uses language and structure to engage:

P1 → lang → desperation → 'daring mass escape' / 'risking their lives'. Engage as why want to leave so bad? ✓

P2 → lang → risky → 'risking their lives' / 'guards had orders to shoot' → Engage as why's so protected & leave.

P3 → struct → ':' → extra info

The writer uses language and structure to interest and engage the reader, this is shown through the exaggeration of the risks to escape ~~west~~ East Germany (under the Berlin wall)

'the most daring mass escape ever' this shows exaggeration which tells the reader that they're so desperate to leave that they're ~~going taking~~ ^{going} such intense lengths just to leave; 'risking their ~~lives~~ lives' this leaves the reader wondering why they want to leave so ~~to~~ desperately.

The writer uses language and structure to interest and engage the reader by clarifying the severity of the situation, it's so risky. The adjective 'risky' highlights

how serious it is. ~~more~~ 'The guards had orders to shoot' engages the reader as he wants to know why they can't just leave Germany.

The writer uses structure to engage the reader. This is shown through the use of short paragraphs. This is engaging as it splits up long paragraphs helping the reader to keep focus.



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This is a brief response but it does comment on the text; in the opening paragraph there are a couple of references to the text, followed by brief comments. The second paragraph picks out 'risking' (incorrectly identified as an adjective) and comments a little bit on the effect of the word but then the reference to the guards is more a point about the situation than the language. Unfortunately, the final point about short paragraphs says very little.

References are valid and there is some comment on the text so this is given a mark of 5 in level 2.

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

The writer uses structure to interest and engage the reader by using short sentences. The short sentence used, "There was no light" was at the end of the paragraph. Short sentences are used to give hardly any information about the text which ~~ent~~ entreats the reader to carry on reading. The writer chose to use a short sentence at the end of a paragraph to create dramatics which will leave the reader in suspense. This will therefore engage the reader fully to what will happen next.

The writer uses language to interest and engage the reader by using intensifiers. The intensifier 'most' was put in the sentence, "the most ~~de~~ daring mass escape". The use of the intensifier makes the mass escape sound more daring because it says it's the 'most daring'. This suggests that it was a very difficult escape to do, which interests the reader to find out how they did it. This then engages the reader fully.

and he read it properly with a lot of attention.

The writer uses statistics to engage the reader, as a structure technique. ~~Statistics~~ Statistics allow the reader to know specific facts about the text which makes them more interested. The statistic used ~~was~~ is, 'Tillemann was 20 years old in 1966, and he had already spent eight months in a prison'. This provides the reader with background information, which allows the reader to have a better understanding of the text in general. This allows the reader to fully engage because he ~~has~~ knows more about what's going on.

The writer uses language to engage the reader by using verbs. The use of verbs ~~really~~ really help to describe the actions that are happening in the text. The verb that ~~was~~ ^{is} used is 'shoot' in the sentence, "had orders to shoot". The verb 'shoot' is a very negative word which implies a deeper meaning and connotes to death. When you put the verb together with orders, it suggests that the orders were to shoot people. This allows lots of questions to form in the reader's head which therefore interests ~~the~~ the

reader to carry on reading to find out what
will happen next.



The response starts with a point about structure: ('short sentences') and offers some explanation as to their effect ('give hardly any information' and 'intreages the reader'). There is also an assertion that they will create 'drama' and 'suspense'. The focus moves to language in the second paragraph, with an identification of the intensifier 'most daring' and the explanation that this suggests 'a very difficult escape'. In the third paragraph, there is a statement that 'statistics' are used as a structural technique, although the reference is to facts used to 'provide...background information'. There is further reference to 'verbs', focusing on 'shoot' and the valid explanation that this 'conotates to death', and more comment on the effect on the reader.

This response never gets beyond fairly obvious explanation with some attempt to consider effects on the reader. There is a reasonable attempt to work methodically through points about language and structure, citing broadly appropriate references. The response is securely placed in level 3.

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 engages the reader by building tension and suspense. In the multicausal sentence "From this point on, they were risking their lives: the border guards had orders to shoot." the initial clause "from this point on" creates suspense as it creates intrigue for what's about to happen next. Also, the emphatical phrase "risking their lives" emphasises the dangers they are willing to take to escape East Germany. Furthermore, the verb "shoot" ~~is~~ has violent connotations which also create imagery of death and injury that creates suspense. The fact that "the tunnel would be his last opportunity to get out" builds tension as it foreshadows something going wrong. The adjective "last" suggests they are so close, which creates intrigue for the reader as they want to know if the people make it across and that creates suspense for the reader.

The writer interests the reader by conveying how close the people ~~are~~ are to freedom. The writer says "we knew it would end in freedom" to portray ~~the~~ ~~clearness~~

how close the people are to escaping and gaining freedom.

The inclusive pronoun "we" creates a feel that they are a team and so are strong enough to escape together.

The unity is impactful on the reader as it creates hope that they can escape and gain freedom. Furthermore, the metaphor

"cutting East Germany off from the outside world" also creates hope and a sense of urgency to how close they are as it is necessary to escape, so they could have freedom. The

urgency to leave is also portrayed as the writer said

"he was running out of time", to suggest they are

so close to freedom, but need to move quickly to

be successful and this creates intrigue as the

reader is hoping the team of people will escape and gain freedom.

The writer also engages the reader by emphasising the struggle and difficulty of escaping. The writer explains

when they were looking at the top floor, "There was no light." The short, declarative sentence, with the

nervous tone emphasises the difficulty and necessity of

secrecy in the plan as they had to escape safely; without

the guards knowing. Therefore, there being no light

~~emphasises~~ conveys how the plan failed and signifies

the complexity and difficulty of it to work. Furthermore,

the people could "only (bring) their papers" which suggests

that they were urgent and ^{it was} difficult. The emphatical phrase

"only" emphasises the necessity that time was ~~long~~^{short} and ~~the~~ possessions were minimised. In the hole, "the space was narrow" and "one woman became stuck" which portrays how difficult it was. The noun "stuck" suggests that there was little room and so it was hard to get through. This creates interest as the reader wants to find out if they did make it out.



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The response begins with a clear statement on how the writer engages the reader 'by building tension and suspense' and goes on to explore and support this idea. There is a confident reference to the structural feature of a 'multi-clausal sentence' and the candidate moves on to examine the structure and language of the sentence more closely by focusing on the 'initial clause', 'emphatical phrase' and 'verb'. The candidate also makes further points about how structure and language contribute to tension.

The second paragraph moves on to consider the idea of the people's proximity to freedom and analyses how language is used to interest the reader by looking at the use of 'the inclusive pronoun 'we''. There is a rather less convincing point about metaphor but the effect on the reader is soundly made overall.

The final paragraph looks at 'the struggle and difficulty of escaping'. A strong point is made about the 'short, declarative sentence' conveying a 'nervous tone' but there is apparent misunderstanding of the significance of the lack of light shining from the building. There are some further relevant language points, but the candidate is here offering more in the way of explanation than exploration.

Overall, although the response is a little uneven, there is sufficient exploration of language and structure supported by appropriate references to place it securely in the middle of level 4.

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

* is effective in engaging the reader as

Support your views with detailed reference to the text.

(15)

The opening paragraph is particularly engaging because of the way that it doesn't reveal what the call is about. The writer describes how "there would have been nothing suspicious about the call". The use of the conditional "would" suggests that the call ~~should have been re-~~ clearly has a hidden message yet ~~we as readers are not~~ it is not revealed to us as readers what the hidden message is. The fact that there is "nothing suspicious" about the call is instantly contrasted by the contradictory conjunction "but" as "Hans-Joachim Tilemann knew it was the signal he had been waiting for". The use of the vague language "the signal" * ~~doesn't reveal~~ once again doesn't reveal the exact purpose of the call. All we as readers do know is that he has been "waiting" for it suggesting that there is an well thought out plan at work, that

At In the next paragraph, ~~the~~ interest is created in the reader as the ground plan is revealed. They are going to make "the most daring escape ever attempted from East Germany." The superlative most helps to ~~emph~~ illustrate the magnitude and ~~an~~ ambition involved in the plan. This is emphasised by the intensifier "ever" further suggesting that what they are attempting is no mean feat. The repetition of "last" in "last chance" and "last opportunity, ~~emphasises that~~ highlights the importance of the mission as they are "risking their lives".

The The end of the extract juxtaposes the opening of the extract as, instead of being vague and unrevealing, it gives us the background of the people in the extract and the setting. ~~It~~ "Tichman was 20 years old in 1964", "the Berlin wall, which had been erected 3 years ago". The use of dates and statistics e.g. "1964" convinces the reader of the authority of the writer, emphasising that the events

occurring in the extract did actually happen.
This helps to ~~create~~ ~~sy~~ ~~engage~~ engage
the reader as it creates sympathy in
them as they become more aware that
the difficult situation these people were in
~~actually~~ was actually a reality for many.



On the first page, the response is focused on the writer's intent – not revealing what the call is about. The connection to the 'hidden message' is made through the reference to the conditional 'would' (have been nothing suspicious); there is a hidden message in the call, but the reader does not know what it is. This point is further clarified by the candidate adding detail such as discussing the use of contradictory conjunction 'but' in relation to 'the signal' and 'waiting for'. All of this links back to the starting point of the writer not revealing to the reader the purpose or content of the call, but evidently there being a 'well thought out plan at work'.

The next paragraph continues with the idea of revelations, as the 'grand plan is revealed'. This point is less focused on the reader than in the first paragraph but it is clarifying how the use of superlative 'most daring', intensifier 'ever', repetition of 'last', 'risking their lives' all contribute to the effect of the plan being represented as extremely ambitious, 'no mean feat'. Analysis is clear.

The last paragraph of the response refers to facts, 'dates and statistics' in a successful way by relating their use to the overall structure of the text – vague and unrevealing at the start, specific and factual towards the end. It discusses this in relation to both the writer – authority, and reader – sympathy and awareness.

The use of subject terminology is specific and accurate throughout the response. The selection of both language and structure has been analysed to show how the effects are achieved and influence response of the reader. A mark of 13 in level 5 is awarded.

3 Analyse how the writer uses language and structure to interest and engage the reader.

In your answer you should write about:

- language features and techniques
- structural techniques
- the effect on the reader.

Support your views with detailed reference to the text.

(15)

In this article by Justin Huggler, there are a range of language and structural features to report on how '57' people escaped from East Germany' through the Berlin Wall.

Firstly, the opening paragraph immediately heightens the readers interest and anticipation for the rest of the article through direct speech: 'Can you come to Achim's parents' place tomorrow?'. This question raises alarm and immediately engages the reader as the wander who Achim is and what the purpose of this visit would be.

Additionally, Huggler ~~add~~ creates further engagement through the single sentence that makes up the second paragraph: 'The next day, he would be going under the Berlin Wall, in the most daring mass escape ever attempted from East Germany'. This sentence is very direct ~~and conveys the point of this mass~~ immediately allows us to understand the situation. The superlative 'most dangerous' heightens the readers ~~engage~~ sense of suspense

as they are made aware of just what ~~to~~ is happening. Readers of this newspaper are likely aware of the history behind the Berlin Wall, so through reading this ~~statement~~ sentence they become alarmed for those attempting to escape: they are aware of the ~~tasks~~ consequences if failed.

Hugger creates further suspense in the next paragraph through the use of a colon; 'From this point on, they were risking their lives: the border guards had orders to shoot'. The colon focuses the reader's attention on the second part of this sentence as we are made aware of the consequences of a failed mission: death.

On top of this, Hugger uses verbs and similes to highlight the care that those escaping had to make sure they weren't discovered. The verbs 'whispered' and 'motioned' imply that this escape occurred almost in complete silence due to the nerves and adrenaline of those involved. The simile, 'as little noise as possible' further reinforces this idea. As readers, we are eager to find out if those escaping manage to make it through, as Hugger continues to build suspense.

Furthermore, the writer emphasizes the size of the tunnel through a tripartite list:

'a narrow tunnel, two feet high and three feet wide' to again remind the reader of the danger of this task. As readers, we would not willingly want an experience like this, so reading this allows us to empathise with the desperation that those escaping must have had.

Further on in the extract, Huggler uses more direct speech to give a recount of the event from a man, 'Tillemann' who had managed to escape on this night: 'I don't know how long I was in the tunnel,' he says. 'You had no sense of time. But we knew it would end in freedom, so we kept going'. This speech adds a more personal element to the article as readers understand how ~~the~~ nervous and anxious those escaping must have felt. However, the abstract noun 'freedom' reminds the reader how trapped East Berlin must have been, and the sense of relief they would have had after a successful escape.

The idea of those escaping ^{and living in East Berlin} being detached from the rest of the country/world is reinforced through the clause, 'cutting East Germany off from the outside world' in reference to the Berlin Wall. The verb 'cutting' allows readers to envision this sense of abandonment and fear those behind the Berlin wall must have felt.

The verb 'erected' again may imply that the wall came out of no where and for no wrongdoing of those who ended up trapped in East Berlin. Readers understand that those escaping must have felt determined and betrayed by society, so their interest peaks as they hope to uncover a happy ending to this story.

Finally, the end of the extract takes readers back in time to when Tillemann heard the 'remarkable' news that he would have the opportunity to escape. The adjective shows just how amazing this news would have been and allows readers to be left with the ~~impre~~ understanding that Tillemann and those escaping were victorious: they found a way out and, hopefully, a way to peace.



This response is included as an example of a very assured and confident answer to this question.

It covers a range of language and structure features, using terminology confidently and accurately (terminology is not essential in 1EN0, but this candidate handles it very well). The response really 'steps back' from the text and examines it holistically, covering the whole thing. There is therefore analysis of the text, and analysis of the full range of the text. It is a very competent analysis of how both language and structure are used to achieve effects and influence readers. It is also an excellent example of how the selection of references is discriminating and clarifies the points being made. Very well-deserved full marks.

Question 4

The majority of candidates achieved the mark available for this question and there were a range of responses to choose from. In the rare cases where the mark was not achieved, it was because of having used incorrect lines or used Text 1, or gave a feeling which could not be clearly linked to the text, eg 'scared' or 'angry'. While interpretation is acceptable, there must be a clear connection to the text for the mark to be awarded.

Candidates should be encouraged to be succinct in their answers where only 1 mark is available.

4 From lines 1–3, identify **one** feeling the writer has about escape.

"obsession"



1 mark achieved.

4 From lines 1–3, identify **one** feeling the writer has about escape.

hopeless



Candidates must pick a feeling that can be linked to the given lines. In this case, he does not feel 'hopeless'.

4 From lines 1–3, identify **one** feeling the writer has about escape.

The writer feels that he was born to escape



1 mark. This is a different response, as it is an interpretation of 'all I lived for'.

4 From lines 1–3, identify **one** feeling the writer has about escape.

the writer feels 'haunted' about escape



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1 mark achieved.

4 From lines 1–3, identify **one** feeling the writer has about escape.

Haunting



ResultsPlus
Examiner Comments

Is a valid response.

4 From lines 1–3, identify **one** feeling the writer has about escape.

Accomplish my ideal without weakening.



ResultsPlus
Examiner Comments

1 mark achieved.

4 From lines 1–3, identify **one** feeling the writer has about escape.

I never talked about it but it haunted me
and i'd accomplish my idea without working i'd break out
and away

(Total for Question 4 = 1 mark)



A longer response, but it does show selection from the lines.



If candidates write out all of the given lines, this would not achieve a mark as it does not meet the assessment objective.

4 From lines 1–3, identify **one** feeling the writer has about escape.

its all helped for



A valid point from the mark scheme.

4 From lines 1–3, identify **one** feeling the writer has about escape.

Anger with ..



This does not achieve a mark as it is not a feeling linked to the given lines.

Question 5

Again, the majority of candidates achieved the mark available for this question and there were a range of responses to choose from. Candidates should be encouraged to be succinct in their answers where only one mark is available.

The questions are designed with ramping in mind and to encourage achievement. This question requires understanding of both parts of bullet 1 of AO1: identify and interpret.

5 From lines 22–24, identify **one** action planned by Carbonieri.

171 only have to lift the stone



1 mark achieved.

5 From lines 22–24, identify **one** action planned by Carbonieri.

one action planned by carbonieri
is that they can make a
'kind of little cave'

(Total for Question 5 = 1 mark)



The mark is achieved with a slightly longer answer.

5 From lines 22–24, identify **one** action planned by Carbonieri.

Oh "I'll hollow out a place in a retaining wall".



ResultsPlus
Examiner Comments

1 mark awarded.

5 From lines 22–24, identify **one** action planned by Carbonieri.

he is the man to make the ~~ess~~ great
brevice with



ResultsPlus
Examiner Comments

No mark as this is not related to the given lines.



ResultsPlus
Examiner Tip

Always use the lines indicated in the question.

5 From lines 22–24, identify **one** action planned by Carbonieri.

"hide the wood, and put it back
again".



ResultsPlus
Examiner Comments

1 mark.

5 From lines 22–24, identify **one** action planned by Carbonieri.

taking a big stone out the wall



ResultsPlus
Examiner Comments

1 mark is achieved here.

5 From lines 22–24, identify **one** action planned by Carbonieri.

"hide the wood, and put it back"



ResultsPlus
Examiner Comments

1 mark achieved.

5 From lines 22–24, identify **one** action planned by Carbonieri.

Place the parts in a retaining wall



ResultsPlus
Examiner Comments

1 mark.

Question 6

As with last summer's series there were a significant number of candidates who wrote on Text 1 here, where the requirement is to evaluate Text 2. This would limit marks available for these responses.

Many candidates took a very methodical approach to this question and focused on three areas of the text: the beginning (hatching the plan) the middle (building the raft) and the end (physical health/morale). Some chose three topics: characters, setting, events. Often each paragraph began with 'The writer successfully shows...', presumably to ensure that evaluation was addressed. Generally, this approach facilitated some secure responses which explained ideas, selected appropriate references and made informed judgements but the more successful responses focused on the purpose/execution/outcome of the plan. One examiner noted: 'The complexity of escaping from an island is successful in showing the importance of planning.'

There were many references to risk avoidance, and 'listen carefully' was frequently quoted as being successful in order to 'suggest the complexity of the plan and the need to pay attention to detail' and 'ensure nothing must go wrong'. Many considered planning as successful in creating a sense of relief and improved physical and mental health: 'He knew it would end in freedom and this kept him going//it feeds the sense of obsession and determination that motivates him'.

It was notable that many candidates took the 'SITE'/'TIES'/'SPITE' approach, as was evident in notes/plans made, and this helped develop responses. The majority of candidates also attempted to use evaluative phrases in their responses in order to give their judgements. The most successful responses were those where the candidate really understood the nature of the precision that was needed in terms of the planning and the meticulous planning that would lead to the escape. Successful responses also showed empathy and an understanding of the plans and how everything relied on them. The most successful responses integrated quotations and used a variety from across the text to support each idea, demonstrating how they built up over the course of the extract. Some successful candidates highlighted and evidenced the continuous focus on planning, and how the plan is developed throughout the extract. Many candidates picked out the emphatic 'must', and how it conveys a plan to be vital. Some successful answers commented on the way the plan is built by multiple people with different expertise; these different perspectives demonstrate the value of careful planning as part of a team. Some responses effectively analysed the use of dialogue to support this idea. Successful answers also explored the sense of security which comes with having a plan, which manifests itself in the text especially towards the end (the moss-covered hollow; the raft coming together; the protagonist's good spirits). One candidate explored how the writer 'purposefully constructs the connection between planning and better physical and mental health' to demonstrate the importance of planning.

Less successful responses commented on why planning was important rather than providing a judgement about how successfully the importance of planning was shown. Less successful responses looked at the importance of escape or considered how well the plan might work. They also copied lengthy quotations but were not sure what to do with them. Less successful responses misunderstood the tone of the text, for example, believing that Papillon was threatening to murder his fellow prisoner if he did not build the raft.

As always, candidates at the higher levels were at least analysing and at best evaluating ideas, events and theme. Responses were well-informed and included critical judgement and appropriate, detailed and discriminating references. The majority at the highest levels were able to analyse and evaluate events and ideas, theme and setting. The level of evaluation was well-informed and developed, with varied levels of evaluative language used and focus on the direction of the question, which was demonstrating the importance of planning. 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.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language. One examiner commented: 'It was evident that candidates were taught to structure their answers using key phrases, resulting in successful responses, albeit sometimes leading to a lack of diversity in their approaches. Weaker responses lacked judgements or evaluations. There was notable attention given to language and structure, although not always linked to evaluation.'

6 In this extract, the writer attempts to show the importance of planning.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer attempts to emphasise the importance of planning, ~~it~~ it is successful because it emphasises how long it took to get the peices for the ~~raft~~ ~~ra~~ raft. "It was a month now." and "already recieved seven peices." By doing this, the reader wants to read on and see how they had escaped.



This response starts with unnecessary repetition of the question, but it does make an assertion 'it is successful'. This has more of a feeling of borderline comment (which is level 2) as the candidate supports this with a comment and evidence from the text. However, given the brevity of the response, it is not moving into level 2. Another section which did the same kinds of things would definitely move this into the next level. All of the bullet points in level 1 are met – it describes the idea of how long it took to get the pieces, it offers a limited assertion and limited references.

6 In this extract, the writer attempts to show the importance of planning.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

In the extract the author effectively shows the importance of planning. This is successfully shown in the line 'listen carefully: this very day I'll set you up a defence in case of anything going wrong.' The author has effectively used the language technique imperative show the character telling the prisoner to listen carefully. The word 'wrong' shows that it is ~~very~~ important to have a plan if something goes wrong.

In the extract the author has successfully shown the importance of planning this can be seen in the line 'No, that would be too risky. The best thing is to work out a scheme to leave each piece in some different place not too far from the garden.' The author has ^{effectively} used the structure technique short sentence to show ~~to~~ Mathieu disagreeing with an idea. The word 'work' shows that it is important to come up with other solutions when planning.



The answer begins with a standard sentence to focus on the importance of planning. A quotation is used to support the simple opinion offered, that it is necessary to have a plan in place, in case anything goes 'wrong'. The candidate references two language techniques used by the author to emphasise why planning is important, showing some understanding of how the point is made.

The second and final paragraph begins with the same introductory sentence as the first, emphasising the importance of planning. The supporting quotation is rather long and is taken from the end of a disagreement about where to conceal the wood for the raft to be used in the escape. The candidate identifies, briefly, the significance of a 'short sentence' and the word 'work', within the quotation, but there is no further development. The paragraph concludes that it is 'important to come up with other solutions when planning.'

There is a focus on attempting to identify the importance of planning through the use of details from the text. The simple comment and opinion given lack explanation and development, suggests a mark in level 2. The references are valid and enable the candidate to support opinions, but lack of development again supports a mark in level 2.

6 In this extract, the writer attempts to show the importance of planning.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

W
H
W - reader

P
S
(15)

Towards the start of the extract the writer successfully shows the importance of planning by being ready if anything goes wrong in the later mission as he sets up a defence to prevent the men helping them be murdered or tortured as shown in the quote "I'll set up you up in case anything goes wrong" this ~~he~~ successfully shows the importance of planning as it would allow ~~them~~ the ~~to~~ ~~imagine~~ helping him to not be killed. This makes the reader ~~to~~ be impressed as they were ready for anything

As the text continued the writer effectively shows that planning is important as the writer says it's too dangerous to bury the wood in the backyard "because here as screws that go stealing vegetable at night" and "notice the bed and hollow" this ^{successfully} shows that the matthieu Carbonieri was prepared with every possibility suggestively he was a clever man ~~was~~ ~~the~~ ~~also~~ ~~to~~. This makes ~~the~~ realize how clever someone can be even when they are a prisoner.

As the text continued the writer successfully shows the importance of planning as they plan where to hide the wood for the raft in order to not get caught and on the way to to get the wood out and to hide in case of an emergency of storm in the quote 'I'll only have to lift the stone, hide the wood and put it back again'. This shows that success effectively shows the importance of planning as they were fully prepared with a plan in order to make the escape as simple as possible. This makes the reader feel impressed that 2 people are able to plan such a heist to escape prison with almost nothing.



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This is a very methodical response which works through aspects of the text (as in 'the text continues'), selecting examples of how the writer is successful in showing the importance of planning. The first paragraph deals with ensuring nothing goes wrong, the second with mitigating dangers and the third with avoiding discovery. References are appropriate and relevant, ideas are explained but not developed and there is some informed judgement given ('this effectively shows the importance of planning as they were fully prepared with a plan in order to make the escape as simple as possible'.) But again, this lacks development. This is a secure level 3 response and achieved a mark of 8.

6 In this extract, the writer attempts to show the importance of planning.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

Chamrière successfully shows the importance of planning in ~~this extract~~ the beginning of this extract. Firstly, the idea that "everything'll fit together perfectly" implies the perfection that must be carried out when attempting his escape to avoid capture. This clearly shows the importance of planning, to ensure every aspect of the escape is carried out as perfectly as possible, to ensure they succeed. Furthermore, the use of the person "another prisoner" subtly shows the importance of planning, as the narrator knows others must be involved in his mission. In order for it to be a success, expertly showing how importance of planning in advance, to ensure everyone he needs to be involved knows exactly what they need to do. To add to this the idea that failure could result in "you being tortured" ~~as seen~~ shows the risk factors associated with failure.

expertly showing the importance of planning, to ensure everything goes smoothly.

In the middle of the extract, the writer successfully shows the importance of planning. The use of setting in "a kitchen garden would be too dangerous as there are screws that go stealing vegetables at night" creates the idea of their location being riddled with guards, adding to the idea that there is a high risk of being caught. This successfully shows the importance of planning, as the escapees must be careful and considerate about where they hide their resources to avoid capture. Furthermore, the idea that sections "taken straight to your garden" would be "too risky" adds to the idea that they could easily be caught at any time, and so must be very cautious ~~about~~ and particular about where they hide their resources, clearly highlighting the importance of planning to ensure every part of the mission is a success.

Finally, at the end of the extract, the writer successfully shows the importance of planning. The idea that "you couldn't see the stone had been moved, because he'd taken care to put moss all around it" adds to the sense that careful planning reduces the risk associated with being discovered; they had "taken care" to plan out and ~~hide~~ ~~the~~ cover any tracks they have left during their planning stage of the escape, clearly showing the importance of planning to avoid the slightest of suspicions from being aroused. The event ~~is~~ ~~called~~ "getting ready for a break" puts the narrator in "Kemp's Spirits", which evokes and subtly creates the idea that the mission is so fool-proof due to their high levels of planning, that the idea of escape is not causing him any anxiety. This expertly shows the importance of planning to eliminate worry and concern whilst carrying out the escape, which could jeopardise the whole mission.



The response makes a fairly successful attempt to analyse how ideas and settings show the importance of planning, using a clear, repetitive structure. On the first page, there is a consideration of how perfection is demanded in the preparation of materials to ensure success, together with how others need to be involved and must be properly briefed. A further point focuses on how there is jeopardy in the enterprise and how failure would lead to 'torture'. On the second page, the focus switches to setting – the garden is frequented by guards – and this emphasises how planning serves to avoid discovery. On the third page, the response again considers how attention to detail is an important feature of planning.

The selection of references is appropriate and fairly detailed. Clear, well-informed judgement is offered, partly in the repetition of 'the writer successfully shows...' and is best demonstrated in the final 12 lines of the response which refer to how the writer 'subtly creates the idea that the mission is foolproof' to eliminate concern.

6 In this extract, the writer attempts to show the importance of planning.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

The writer's depiction of the raft successfully conveys the importance of planning. This could be seen as a setting, as it ~~is~~ is referenced clearly throughout as the 'place' they will go to leave the prison. The writer references "sections that will fit together" which effectively creates the theme of planning within the extract. This idea is repeated in the response "everything will fit together perfectly". The adjective 'perfectly' is used to connote planning, and precision, as it conveys to the reader a theme of accuracy. The detailed description of "mortises" when describing the building a raft effectively shows the knowledge they have about rafts. This clearly emphasises the fact they have planned their escape for a long time, therefore displaying the importance of planning.

In this extract, the writer carefully and convincingly uses dialogue to create characters in order to show the importance of planning. The dialogue between the two characters is friendly, which conveys a lighthearted atmosphere to the extract. This could be interpreted to show confidence, suggesting that they aren't worried, because they have planned. The writer uses ~~is~~

repetition of "listen" in their dialogue, which may be seen to be authoritative, thus conveying a sense of ~~planning~~ instruction. This clearly outlines the ~~signif~~ significance of planning to the reader. Furthermore, the dialogue between the characters consists of commanding sentences, where they ~~are~~ are instructing each other on what to do, "It's up to you to find a place in your garden to bury it in." This commanding atmosphere creates ~~a~~ a sense of importance, which effectively conveys to the reader the importance of planning for their escape.

The writer's reference to ideas and themes within the extract successfully shows the reader the importance of planning. The idea of obsession at the beginning of the extract is shown through the narrator's repetition of "escape, escape." The idea of passionate obsession creates a sense of hope and suggests that they have been planning the escape for a long time. This ^{successfully} shows that a plan is ~~is~~ very important in this extract. The theme of teamwork throughout the extract further emphasises the importance of having a plan. The significance of teamwork can be seen when the man says "there's no one else I'd do that for." This clearly enforces the idea of working together being an important aspect of a plan. The writer's use of reference to themes of teamwork

and obsession & convincingly convey to the reader the importance of planning, and having multiple opinions for a plan.

In the extract, the writer clearly conveys the importance of planning through the description of the event in the middle, when they plan. The writer describes how Carbonei "agrees [with the speaker] one hundred percent". This is significant as it conveys a sense of excitement in the extract, as they work together to plan. Both men convey the air of confidence, and listen to each other to form a plan. This ^{effectively} shows the reader the significance of planning ~~as it~~ through ^{reference to} ~~the~~ ~~of~~ instruction and collaboration. The plan the two characters make is clear and simple. "I'll hollow out a place in the retaining wall." This clearly conveys to the reader the significance of a clear plan for the extract.



This is a very assured response that deals skilfully with key elements of the text: setting, people, ideas, themes and events are all covered, analysed, evaluated and aptly supported. Evaluative adverbs such as 'effectively', 'convincingly' and 'successfully' are used appropriately and there is close focus throughout on the demands of the question and requirements of the AO.

The candidate starts by looking at how the writer conveys the importance of planning through the inclusion of detail about the construction of the raft and refers to 'the theme of accuracy' supported by a discriminating reference to the 'detailed description of mortices' which 'effectively shows the knowledge they have about rafts'. Already it is clear that this is a high-level response.

The candidate moves on to looking at the use of dialogue and how this contributes to the sense of collaboration between the men, a 'friendly' tone and just how important the planning stage is. In the third paragraph the ideas and themes of 'obsession' and 'teamwork' are closely examined. The final paragraph looks at the 'event' when Papillon and Carbonieri plan. The candidate considers how an 'air of confidence' is conveyed through the description, how the plan itself is 'clear and simple' and how all this 'effectively shows the reader the significance of planning'.

The high quality of this response is sustained throughout and the candidate always supports points well with carefully-chosen textual references which clarify the points made. Language and structure features are used skilfully to underpin and reinforce the critical judgements. All of the level 5 criteria are met.

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.

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. Even the lowest level responses were able to give at least one similarity, although with little synthesis or evidence. This series, as in previous series, some candidates suffered from not reading the question properly. The question is not about similarities between the texts, but similarities between the two men. The most common reason for being awarded lower marks was for not actually answering the question and writing just about the texts and not the men, for example 'both texts use colons' or 'they both use chronological order'.

The most common similarities chosen were that both faced risks, both needed help from others and both needed careful plans. These were supported with quotations from each text. Some candidates wrote about the men both displaying great determination and used Tillemann travelling with stitches and Charriere's physical training as evidence. One examiner pointed out: 'Many candidates were able to identify comparisons for Q07(a) and had evidence for each – the discriminating factor was the range. Even the lowest level responses were able to give at least one similarity, although with little synthesis or evidence.'

This question requires understanding of the second bullet point of AO1: select and synthesise – the synthesis is what pushes the mark to the top end of the mark range. In a minority of cases candidates attempted to examine differences, and these differences were credited in the answers to Q07(b).

Question 7(b)

It was pleasing to see that in almost all of the responses marked, candidates had compared the two texts to achieve at least level 2. The mark scheme for this question indicates that 'responses that are unbalanced will not be able to access level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.' It was pleasing to see that almost all responses were able to compare texts, even at a basic level. The best responses identified perspective and impact on reader across both texts from very early on in their answers. They offered a discussion of how the writers selected information to shape the texts and used effective comparative phrases throughout the response. Integrated comparisons were more successful than looking at Text 1, then Text 2 and trying to make a comparison.

Responses at the mid-level 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. One particularly successful response began, 'Both embed the idea of perseverance in spite of the consequence' then gave a detailed analysis of the presentation of risks. Quite a few contrasted the seriousness of Text 1 with the seemingly less threatening nature of Text 2: 'One is serious and the other is a game'/'one escape is forced and the other is done for the sake of escaping'. There was certainly greater sympathy for Tillemann, often because he was suffering from his recent operation, whereas Charrierre was 'in great shape'. Some successful responses had an interesting focus on the comparative morality of Tillemann and Papillon.

Successful responses also picked out the differences in pace between the two escape tales: Text 2 focuses primarily on the planning stages which take place over the course of a month; while Text 1 largely describes the escape itself, and the tension built as it unfolds over one evening (with references to how the escape was planned provided as background – the tunnel, the light signal, etc). A comment from an examiner was: 'One candidate expressed this as the theme of planning being explored more subtly in Text 1, while in Text 2 it is 'expertly crafted in a... manner to draw attention to it'.'

Many candidates successfully identified differences in tone between the two texts, with many suggesting the tone of Text 2 to be on the whole more jubilant, less nerve-wracking and less life-threatening; many interpreted Papillon's escape attempt to be less necessary and more of a desire or craving. There were some subtle comparisons such as the one that commented on the contrast between Text 1's 'risking their lives' and Papillon's escape being all he 'lived for'. The more successful responses were those who showed empathy for the planning and an understanding of what was at stake with the plans for escape which then leads to detail on the ideas and the methods deployed to convey these skilfully with language and structural devices.

Responses at the lowest levels considered one or more obvious comparisons between the texts, such as both being about escape, with comment on writers' ideas. Lower-level answers which listed points sometimes achieved more 'range' but failed to develop points sufficiently. Some candidates again here suffered from lack of focus on the question. It is not ideas and perspectives broadly, it is about a specific area, in this case escape. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. The higher-level responses tended to focus more on perspectives as well as ideas, eg picking out the subtle nuances between the motivations behind the protagonists.

7 (a) The two texts show the points of view of two men, Tillemann and Papillon.

What similarities do the men share in these extracts?

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

(6)

The men share the similarity of both having a plan to escape the prison. Tillemann plans his escape and so does Papillon and they're both from the same prison and do it with multiple people.

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

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)

Text one's writer's plan was more sophisticated and long term planned. A lot of people were involved that played various roles. However in Text two, the plan isn't generally thought out as much and only two people are involved. There isn't any backup plan, isn't any signal to say if something's wrong, unlike text one's plan.



Q07(a) – The candidate identifies the similarity that the men had a plan to escape. Escaping the prison is not correct, unless we assume they mean the ‘prison’ that is East Germany. The reference to ‘both from the same prison’ is incorrect, and the evidence is limited. There is a second similarity touched on with the idea of escaping with other people. This meets level 1.

Q07(b) – This is a brief response which identifies a comparison – one plan is more developed/sophisticated than the other, one involves more people than the other, one has a back-up plan and the other does not. Had this continued and developed, there could have been quite a range linked to the question. Bullet point 1 is met in level 2. Bullet point 2, however, is met in level 1 as there is not more than description of the ideas, and bullet point 3 is also met in level 1, as there are limited references (we could argue that the final point ‘unlike text one’s plan’ is a vague reference to the text).

Using ‘best-fit’, this response meets the bullet points in level 1 and the first bullet point in level 2, achieving a mark of 3.

7 (a) The two texts show the points of view of two men, Tillemann and Papillon.

What similarities do the men share in these extracts?

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

(6)

Both men are described as having a thrill / drive to escape from highly secured places. For example, in text one, Tillemann is described to escape by 'the most daring escape man'. Similarly, in text two, Papillon is described as having 'an obsession'.

Both texts present the men as having to be very organised. For example, in text one, Tillemann had 'padded through the hallway in their socks'. However, in text two, ~~But~~ Papillon has to set up a "defence in case of anything going wrong".

Both texts then present their feelings before the escape. For example, in text one, Tillemann feels pressure as 'he was running out of time'. However, in text two, Papillon is filled with excitement as ~~the~~ 'break put me in terrific spirits'.

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Both texts present the idea of thrill and drive in the opening of the texts. This is shown in text one, Tillemann has to escape from ^{East Germany} ~~compulsory military~~ by one of 'the most daring escape mas'. This presents ~~the~~ Tillemann's drive as he is willing to risk his life to escape. The use of the ~~verb~~ ^{verb} 'daring' has connotations of life threatening - again presenting his drive. Similarly, in text two, Papillon's drive is also presented as thrilling. This is shown in the opening of the extract as he ~~is~~ said 'It was an ~~obs~~ obsession'. This presents ~~Pap~~ Papillon's drive to escape as he wants to experience the thrill. The use of the noun 'obsession' suggests that he is addicted to the adrenaline kick from running away. This also shows the difference in the two texts as Tillemann needs to leave, whereas Papillon wants to experience the thrill.



Q07(a) – The first similarity the candidate draws is both men ‘having a thrill/drive to escape’. Evidence from both text support this, showing clear synthesis. The second similarity is that they are both ‘organised’. Evidence from both texts is provided. From Text 1, ‘padded through...in socks’ is not the best example, but it is appropriate and relevant. The third similarity is about the ‘feelings they have before escape’. Even though the feelings are different, this point shows synthesis of the two texts. Selection of the supporting references is appropriate and relevant. A mark of 6 in level 3 is given.

Q07(b) – The response starts with the link between the texts being thrill and drive. This is the candidate's interpretation of ‘daring’ and Papillon’s ‘obsession’. The point about Tillemann's willingness to risk his life is related to this but the interpretation of the 'obsession' to escape being because of the thrill and addiction to adrenaline is less convincing. This response is placed in level 2 with a mark of 5. It is not the most obvious comparison, but there is not a range.

7 (a) The two texts show the points of view of two men, Tillemann and Papillon.

What similarities do the men share in these extracts?

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

(6)

• Both men feel the need to escape. In Text 1, the ~~man~~ ^{man} "still wanted to get to West Berlin". In Text 2, the ~~man~~ man felt escape was "an obsession". The reader feels both men are desperate to get out of their situation and escape.

• Both men have already tried to escape before. In Text 1, the man "had already... for trying to cross the Berlin Wall". In Text 2, ~~the man~~ escape was "all" the man "lived for". This shows that both men ~~are~~ ~~are~~ are determined to escape because they have done it before and want to do it again.

• Both men have felt escape is sometimes risky. In Text 1, the man knew he was "risking their lives". In text 2, the man could have been "tortured if" he was taken.

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

You should write about:

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

• it is risky
• planning is important in order to escape
• escaping ~~is~~ can give you strength

Support your answer with detailed references to the texts.

(14)

Both texts ~~show~~ present escaping as risky and dangerous. In Text 1, Huggler ~~shows~~ describes the escape from East Germany as daring. It was "the most daring mass escape ever attempted from East Germany". This implies to the reader that escaping can be dangerous. Text 1 also shows that "they were risking their lives". The ~~right~~ verb "risking" ^{implies} ~~shows~~ that they are prepared to do anything to escape, even if it means being killed or shot. This shows how risky trying to escape can be. In Text 2, the writer may have been "tortured if you're taken". The powerful verb "tortured" ~~shows~~ ~~that~~ demonstrates to the reader that if the man was caught, there would be serious consequences. This tells the reader how risky trying to escape can be.

Both texts also show that planning can be important. ~~to~~ Text 1 shows that planning is important for everyone to know what they

are doing and all do the same thing "several people in the tunnel, all making their way under the wall". However, in text 2,

planning is important in order to not get caught. "I'll set you up a defence in case of anything going wrong". The contrast between the two texts show that planning is important in both escapes, but in different ways.

Finally, both texts show that trying to escape from somewhere can give you strength. In text 1, the strength is mental. However, in text 2, the strength is physical. "I was eating better than I'd ever eaten before". "We kept going".



Q07(a) – The opening similarity that ‘both men feel the need to escape’ is supported by references to both texts, showing clear synthesis. The second similarity, that the men have ‘already tried to escape before’ is less successful, as there is no evidence in Text 2 that this is the case. However, the proviso at the end of the point that both men are ‘determined to escape’ is acceptable. The third point, that escape is ‘sometimes risky’ is confirmed by evidence from both texts. Overall, detailed understanding and some detailed synthesis, means level 3 is achieved, with 5 marks.

Q07(b) – The response has a brief plan which indicates three points of comparison and these are developed in the answer. The first point considers the risk and danger involved in escapes. Detailed evidence is provided by references to both texts, with some consideration of how language explains the writers' ideas and perspectives. The second comparison discusses the importance of planning an escape, with some appropriate quotations to demonstrate the different ways in which planning is included. The final idea is not an obvious comparison, claiming that trying to escape ‘can give you strength.’ In Text 1 this strength is mental, as shown by ‘we kept going’, while in Text 2 it is physical, as the writer states ‘I was eating better than I'd ever eaten before.’ The comparisons show some range and explanation, with relevant references in support, suggesting a mark of 8 in level 3.

7 (a) The two texts show the points of view of two men, Tillemann and Papillon.

What similarities do the men share in these extracts?

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

(6)

In both extracts, the men are desperate to escape. In text 1, this escape was said to be Tillemann's "last opportunity to get out of East Berlin and he wasn't going to miss it". Similarly in Text 2, Charrière expresses escape as "all [he] lived for".

In both extracts, the men are in controlling environments. In text 1, if anyone tries to escape, "the border guards had orders to shoot". In text 2, if the plan is found, Charrière might be "tortured if you're taken".

In both extracts, the men are dedicated and excited to escape. In text 1, "we knew it would end in freedom so we kept going". In text 2, "The fact that I was getting ready for a break put me in Olympic spirits".

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

You should write about:

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

desperate plan
persecution
time

Support your answer with detailed references to the texts.

(14)

In both extracts, a desperate tone is shown. Charrière describes escape as an "obsession". The adjective obsession conveys how it is a major priority to him and he will escape no matter what. Similarly in extract 1, the escape is Tillmann's "last opportunity" and he wasn't going to miss it. This demonstrates how dedicated he is and how he will do anything he can to escape from the isolation of East Germany and in Charrière's case, prison.

~~In Text 1, Tillmann is~~

In both texts, there is evidence of detailed planning. In text 1, Tillmann receives a phone call with the "signal he had been waiting for". This shows the anticipation of Tillmann ^{as} he had been expecting this call and it had been arranged to be as inconspicuous as possible and not

make their escape known. In text 2, before building the boat, the prisoner says "we must draw a scale plan to begin with." The imperative, "must" emphasizes the extent of the plan and now it is essential to the success of the operation.

In text 1, there is a limit on time, "he knew he was running out of time: his call up papers for compulsory military service had arrived." This clearly depicts the need to escape now or he never would be able to. Differently in text 2, Charrière is desperate to escape but there is no fixed time limit. "in any case to escape, to have it away, to make a break," He knows he wants to escape but there is no specific time limit or urgency. This creates a anticipated feeling in the reader as they wonder if he will ever achieve his goal of escape.



Q07(a) – Three similarities are offered here and detailed understanding is demonstrated. Paragraph 1 looks at the men’s desperation to escape and the references are appropriate and relevant to the point being made. Paragraph 3 shows their commitment to/enthusiasm for escape and again the references are relevant. Paragraph 2 makes a good point about the controlling environment they are subjected to. Although the second reference is not really used about Charriere, it was felt that the quality of the answer as a whole was still sufficient to keep this at full marks.

Q07(b) – The opening paragraph takes the first point from Q07(a) , their desperation to escape and develops it in greater detail, combining it with the contrast between locations. Paragraph 2 explains the importance of planning to both men. There is more explanation than exploration here but references are appropriate and relevant. There is more exploration of ideas in Paragraph 3 as an interesting comparison is made about the importance of time. Tillemann needs ‘to escape now or he never would’ but Charriere has ‘no fixed time limit’. This point is well developed. This response balances references across both texts and explores ideas and perspectives.

7 (a) The two texts show the points of view of two men, Tillemann and Papillon.

What similarities do the men share in these extracts?

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

(6)

Both men look to escape ~~terrible conditions~~ ~~in a~~ ~~text~~ ~~dangerous~~ ~~conditions~~ ^{terrible}
p In text one Tillemann talks about the escape being 'most daring' and
the 'guards ^d orders to shoot' and in Text two anyone caught escaping
may be 'tortured'

Both men have ~~created~~ ~~the~~ are a part of thorough escape plans. In text one
Tillemann is waiting for 'the call' ~~to~~ and in text 2 Papillon 'found a
man to ~~make a capt and~~' who'll 'make us the capt' and 'found a man
to get the sections out of the yard'

Both men are risk takers. In text one ~~the~~ Tillemann attempts to
escape to west ~~Germany~~ through a tunnel which is 'so narrow' when a horse
became stuck and in text two Papillon attempts to escape even though
capture could get him 'tortured' and an extended sentence 'six months at
most' - if the conspirators are caught

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

You should write about:

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

Support your answer with detailed references to the texts.

(14)

Both texts use ~~first person narrative~~ to reveal past tense narrative to reveal how the ~~is~~ nature of escape to be dangerous and damaging ~~even in when one speaks about it~~. Text one uses third person to successfully reveal the universal nature of ~~the~~ Tillmann's escape to West Germany, this prevents escape as ~~being~~ the escape as being a widespread thing, therefore revealing the possibly harmful ~~nature~~ and oppressive nature of society as 'several' people attempt to escape, despite this text two is written in first person narrative, this reveals the personal viewpoint of Pappilon and the extensive plans he must formulate in order to increase the likely hood of a successful escape. Therefore ~~reveals~~ illustrating escape to be nearly impossible for a murderer like him and depicting to the reader the measures taken to successfully exclude him from society.

Both texts depict escape as something that evokes powerful emotion, in text one the intelligent application of ~~powerful~~ the powerful adverbs 'glanced' and 'whispered' reveals the ~~terror~~ how terrifying, terrifying and frightening escape may be, these adverbs ~~are~~ depict the movements of Tillman as being

~~Cautious~~ calculated and wary, therefore evoking tension as there's a risk of discovery which would likely lead to death. Despite this text two illustrated escape as something that may potentially be enjoyable. In the last paragraph leading up to the escape the light use of punctuation cleverly illustrates Papillon's clear thought process as it is rarely disrupted which significantly reveals his lack of worry, this coupled with the phrase 'terrific spirits' reveals how he is enjoying the thought of freedom. The adjective 'terrific' is effectively utilised here to depict the elevated spirits of ~~the man~~ Papillon who is eating 'better than... ever... before' the comparative better successfully reveals escape as something that can give prisoners hope as his standard of living has increased due to the possibility of escape.

Both texts present escape as something that must be meticulously planned to be successful. In text one the clever use of time ~~and~~ Pines reveals the instantaneous nature that plans must be carried out, & Tilleman had 'already spent eight months in ~~a~~ ~~communi~~ in prison for trying to cross the Berlin wall, this large span of time would have given him enough time to ~~become~~ ~~involved~~ ~~in~~ plan his involvement in the escape plan. In the phrase 'the call' at the start of the extract the word 'the' reveals the significance of the call and the fact that it was expected which shows Tilleman had planned his escape ~~for~~ and now was putting the plan into motion, the active

active 'Several'⁹ reveals the large extent of the plan as many people are involved. This presents escape as something that must be carefully planned as many people risk death if the plan falls through. Text two reveals a similar view on escape, the repetition of 'escape' in the first paragraph reveals how the ~~at~~ Pitt Papillon is 'obsessed' with 'escape'; however the 'assonance' of 'I've found a man' shows his investment to plan carefully as he utilises those around him in order to increase the likelihood of a successful escape.



Q07(a) – This excellent response demonstrates detailed understanding and synthesis of the texts supported by the appropriate selection of evidence. The first paragraph deals with the terrible conditions faced by the men involving violent repercussions ('shoot' and 'tortured').

The second paragraph focuses on the men's involvement in thorough escape plans ('the call' and 'a man to make the raft'), whilst the third paragraph states that both men face considerable risks in escaping (getting 'stuck' and 'an extended sentence'). There is a sufficient amount of difference between the first and third comparisons.

Q07(b) – There is a varied and comprehensive range of comparisons presented here and discriminating references are partially but not wholly balanced across both texts.

The first paragraph cites the difference in narrative voices between the two texts: third person in Text 1, involving several people engaged in escape; first person in Text 2 where Papillon must instigate and organise preparations himself.

Paragraph 2 successfully analyses the powerful emotions involved in both escapes, developing into the idea that escape is partially enjoyable for Papillon ('elevated spirits').

Paragraph 3 considers in some detail the meticulous detail in the escape plans of both texts, using embedded quotations to illustrate the men's investment in escaping.

Question 8

Overview

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 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 – eg 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, eg homophones, words with double consonants.
- ◆ The accuracy of punctuation and use of varied punctuation in AO6, eg 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.

AO5

The first bullet point in the AO5 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.

It was pleasing to see that even at the lowest levels candidates were able to offer more than 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.

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. Many candidates embedded devices successfully to push the narrative and confident responses showed a degree of sophistication.

Examiners noted the successful use of the planning box, and evidence of proofreading which was positive. The more successful responses looked like they had been proofed and improved with candidates clearly making time to read through and check their work. These candidates almost always 'cleaned up' a considerable amount of errors and therefore secured a higher mark overall.

AO6

As with previous series, some candidates attempted to use ambitious vocabulary while some seemed to steer away from it in order to maintain accuracy. A key message to centres is to focus on crafting and organisation whatever the nature of the task.

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. Better responses used a wide range of accurate and ambitious vocabulary. They were able to write using complex and simple sentences and had 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 at least). These responses used very simple vocabulary and often had many spelling errors of simple words. Common errors were:

- ♦ Missing capitals for names and even sentence openings.
- ♦ Lack of apostrophes.
- ♦ Basic spelling errors such as the wrong 'to', confusion of 'your/you're', 'were/where' and 'there/their'.
- ♦ Non-standard forms or inappropriate language for purpose and audience.

Handwriting was again an issue this series, 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

This task produced some very strong pieces of writing, with candidates showing the ability to write sustained and developed responses. One examiner commented: 'The idea of personal freedom clearly struck a chord. An extensive range of ideas of what constitutes personal freedom, as well as thoughtful responses about how many in the world are not as privileged/lucky as they are – freedom to make daily choices such as what they wear, what they can do, who they can spend time with, freedom to express their individuality.'

The topic was explored in numerous ways, sometimes dealing with profound and complex issues. Although many candidates craved more personal freedom from restrictions of school and parents, there was also a very strong sense of the dangers and problems too much freedom can bring: 'Warning: the wings of the free spirit can fly into the sun if it is blinded by the light' and 'Personal Freedom is important but self-control is more important as freedom to eat what you want can lead to obesity.' Amongst all the complaints about over-protective parents was the more appreciative candidate who realised: 'In order to keep me safe my parents had to prioritise my safety over my freedom.' Social media was handled in a variety of ways, with candidates demanding complete freedom to spend as much time on it as possible while others were very concerned about becoming slaves to its influences: 'humans are forever chained to the shackles of their desire to live a life someone else has and social media feeds this'.

Candidates demonstrated knowledge of international issues here, eg: 'There were quite a lot of references to violence in society and to the problems in America related to the freedom to bear arms. I felt many candidates were already familiar with this particular debate, alongside the freedom to protest issues which frequently arise in the UK. Many brought relevant anecdotes from their own or family members' experiences, sometimes from living abroad in more repressive regimes: 'The ominous face of judgement hides in every shadow.'

The most successful responses fully adopted a speech register, with consistent, often 'punchy' references to the audience and a strong sense of manipulating ideas. The less successful responses lacked cohesion and focus in places.

Plan your answer to Section B here:

-types of freedom

- Speech ← vote • love
- Religion ← protest

importance

- Allows for opinions
- Allows for differences.

Positives

- opinions

Negatives

- too much could be dangerous
- take advantage.
-

Write your answer to Section B here:

'My name is Mia and I've come to talk to you about 'The importance of personal freedom.'

'To begin, I will list and describe some types of freedom. The freedom of speech allows us to contradict government in a peaceful manner, freedom of religion allows people to practice and follow

any religion ^{and} freedom to love allows people to love who they want to love. However, ~~it~~ personal freedom can be argued to be the most important.

Personal freedom allows us to show who we are. As high school students we have a first-hand experience in a lack of personal freedom, the uniform we all wear inhibits us to wear what makes us different but freedom isn't all about fashion. Does wearing a uniform inhibit our opinions? No, this is because we have personal freedom. We wear the uniform to show we are a community, not to limit freedom!

'Why is freedom important to me? Well, freedom allows me to have different opinions to my friends and freedom allows me to love who I want to love. This is important to me as I strive to be different ~~around~~ from those around me - of course not all aspects are different, for example music. I know I listen to the same artists

as a lot of people around the world do ~~it~~ mean it's Taylor Swift, how could you not? ~~it~~ The real question is, 'Why is freedom important to you?'

'What are the positives of freedom?'

Well, freedom allows people to be who they want to be. This is a valued attribute as most look for the one that stands out, whether that's for an interview, a date or simply just friends. People value difference, they want to be around the person who isn't afraid to stand out from the ~~crowd~~ crowd. For example, take an athlete - Nadal - he's known for his actions during a serve, that's the reason why people were interested. He stood out from the crowd and people valued that.'

'However, not all freedom is positive. For example, ~~with~~ freedom of speech can be taken advantage of. Under freedom of speech, people have the right to protest. This can be taken advantage

at because protests have to be peaceful. However, they can become violent if the right to express against the government is taken too far.'

'Overall, freedom is positive as it allows people to stand out from the crowd, allows people to express themselves ~~in a~~ and allows people to have opinions.'

'Thank you for taking the time to listen to my speech, have a good rest of your day!'

A05

This response demonstrates a clear sense of purpose and audience from the outset and this is maintained throughout. Paragraph 2 includes the audience; 'As high school students we have first-hand knowledge.' Paragraph 3 refers to common tastes in music (Taylor Swift). Material is organised into clear sections, sometimes managed and structured deliberately, as in the last paragraph on page 2 and the paragraphs on page 3. The register is always appropriate (level 3) and at times effective (level 4).

A06

There are some errors ('wether', 'experiance') but generally all level 3 criteria are met and there is some management of sentence structures for deliberate effect as well as the beginnings of a more selective vocabulary ('a valued attribute'). This just edges up into level 4 with a mark of 10.

Plan your answer to Section B here:

Personal freedom:

Privacy is as important as freedom. Loss of in modern age due to big tech.

personal freedom. Illusion of choice.

We should consider ideas carefully. Democracy. The rise of

'Hobson's choice' Personal freedom important - but may be lost if ~~unregulated~~ monopolies.

Para 1: Intro: personal freedom + why it is important

Para 1: Modern age offers lots of freedom of expression

Para 2: 'Echo chamber' of social media

Para 3: Orwellian nature of tech now.

Conclusion: Personal freedom is crucial but may be lost if we don't try to save it.

Write your answer to Section B here:

Freedom is a concept which underpins our democratic society today. Be it freedom of thought, speech or expression, it is fundamental that every individual has a right to freedom. Today, I speak about how we live in an age of unparalleled age of freedom. I ~~also~~ will explore how that manifests itself in society, ^{both} the positive and negative consequences. I ^{will} also look to the future, and explore how we must act now, to protect this ^{precious} freedom we have.

The rise of the internet has coincided with ~~an~~ ~~an~~ improve a staggering improvement in the freedom of minorities such as the LGBT+ community to express themselves. Now more than ever, you can share ideas and contribute ~~to~~ demonstrate gather followers who support your cause. It is easier to organize a protest than before, in addition. Our freedom to protest against environmental destruction, ^{for example,} is paramount to a functioning democracy ~~we live~~. A functioning democracy is crucial if we want to ~~continue~~ continue our freedom. ~~The~~ ~~do~~ Alongside their benefits, social media platforms ~~drag behind them~~ present a number of disadvantages. Young people are glued to their ~~smart~~ smartphones. A recent survey established that the average ~~is~~ young person aged 14 - 25 spends upwards of 4 hours a day on their phone. If this continues until ^{the age of their} death, they will spend a monumental 16 years of their life mindlessly scrolling through ~~the~~ TikTok.

Platforms such as TikTok and Instagram have recently faced difficulties with controversial 'influencers' such as Andrew Tate. Misogyny is promoted through ~~his~~ his videos, ~~although~~ ^{although} he claims them to be 'satirical'. Many teenage boys ~~take them as gospel and practice as young as 13~~ take them as gospel. Social media, although having potential to promote equality and a functioning society, fosters

eat: a culture of hatred ^{and tension} ~~towards~~ between different followings. This 'echo-chamber' of over-personalised video feed not only ~~pushes~~ can lead to leads to a successful promotion of a product, but can uncontrollably radicalise a generation of young men.*
Are you really free if you are slave to a smartphone?

Big technology companies such as Meta and Apple delve even further into their desperate profit-maximisation schemes. The rise of Virtual Reality, and particularly Apple's new Vision Pro mixed reality headset has been met with an array of emotions. The Orwellian ^{notion} ~~reality~~ of being ^{supervised} ~~watched~~ with every move you take may just become a reality, as ~~totterous~~ ludicrous as it sounds. The Vision Pro tracks the user's eyes with around 10 infra-red sensors. The potential for control over an individual's life is unprecedented. As smartphones have permeated our society today; ^{for the worse,} perhaps we will all be strapped unwillingly to the yoke that is VR. ~~The for~~ Our usage ~~is~~

fight for your freedom. We must not let technology rule over every ^{the} ~~minute~~ ^{minute} ~~aspect~~ of our lives. Start by deleting Instagram, and escape the clouded echo-chamber of misinformation, hatred and depression. Only you can change your own future.

* The apparent 'freedom' we experience today is an illusion of choice. An algorithm has predestined the next 5 videos you will watch before you even finish the first.

A05

There is a plan which refers to some fairly sophisticated ideas, such as 'echo chambers' and the 'Orwellian nature of tech', which are used to good effect in the body of the response. There is a clear opening statement which establishes that this response is a speech, followed by some signposting of what to expect as we listen on.

Paragraph 1 focuses on how the internet can work positively to facilitate the freedom of minorities to protest as a democratic right. This is followed by some consideration of how many become 'glued to smartphones', and this implies how the personal freedom offered by the internet is not always positive. This idea is developed, via the example of Andrew Tate, into the idea that social media, whilst 'having the potential to promote equality', can breed a culture of hatred and radicalisation. There is an asterisked point which touches on the way personal freedom can be illusory and at the mercy of those promoting sales. This is further developed by looking at more recent technological advances and their potential to 'control the individual'. Finally, there is a call to arms, urging us to 'escape the echo-chamber of misinformation'.

This is an effective, well-organised piece of rhetoric, shaping our response with sophistication, manipulating complex ideas cohesively, using a strong, impassioned, confident voice. It is a level 5 response and merits 24 marks.

A06

The vocabulary used is extensive and sophisticated, feeding into a range of effective phrases such as 'desperate profit-maximisation schemes'; 'we will all be strapped unwillingly to the yoke'. Punctuation and sentence structures are precise and varied, demonstrated by the final paragraph.

Question 9

There were a range of thoughtful responses across all levels of the mark scheme. Many candidates acknowledged the benefits and drawbacks of teamwork and its place in helping them progress, 'Team work is dreamwork', 'there's no I in TEAM', for example. Some wrote their responses as a speech rather than an article so ensuring the form is met would help achieve the purpose bullet point in AO5. One examiner commented: 'confident students wrote with a degree of maturity and wit which was lovely to read. I am sure that some adults in the work place could benefit from some of the advice given!'

Many candidates used their own experience of working in teams, or groups, in school. Many could recognise the benefits of teamwork when it functions well but could also see how limiting it could be because of 'too many arguments'; 'nothing gets done'. Others focused on sports teams or teams in reality TV shows and had some quite perceptive ideas about what goes right and why things go wrong.

Different examples of teams were abundant, with many references to the success of sport teams; appreciation that houses would not be built without teams of builders; the NHS would not function without teams of doctors and nurses, and schools would not work without teams of teachers and helpers. The responses included a wide range of examples, from the teamwork involved in World War 2, to symbiotic relationships in the animal kingdom; from the invention of the light bulb and the discovery of the Origin of Species to the civil rights movement led by Martin Luther King.

There was also appreciation of how being part of a team could be a positive learning experience: 'A diversity of opinions, ideas and even sometimes criticism keeps us grounded.' However, some presented the other side of the story: 'Teamwork can hold you back from becoming the best version of yourself', 'Poor teamwork can end in disaster.' Many candidates related negative experiences of being ignored, ridiculed or forced to do all the work and take little of the credit. Some felt the need to promote the value of the individual: 'History provides endless examples of heroism from individuals' and, interestingly, 'Many people in the world got rich working alone.'

The best responses used a variety of ideas, were generally imaginative and informative as well as well-structured. These successful responses had a clear, organised idea about what each paragraph would be about, as seen in plans that many made. This enabled candidates to be more focused. The best responses chose examples and anecdotes carefully to support clear ideas. Many features of an article were in evidence, including use of quotations and expert opinion, use of subheadings, and inclusion of examples and research. A really interesting response opened with 'A telescope lets you witness the universe, but not if you don't have the right lens.' In this case the examiner noted 'quite profound, which some answers were, and some students could be identified as budding leaders and managers because of the quality of their work.'

The less successful responses tended to rely more heavily on the prompts from the question to structure the answer – but this did provide the framework to allow most of them to achieve at least a level 2 mark. Less successful responses to this question were quite straightforward in tone and short. These less successful responses did not necessarily establish audience and purpose and tended towards narrative or description. One area that often felt unsuccessful was in the use of statistics: some statistics invented by candidates were unrealistic and random (eg '99% of people who worked in a team achieved higher than people who worked alone').

Finally, one examiner noted that there is not an 'expected' response in writing, saying: 'Again, the more off-beat responses stood out: one candidate wrote an amusing and effective article about teamwork in a post-apocalyptic world following zombie attacks. The headline: 'There's no 'I' in zombies – wait, actually...''

[Address]
[Date]

Dear Sir

RE: is it true teamwork is everything?

I am writing this in response to your question about if it is true that teamwork is everything. In my job as a surgeon teamwork is very important because

if we didn't work as a team we wouldn't be able to perform a successful surgery on patients which is why we have to work as a team so that it goes well and people are happy. I believe that teamwork is ~~an~~ also important because it ~~he~~ makes it easier to get something done more faster and efficiently and you are able to achieve more goals and goals that couldn't be achieved alone. ~~As~~ Achieving goals alone can be very difficult.

AO5

Although this response is set out at the start as a letter, it does not follow this up fully, and therefore this is not an issue overall. The sense of purpose does need to be met, to create an article for a newspaper, however we do keep positive marking in mind and do not 'remove' marks for using the incorrect form. There are some ideas – teamwork is important in the context of surgery, it makes things easier to 'get something done' and working alone can be difficult. The ideas are not developed as the response is so short. It is more than a basic response, however. It does show some awareness of purpose and audience (despite the confusion at the start, it does focus on the importance of teamwork and writes 'in response'). It does express ideas and has some order to them. It is the second part of bullet point 2 in the AO5 mark scheme that is not fully met in level 2, as brevity limits the ability to demonstrate a range of structural and grammatical features.

AO6

'Best-fit' is important here. We could argue that the vocabulary is quite varied, eg 'surgeon', 'successful', 'efficiently'. Spelling is also accurate. However, there is not enough evidence to be secure that we should move into level 3 for this first bullet point. There are some lengthy sentences and no evidence of a range of punctuation. Bullet point 1 in the mark scheme is fully met in level 2 and has touches of level 3. Bullet point 2 in the mark scheme is more level 1/2 since there is limited evidence of a range of sentence structures. Given this, 'best-fit' is at the top of level 2 for AO6.

Plan your answer to Section B here:

<p>100 20 70</p> <p>most teams only work out if you are prepared.</p> <p>working alone can help with your independence ✓ 65% of students prefer</p>	<p>IS team work everything?</p> <p>working with people can prepare you for future work 20% of students prefer</p>
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Write your answer to Section B here:

<p><u>unsuccessful</u></p> <ul style="list-style-type: none">- label themselves as leader- only some people include- never help each other- no-one talks ✓ <p>bad team</p>	<p><u>Successful</u></p> <p>work together find time and space organised label themselves as leader - good communicating</p> <p>good team ✓</p>
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In today's society, is it true that teamwork is everything?

~~Most~~ Teamwork is mainly used in the education industry, ~~and the~~ Teamwork can ~~only~~ only work are if you are prepared with ideas and thoughts that you, individually, have thought about in your spare time.

What does working with others achieve?

When you work with others, you are preparing yourself for the future. Make sure you have a rufe idea of what industry you would like to go into, so that you know if you need to work in teams.

If you work in teams, make sure you also work on your own so that ^{you can} ~~to~~ achieve any ~~of~~ goals.

Working alone can help you with

Many things such as your independence, and ability to work ~~Solitary~~ Solidarity.

Many students like working in teams. However, not all of students like working alone.

I made a group of 60 students take a survey. I found out that:

- 30% of students like to work on ~~there~~ their own because they can work freely.

- ~~70%~~ of ~~stud~~ 40% of students like to work in a team because it helps them understand ~~the~~ what they are supposed to do.

- 30% of students don't mind if they do work alone or as a group.

What does a successful team look like?

A successful team needs to be organised, so that they can find a suitable time and place to do a

team project, they need to be working together, so that everyone ~~is~~ takes part in the group, and the group need to be good at ~~communicating~~ communicating with each other, so that everyone can decide on what they want to do.

A successful group can achieve an enrollment in a good college, work place or university because they would have write it on their CV.

What does an Unsuccessful team look like?

An unsuccessful team is, unorganised, bad at communicating with each other. This could lead to a downfall in the group.

I visited a school to look at how they handled teamwork. For example, one group started labeling each other as a group leader ect. Another group no-one talked in it or payed attention to what they ~~needed to do~~

needed to do.



AO5

The candidate has made a plan (extending beyond the planning box) which sets out a range of points divided into 'successful' and 'unsuccessful'. The ticks indicate that the plan has been referred to and used. A clear sense of an article is provided by the use of sub-headings and the candidate has made use of the guidance and bullet points of the question to help create a clear structure for their writing. Ideas are in this way connected, if not always developed. The use of second person in paragraph 2 – 'When you work with others ...'/'If you work in teams ...' – is an attempt to engage the reader.

The candidate states that teamwork 'is mainly used in the education industry' and pursues that idea. There is consideration of working both in teams and alone and the results of a 'survey' are presented in a straightforward manner to support points. The differences between a successful and unsuccessful team are described and the article then stops quite abruptly.

Overall, material is suitable, the use of questions for sub-headings helps to establish appropriate tone and register. The separate sections help to make meaning clear but ideas, although linked, are not explored or developed. A mark of 12 in the middle of level 3 is given.

AO6

The candidate has tried to use a varied vocabulary (individually, communicating, labelling, enrolment) but there are some errors in spelling. There is some variety of punctuation including dashes and a colon. Sentence structure is not very ambitious but is used to establish points clearly. The response, as it does for AO5, sits firmly in the middle of level 3 with a mark of 8.

Chosen question number: Question 8 Question 9

Plan your answer to Section B here:

A FART HORSE GLIDES

• Why teamwork is a good thing

- quicker
- easier
- make new friends
- lots of ideas

used sugar.
the apprentice
relaxing

• Why teamwork is a bad thing

- people find it easier to work alone
- could be disagreements
- pressured into asking questions/joining in
- may have social anxiety and don't like working in groups.
- people tend to only look out for themselves

"i'm a celeb"

- wingsman
showed scene

Write your answer to Section B here:

"IN TODAY'S SOCIETY, IS IT TRUE THAT TEAMWORK IS EVERYTHING".

My name is Savannah Harper and I've just finished my final year at university. I spent most of my time there working as a team, only because I chose chemistry, biology and physics, yes Haha! I know ~~you're~~ you're going to think I am crazy, but ~~it~~ it's actually fascinating stuff. I believe

that teamwork ~~is everything~~ is a key thing in today's society. Teamwork allows new people and new ideas to join together which can lead to a whole new group of friends being made. Working in a team makes the process a whole lot easier and if everyone's ideas are put together the task gets done quicker. Have you ever worked in a team where the task gets done so quickly because everyone involves themselves? ~~Just imagine it's so relaxing just to think about it~~ and you end up just sat there because it's finished? Ugh! Just imagine it. It's so relaxing even just thinking about it. It's even better when you're so stressed with other bits of work, but as a team you conquer it together, and that's why teamwork is everything.

I do believe though that some areas of teamwork aren't the best. Many people may find it easier to just work alone; it's relaxing and allows them to focus by themselves with their own ideas. If you have ever worked in a team you will be well aware of the disagreements that ~~are~~ occur and the snaggy comments that are made. Not many people will agree with the thought that ~~are~~ ^{are} getting bought in and it just ends up with

everyone disagreeing and arguing and then no one is happy. I know that lots of people will struggle with social anxiety and it's hard for them to join in, ask questions or just do as they're told. But working as a team you can completely overcome your fears, especially when you have such ~~and~~ motivating ~~and~~ friends to help and guide you. ~~It~~ reassures you. Everytime you are in a group there is always one person who will think they are better than everyone else and take over the group which makes everyone else feel left out, or you cancel out one person and then the rest of the team will fail as no one is working together.

one example of an unsuccessful team is one group in the apprentice. The group had to sell all their boat tickets to the locals. one member said they should go to the airport and one said they should go to the docks. Disagreement already starting. They ended up going to the docks and there were no locals or tourists there. The group wasted so much time arguing instead of working as a team to find a place to sell the tickets. Another unsuccessful team is in kingsmen when the room started

to flood and two of them got the shower head and looped it down the toilet to create an air passage, meaning teamwork was working. But when the water went down one of the members died because everyone forgot about him and only focused on themselves. However, one successful team is in 'I'm a Celeb' when one group works as a team to gain all the stars for their campmates. That's teamwork!

Teamwork is a huge thing and without it the world would be quite selfish and lonely. Teamwork allows new friends, new ideas and it's just quicker. However, teamwork may not be everything as people may prefer to just work alone as they think that is easier.

A05

This candidate presents ideas in a personal and chatty way immediately establishing the tone and style for a particular effect – to connect with the reading audience and forge a connection. Introduces herself, gives a little background, introduced direct address and ‘yes, haha!’.

There is a number of ideas about teamwork: making new friends, making the process easier, gets finished quicker – although the use of ‘Ugh!’ is not particularly clear. There is a clear development of ideas. The ideas from the plan have been used to draw on negative teamwork and that paragraph develops the ideas well (social anxiety point) but then mid-way through it, almost contradicts herself. The examples used in the last section are appropriate but a little descriptive, not as effective as the previous sections. They would probably be relatable to the audience of peers.

The response organises quite a range of material, losing the management towards the end somewhat. This is an example of ‘best-fit’ approach to the mark scheme: definitely does all in level 3, ideas are developed and material organised but management of ideas varies. A mark of 17 in level 4 is awarded.

A06

There are few lapses in control but also some punctuation used for clarification – apostrophes missing, but there is semi-colon used correctly. Vocabulary is varied with some selection and spelling is accurate. The candidate tries for deliberate effects, so, again, the ‘best-fit’ is applied to arrive to a mark of 10 in level 4.

Plan your answer to Section B here:

- working with other people
 - get task done faster
 - help build relationships
 - time management
 - some may have to learn/slow down
 - need roles
 - production

- working alone
 - could be slower
 - could be faster
 - if have knowledge, faster?
 - no disagreements.

- Teams

- Nasa
- many people/roles
- send person to space (crew/team)

Write your answer to Section B here:

"In today's society is it true that teamwork is everything?"

I believe that there are lots of benefits to working in a team. For example: The task at hand may be achieved faster because rather than having one person do the whole thing, the smaller parts that contribute to the whole task can be shared out so as to create an ease for those doing it. However, I do think that if ~~there~~ ~~is~~ ~~an~~ ~~one~~ ~~is~~ in a team then it is incredibly important that there are established roles

within it; we all know that team work does not
in fact ~~make~~ 'make the dream work' if people are disputing
over what roles each of them have. For me, I think to
have a well functioning and efficient team there must
be the team leader: good with expressing how they
feel, gets understands people well and doesn't allow
~~themselves~~ themselves or others to slack - I believe all
of these attributes are vital when considering who should
lead the group because they need to be
strict enough to keep all in check and get the
job done but also forgiving enough so as to keep
any one from being upset, in fact you can agree that
no one likes a group team lead. Former role that
I consider vital, and I know it may seem cruel and
not necessarily of use to anyone but I think all teams
need someone who just does nothing (which with me here)
simply because I've found that when there is just that
one person who does not all, the rest of the group
are able to hand over their duties for them
and because of this, they are brought closer and
work more effectively. One more person that I think is
key, and correct me if I'm wrong but I think we all
agree, is the researcher of the group, they gather
all the information to help get through the task
appropriately. Finally, every team needs some kind
of 'teen guy', don't you agree? Typing something

out and the spreadsheet stops working? 'tech guy',
computer breaks? 'tech guy', need to hear into
governmental resources? 'tech guy'... in joking of course
but my point still stands, all of these people working
together create the perfect team.

On the contrary, working alone can be great too I mean,
obviously I have a team for publishing but I always
write alone and that seems to be rather effective (I
should have ^{anyhow} ~~anyhow~~ the working alone can be wonderful
don't you agree? No stress of having to follow orders or
accommodating every one in the team's opinions and no finite,
time-wasting arguments either! When assembling a task by
yourself, it is key that you know what you're doing; yes,
it may seem obvious but so long as you plan, there
is a fair chance that you will get the job done
just as fast, if not faster than a team. Also, in a
team it may be that people lack knowledge on what
it is that must be done so time would be wasted
on educating about the task rather than actually
working to achieve it where as if it is only one
person on the job and they know all there is to
know on the it, they are much more likely to be far
more punctual, which is really what it comes down to,
punctuality is the most valued attribute when completing
a set job.

One example of an incredible team is that of NASA, ~~it's not really a team~~ I don't know what you think but I find it astonishing that they sent an entire crew through the atmosphere, successfully landed on the moon and then safely home again, it's utter madness in my opinion! But how did they do it? teamwork. There was people on the ground, calculating, finding all the perfect conditions, meeting, checking, ~~double~~ double checking, triple checking, checking once more, out to ensure all is correct and perfect and I'm almost certain there were disagreements and arguments in the process but ultimately, they did it, they put not just a man but a ~~team~~ ^{crew} of astronauts on the moon, isn't that crazy? Speaking of, the astronauts were a team too, each with their own role to come together and achieve the ~~tasks~~ previously unheard of. Now can I hope you can agree that so long as they're well crafted, team work does in fact make the difference.

A05

This is a response which engages fully with the topic and the audience, with strong suggestions of a speech throughout. The candidate includes touches of humour in moments of direct address to the audience, as in 'stick with me here'. The ideas are coherent and sustained, following the candidate's clear and detailed plan, covering both the advantages of working in a team and working alone. The effective conclusion references NASA and the moon landing, where a team was involved in 'tweaking, checking, double checking, triple checking and checking once more' to ensure a successful mission. This leads to the considered conclusion that 'team work does in fact make the dream work.'

A06

The direct address confirms this is a speech and is used in conjunction with the personal tone throughout. Vocabulary is extensive, with only a few spelling errors such as 'astronaught', which can certainly be excused in such a lengthy answer. There are paragraphs and there is a full range of sentence structures used accurately to achieve particular effects, as in the 'checking' example quoted above. Repetition is effective, through a combination of vocabulary and sentence construction, as in the section outlining the significance of the 'tech guy.'

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 best responses, however, think about the type of text the extract is from, and how this is designed and created for the reader it is written for.
- ◆ In 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. Not writing on the correct text limits the marks you can achieve.
- ◆ 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.
- ◆ For your evaluations, read the question carefully – what is it you are giving your opinion on? What do you think about whether the writer shows the importance of planning successfully? What would the opinions of others be about how well this is done? You do not need to comment on language and structure here unless this supports your evaluation. For example, you can think about the audience and purpose of the text and whether it would be successful for readers or not.
- ◆ For Q07(a) always comment on similarities. You can comment on differences in Q07(b). There are only 6 marks for Q07(a), so be brief and succinct here, but make sure you are ‘synthesising’, which is what is seen when you link to the focus of the question.
- ◆ In Q07(b), link comparisons back to the ideas of the writers and their perspectives on the question focus, in this case escape.
- ◆ 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. 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. Use time for proofreading your writing.
- ◆ 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>

