



Examiners' Report

June 2023

GCSE English Language 2.0 1EN2 01

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Introduction

It is pleasing to report that there was evidence that candidates had been well prepared for this examination. Examiners commented that the texts about sports were accessible across the full range of abilities and candidates engaged with the tasks and responded appropriately.

More successful candidates were able to engage fully with both texts and respond thoughtfully and articulately. Their writing responses were often engaging and effective and were well controlled and accurate. Less successful candidates sometimes struggled to understand the passages and the questions. Their writing was often pedestrian or lacked coherence and had weak language controls.

Some candidates were not clear about the focus of the reading questions eg they responded to the evaluation questions as language analysis and the language analysis question as evaluation.

With regards to the error in the wording of question 7 examiners said that it did not seem to have an impact on candidates' responses as the vast majority wrote articles. The mark scheme was amended so that candidates would not be disadvantaged if they wrote a speech rather than an article.

Examiners did comment on a number of blank responses especially to the reading questions, in particular question 6 but also question 3. These are quite high tariff questions. There were some indications that candidates may have attempted the writing question (Section B) first and run out of time to complete the paper.

Examiners were impressed by:

- Evidence that the majority of candidates had understood the ideas in the texts.
- The ability to make at least some comments on language and its effects for question 3.
- The inclusion of judgements at different levels for questions 2, 5 and 6.
- Writing that showed a range of ideas and suitable tone, style and register for audience and purpose.
- Writing that used ambitious vocabulary and accuracy in spelling, punctuation and grammar.

Less successful responses:

- Confused the texts, answering questions on text one using text two and vice versa.
- Showed an insecure grasp of language with 'feature-spotting' or confusion of terms in response to question 3.
- Failed to support points using appropriate textual evidence, or used textual evidence that did not support the point being made.
- Did not attempt to make judgements in response to questions 2, 5 and 6 or based their responses to questions 5 and 6 entirely on their own experience with no reference to the text.
- Lacked organisation in their writing.
- Connected but did not develop ideas enough in their writing.
- Did not use a range of vocabulary and lacked accurate spelling and secure control of punctuation.

Question 1

This is a straightforward question on text one which does not require candidates to use their own words.

Many candidates were able to correctly identify four things the bicycle riders did during the race. All the bullet points in the mark scheme were seen by examiners but the most popular were: 'sprint', 'speed up' and 'carry sponges'. The most common cause of failure to be awarded a mark was 'hardly discernible from one side of the track to the other', which is not something the riders did, and 'rode bikes' which missed the point. Occasionally candidates offered 'sprint' as two separate points but for a second mark they needed to reference that it was in recognition of the gift.

The 'sixteen miles every sixty minutes' point caused some confusion with errors being made with the figures and all kinds of variations being seen, including 'sixteen miles every six minutes' which would be impressive to see. Some correctly reported it as 16mph instead of simply copying the point from the text.

There was some unselective copying of random words such as 'suddenly awoke' and 'invariably landing' and also some candidates who used very long quotations when their time might have been better spent on higher mark questions.

Question 2

This question requires an evaluation of how successfully the writer makes watching the bicycle race seem exciting and entertaining.

There was clear evidence of preparation in the responses. There were some detailed responses to this question however while it was clear that most candidates understood the text, a significant number had difficulty in developing evaluative comments.

Candidates chose to comment on 'the greater the crowd the more energy is displayed' saying that it was successful as 'the energetic crowd is fuelling the riders' motivation.' The phrase 'hour after hour' was frequently quoted with differing opinions on its success. Some felt it 'sounds dull and always the same' and others were more positive: 'makes it sound like they were battling to win and keeps the reader on the edge of their seat.' References to the riders carrying sponges and the smoke were also used with comments such as 'it seems boring as you can't see what's happening' or 'it makes it sound exciting and dangerous'.

There were some common misunderstandings observed. Some candidates thought that the smoke was caused by cigarette smoke from the crowd. Other candidates commenting on 'from one side of the track to the other' thought it meant that the riders were swerving. There were also those who thought that 'sprinting' was something the crowd was doing.

Most candidates tried to find three reasons with evidence, as the question requested, but examiners commented that a significant number only gave two reasons which limited their achievement. Candidates were able to offer a sufficiently clear evaluative opinion, linked to a clear explanation of the writer's ideas. However it was noted that many candidates explained their chosen references rather than making a judgement about how effective they were in making watching the bicycle race seem exciting and entertaining. Candidates had been taught evaluative vocabulary eg successfully, skilfully, clearly, which sometimes helped them to focus on the question.

More successful candidates carefully selected three points about the writer's ideas, themes and viewpoints and supported them with examples from the text that were not too long, offering analysis and critical evaluation. They were fully focused on the task of evaluating how successfully the writer makes watching the bicycle race seem exciting and entertaining. They were able to address specific elements from the selected lines – the idea of the larger crowd and their response, the changes in pace, the unpredictable nature of the race, the fact that falling behind could jeopardise a racer's chances – and analyse how they successfully helped the writer to present watching the bicycle race as exciting and entertaining. They explored the creation of tension, the enthusiasm of the spectators and the speed of the race. Many of these candidates gave both positive and negative reasons, usually in a 2 to 1 ratio.

Less successful candidates were able to find some relevant examples but were not able to provide a valid comment to justify the examples selected. Their comments were often generic eg 'this makes it easy for the reader to follow it', 'it made the reader want to keep reading'. Some less successful candidates paraphrased or retold the text, often with long quotations. Some candidates listed three examples from the text with no comment.

Many candidates used examples from lines 2-10 but examiners observed that there were a number who made points that were outside the line references especially the first line and references to Glick falling. Quite a few used the italicised introduction to comment on the excitement of the venue or the boring nature of a six-day event.

2 In lines 2–10, the writer tries to make watching the bicycle race seem exciting and entertaining.

Evaluate how successfully this is achieved.

10 mins
9:24

Give **three** reasons for your opinion and use examples from lines 2–10.

(6)

The writer is successful in making bicycle racing seem exciting ^{and entertaining} through the use of adverbs ~~etc~~ that create suspense. This is seen through the phrase "~~to~~ speed up or fall hopelessly behind" which adds excitement as it is almost like an ultimatum which creates tension and ~~may~~ would persuade the reader to watch or even partake in bicycle racing. The adverb "hopelessly" adds to the excitement as it shows the reader how bicycle racing is competitive, which would make it entertaining.

Furthermore, the writer is successful in making bicycle racing seem exciting and entertaining as it shows the riders' competitiveness which makes it seem more ~~interesting~~^{entertaining}. This is shown through the phrase "sprinting all the time" which showcases the riders' determination to win the race. This makes the reader entertained as they can watch the rivalries of the riders which would make it more exciting as the reader would be able to feel the suspense.

However, this text is also unsuccessful at times in making ~~the~~ bicycle racing seem exciting as it describes the smoke as being so dense that the riders are "hardly discernible". This is unsuccessful because if ~~you~~ the reader cannot make out what is going on then they will not be entertained and therefore they would not watch it since there is no benefit in doing so.



ResultsPlus
Examiner Comments

This is a full response which demonstrates convincing analysis of ideas with apt references to clarify the evaluation offered. It meets all level 3 criteria and therefore achieves full marks.



Note how the response is focused on evaluation and offers three convincing reasons with references that fully support the points being made.

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

2 In lines 2–10, the writer tries to make watching the bicycle race seem exciting and entertaining.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 2–10.

25 +3
Pos. subject effect

(6)

The writer ~~is~~ is successful when attempting to make watching the bicycle race seem exciting and entertaining when he describes that "the greater the crowd the more energy is displayed by the riders". This infers us that, watching the bicycle race within a big crowd creates a fun atmosphere and a race full of suspense. This ~~may~~ may persuade the readers to want to watch the bicycle race to ~~have~~ experience the extreme competitiveness between the riders.

The writer successfully shows that the race is exciting and entertaining when a rider was followed immediately by some rider who suddenly awoke to the situation'. This informs the readers that at any given moment the race can change drastically. This leaves the reader feeling eager to watch a cycling race since, entertainment is created between the competition of the riders.

The writer is successful in showing excitement and entertainment within the race when he informs us that some of the riders 'would sprint for a quarter of a mile in recognition of the gift'. This is entertaining for the crowd since they're aware that the bikers may find difficulty when trying to sprint for a quarter of a mile. This may intrigue the reader with wanting to watch a bicycle race to see and experience the tribute reactions.



ResultsPlus
Examiner Comments

This is a less successful response that achieves a mark of 4, level 2. There is sound explanation of ideas and the references are appropriate. All level 2 criteria are met but the final paragraph is outside of the line references.



Make sure you know which section of the text to use – highlight or underline the relevant lines.

Question 3

This question asks candidates how the writer uses language to interest and inform the reader across the whole text.

Some examiners commented positively on the responses they saw to this question but many noted that a significant number of candidates were not able to explain the effects of their chosen language features. Although there was some evidence of the use of relevant subject terminology, it was incorrectly identified by many candidates eg mixing up adjectives and adverbs. Responses to this question were the weakest on the paper and there were a significant number of blank responses.

Most candidates were able to identify some words and language techniques the writer used although they often did not use subject terminology correctly. Although candidates were able to demonstrate some understanding of the text, many had difficulty in explaining the effect of their chosen words or phrases. When candidates did identify language features their responses tended to be statements with little exploration. Popular points for comment were 'hopelessly', 'immediately' and 'suddenly' but many did not really analyse how the language would impact on the reader.

More successful responses were able to focus clearly on the language used to interest and inform the reader and correctly identify subject terminology. These candidates explained, and sometimes explored, how their chosen features helped to achieve effects and influence readers. Word-level analysis was sometimes a characteristic of these responses. Techniques that were discussed included the visual aspects: 'it was like being there in person, which engages the reader', the thrilling sporting idiom: 'it was like listening to a live commentator', and language which created the effects of speed, anticipation, or tension. These candidates picked out the adverbs 'immediately' and 'suddenly' as creating excitement: 'They show how the riders had to make quick decisions with very little time. This creates a sense of stress and the reader is engaged to learn what happened in such a fast paced environment.'

Less successful candidates did not focus on language and made quotations and simply explained what they said. There was often limited, incorrect or no subject terminology. Some just described actions and wrote about the content of the passage rather than the language. There were also those who wrote about structure, in particular, paragraph length. Quotations were sometimes very lengthy, with some explanation of the overall effect but no specific terminology used or any reference to which word or phrase created the effect. For example, it was common to quote the sentence beginning 'Hour after hour the men rode' and comment 'this shows they rode fast'. These responses often made generic comments on the effects of their chosen features eg 'it makes the text more interesting for the reader', 'it makes the text flow more easily', 'it makes the reader want to find out what will happen next' without any further development.

Some examiners commented that there was also evidence of 'feature spotting' where candidates identify correctly (or incorrectly) particular language features but do not explain them.

Some candidates did not seem to understand the focus of the question and responded as if it was an evaluation rather than a language question. Some responses to this question seemed like answers to question 2 with little focus on language features.

Occasionally candidates wrote a response to text two. These were marked but were penalised for using the wrong text (not reading the instructions carefully).

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(8)

The writer uses language to interest and inform the reader by describing how ~~any~~ anything can change in a second. The contrast of the verbs 'speed up or fall hopelessly' represent the how the cyclist always have to stay focused and that cycling can be dangerous. The adverb 'hopelessly' demonstrates how when they fall it is no one's fault but their own. The contrast interests the reader as it makes the race sound even more dramatic. The reader ~~to~~ in 1896 would have been shocked how serious it is where as a modern day reader won't be so surprised to hear about it.

The writer also uses language to interest and inform the reader by informing the reader how ~~long~~ long they cycle for. The repetition of 'hour after hour' creates the image of the cyclist being exhausted and tired out. Giving the impression, even though the cyclist have trained they may not have realised how tiring it could be. The preposition 'after' highlights ~~se~~ how it was ~~se~~ continuous without breaks. This makes the readers both in 1896 and modern day.

~~emphatic~~ ~~Symphonise~~ Sympathise with them
and wonder how they have the stamina to
continue.

The writer also uses language to interest
and inform the reader by describing how
far they cycle. The ~~subtlety~~^{imagery} of 'sixteen
miles every sixty minutes' implies how
they had to go so far around the
Garden. Giving the impression, after the full
six days they must of been exhausted. The
similarity of 'sixteen' and 'sixty' represent
that the race is a constant cycle of the same
thing like the repetition of the 's' sound. This
~~makes~~ would of made the reader in 1896 ~~may~~
wonder who has the time to do that and
can put in that much effort and still enjoy it.
Where as a modern reader would find that
amazing and some may ~~whis~~ wish they
could do that.



This successful response explores the text with some detailed and apt references. There is a range of terminology with some analysis of sibilance, with good comment on how it creates the sound of being exhausted. The analysis of the preposition 'after' is well made. The first paragraph is not quite as convincing with the explanation of 'fall hopelessly' being slightly unclear.

This achieves a mark of 7, level 4.



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

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

You should include:

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

↑
18 miles an hour

Use examples from the whole text and relevant subject terminology.

(8)

In the text the writer uses language to interest the reader. For example ~~the~~ we can see this through the phrase "Fall hopelessly behind". The word hopelessly suggests that the rider has no chance and should just give up. This can ~~be~~ interest the reader as it can show them how difficult and physically draining the race is and how fiercely competitive it was.

In the extract the ~~the~~ writer uses ~~stats~~ statistics to inform the reader. For ~~an~~ example "Sixteen miles every sixty minutes". This is used to inform the reader about the pace and the sheer length of the race itself. This will help interest the reader as it gives them an idea of how tough the race was and how fast the racers were.

The writer uses language in the text to interest and inform the reader.

This is shown through the phrase "Maddox, Forster, and Hale were all burdened with floral tributes...".

Here the writer uses listing to list all the names of those who were in the lead and battling it out to get the win. This shows the reader how tightly contested the race was and how nail-biting it was to watch. This will help interest the reader.



ResultsPlus
Examiner Comments

This response offers three points with explanation. References are generally used appropriately and are relevant to the points made. Statistics and listing are discussed, but there is not a range of terminology. Therefore a mark of 4, level 2 is awarded.



ResultsPlus
Examiner Tip

Try to use correct subject terminology and to focus on the writer's language choices and the effects on the reader.

Question 4 (a)

This is a straightforward question on text two which does not require candidates to use their own words.

Many candidates achieved 2 marks on this question. The most common points identified were bullet points 1, 2 and 3 on the mark scheme, although they were all used. The most common reason for not achieving both marks was incorrect copying eg 'dangerous' and 'serious accidents' without the necessary additional information. There was some misinterpretation of 'prejudice against it' with some candidates associating football with racism or sexism. A few candidates used material not within the line references or referred to the wrong text.

Question 4 (b)

This question requires candidates to understand implicit meaning and ideas in a text. Many candidates used quotations to answer this question and some of these were appropriate responses but candidates should try to use their own words to show they have understood the implied information and ideas.

Most candidates were able to provide two reasons, commonly 'exercise' and 'to improve health' or 'to improve physique'. Many candidates wrote 'improving to a wonderful extent the pluck, nerve and physique' which covered three of the bullet points. A number wrote 'improve to a wonderful extent the pluck' which covers bullet point 5 on the mark scheme but examiners were not convinced that candidates really understood what this meant.

Incorrect responses tended to be those which did not use the text properly and wrote things like 'it's fun' or 'it's entertaining'. Occasionally candidates lost marks by not writing sufficiently to answer the question eg 'extent the pluck' or 'nerves'.

Question 5

This question requires candidates to evaluate how successfully the writer persuades readers that rugby and soccer are beneficial sports to play.

As with question 2, many candidates struggled to be evaluative and did not move much beyond explaining or paraphrasing the text. A significant number did not give three reasons. Examiners noted that there were a quite a few blank responses and also those with very little written. One problem identified was that many candidates responded by giving their own opinions about whether rugby and soccer are beneficial, often not rooted in the text.

Most candidates were able to identify relevant phrases within the text that could be linked to the benefits of rugby and soccer, eg 'manly exercise' and 'throwing off their more dangerous elements', and were able to use this to provide some clear evaluative opinion. However examiners did comment that many candidates identified ways in which the extract was persuasive but did not evaluate how successfully it was done. Candidates commented on 'manly sport' with varying degrees of success. The more successful responses discussed how this would impact the 19th century audience and perhaps inspire men to take up the sport. Some felt it successfully inspired people to get fitter and many said it appealed to the ego. On the other hand, candidates also argued that it deterred women or 'weaker people'. Many candidates did not refer to the 19th century context and discussed how it would offend a 21st century inclusive audience. A few used this quotation as a springboard to discuss their personal opinions on gender in sport with little further reference to the text.

More successful answers explored three points, supported these with evidence and evaluated how successful the writer had been in persuading readers that rugby and soccer are beneficial sports to play. 'I am an enthusiast' was frequently identified for comment. Some argued that it showed bias and was therefore less persuasive and others said that the positive and honest nature of the statement successfully recruited support. Others commented on how the writer focused repetitively on the 'dangers' and negative elements of the sport and linked this to how it is unsuccessful in persuading someone to take up a sport.

Less successful responses often used the question as a stimulus to discuss their own ideas about the benefits of playing sport in general and lost focus on the question. Some candidates wrote about the 21st century versions of the sports commenting, for example, 'it is beneficial because you can make a lot of money'. The use of evidence from the extract was limited in these responses. Some less successful responses used three quotations but it was clear that these candidates did not really know what to do with them. It was also clear that some candidates struggled to understand the language and hence the ideas. There were some responses which gave a generalised opinion but without any textual references and some others where sections of the text had been copied out but with no comments.

5 Read this extract.

Each has its most enthusiastic followers and both are year by year throwing off their more dangerous elements and becoming more scientific in their manner of playing. It is a sport that neither time nor ridicule has ever been able to stamp out and it must have a very large influence on the national character.

I can only repeat that football is a manly sport, which, in spite of its dangers, real and pretended, must always have a great and increasing place in the affections of the British people, and I would earnestly exhort those who are more or less opposed to it, to pause before going to the length of throwing any unnecessary impediments² in the way of its exercise by the hale and strong of the coming generation. But I am speaking for myself, and I am "an enthusiast".

In the extract the writer tries to persuade readers that rugby and soccer are beneficial sports to play.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

The writer unsuccessfully demonstrated that rugby and soccer are beneficial sports to play due to ^{the} ~~the~~ lack of inclusiveness. This can be portrayed in the quote, "I can only repeat that football is a manly sport." The adverb "manly" implies that since these sports may be dangerous at times, women may be too fragile to participate. The use of the adverb "only" ~~is~~ highlights this in the writer of the article. It implies that ^{there} ~~there~~ is no doubt about ~~the~~ his opinion.

The writer successfully emphasised that rugby and soccer are beneficial sports to play due to the popularity, globally and nationally, "each has its own enthusiastic followers". The adjective "enthusiastic" portrays that many views enjoy the sport. Furthermore this is reinforced in the quote, "it must have a very large influence on the national character" or many views of them sport look up to be played and inspire that ~~maybe~~ ^{maybe one} ~~one~~ day they're able to do the same, the

modal verb "must" suggests the high likelihood that many are influenced while watching these sports.

The writer unsuccessfully suggests that soccer and rugby are beneficial because of the dangerous tendencies which are more likely to happen, "year by year throwing off their more dangerous elements." The superlative "more" conveys that these dangerous elements continue to get ~~worse~~ ^{worse} and ~~as~~ ^{as} the years go by, ~~more~~ ^{players} ~~players~~ have a high chance of suffering ~~more~~ ^{more serious} injuries, therefore not being beneficial towards the rugby and soccer community.



ResultsPlus
Examiner Comments

This good response analyses a range of points and covers different parts of the text. There is critical evaluation and some convincing analysis, but this is not fully sustained in the final paragraph. Therefore, a mark of 5, level 3 is achieved.



ResultsPlus
Examiner Tip

Note how this response gives examples from across the text and always focuses on evaluation.

5 Read this extract.

Each has its most enthusiastic followers and both are year by year throwing off their more dangerous elements and becoming more scientific in their manner of playing. It is a sport that neither time nor ridicule has ever been able to stamp out and it must have a very large influence on the national character.

I can only repeat that football is a manly sport, which, in spite of its dangers, real and pretended, must always have a great and increasing place in the affections of the British people, and I would earnestly exhort those who are more or less opposed to it, to pause before going to the length of throwing any unnecessary impediments² in the way of its exercise by the hale and strong of the coming generation. But I am speaking for myself, and I am "an enthusiast".

In the extract the writer tries to persuade readers that rugby and soccer are beneficial sports to play.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

The writer successfully uses ^{the word} "exercise"⁽⁶⁾ to persuade readers because it suggests that it's good for you. This makes me think that ^{playing} rugby and soccer is beneficial to me because of the connotations the word exercise has.

The writer successfully uses the words "influence" and "national character" to suggest rugby and soccer are beneficial. This makes me think that the sports are so wide spread and loved that so they can't be bad because it is played nearly everywhere in the world.

The writer successfully uses the words "real and pretend" to suggest that most of the dangers you see in soccer or fights are false. This reassures me ~~to~~ that they are beneficial because most of the negatives are faked.



ResultsPlus
Examiner Comments

This less successful response makes three points and there is some explanation but it is undeveloped. There is some use of appropriate references. This achieves 3 marks, level 2.



ResultsPlus
Examiner Tip

Remember to focus on evaluating how successfully the writer presents their ideas.

Question 6

This question asks candidates to evaluate how successfully the text shows that rugby and soccer are safe games to play.

A few convincing responses showed developed analysis of writer's ideas and critical evaluation. However, while most candidates were able to offer an opinion as to whether rugby or soccer were safe games to play, often this was not securely anchored in the text. A significant number of candidates offered their own opinions with very little or no reference to the text. A number of candidates misinterpreted 'bathing' as having a bath rather than swimming.

More successful responses were able to explain ideas and offer some informed evaluative opinion with appropriate references. They were able to agree and disagree with the statement. Better responses focused closely on specific references, often giving both positive and negative interpretations and thus fully discussing the issue raised eg 'The writer normalises danger by saying the accident rate is very small' and then 'I cannot imagine any game with FATAL accidents being safe'. This was an argument adopted by many more able candidates, who found various ways to discuss the success of the writer's ability to balance benefits against risks. There were many candidates who used 'risk with many is an incentive', some feeling 'it shows sport as risky and you could harm yourself' others saying 'it gives an adrenaline rush' or similar ideas. Quite a number of candidates commented on the writer's 'sarcastic tone used to combat the idea of danger' and quoted 'somewhat dangerous' or 'so-called fatal'. They were also able to discuss the writer's possible bias. Some commented on how historical presentations of the sports are outdated in relation to 'scientific' advancements.

The majority of less successful responses did not focus on the text and simply offered a discussion of whether soccer and rugby were safe. A few began with reference to the passage and then strayed into their own ideas about modern sport, with no further reference to the text. Some wrote very little or used very lengthy quotations and then briefly explained their meaning.

Occasionally candidates wrote a response to text one which were marked but penalised for using the wrong text (not reading the instructions carefully).

There were a number of blanks or very short or undeveloped responses which may have been a time management issue.

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

'In my view, this text shows that rugby and soccer are safe games to play.'

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

Use examples from the text to support your evaluation.

(12)

I both agree and disagree with this opinion because despite the text being mostly on the side of football and rugby being safe and beneficial. The writer being 'an enthusiast' it does also show some of the more negative sides to it predominantly the injuries.

The main point raised by the writer throughout the text is that despite there being some negatives the overall effect of participating in rugby or football is beneficial.

The writer also shows a balanced argument by detailing the injuries 'so-called fatal' and 'sprains, strains, or even an occasional breakage.' However the writer quickly shows that these points are invalid saying 'The fact is that in every form of sport accidents will happen' this helps the reader to understand that it isn't just rugby or football specifically that are dangerous but any sport is.

Another way in which the writer persuades the

reader that they are good activities to take part in is that they 'improve to a wonderful extent the ~~part~~ ~~parts~~, nerve and physique' this shows that the games will improve you as a ~~person~~ person both mentally and physically.

The writer also demonstrates ways that the sports are becoming safer. One of these ways is that they now have governing bodies the 'Rugby union' and the 'Football association'. This will mean that the sports will be better regulated ~~then~~ making them safer and so persuading me that they are safe to participate in. The writer also says 'both are year by year throwing off their more dangerous elements and becoming more scientific in their manner of playing.' This further persuades me as the reader that the sports are becoming safer and therefore ~~as~~ I am more likely to play.

Overall through the points made the text shows that rugby and soccer are safe games to play.



This is a detailed and convincingly analytical response, which presents a personal judgement in the opening paragraph and sustains a detached critical evaluation throughout. All level 5 descriptors are met so full marks are achieved.



Note how the candidate uses examples from the text to support the evaluative points made.

Remember to focus on making judgements about how successful the text is and to use the text to support your opinions.

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

'In my view, this text shows that rugby and soccer are safe games to play.'

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

Use examples from the text to support your evaluation.

2x PTE
1x Conclisio

(12)

The text shows that there are dangers but the sports in present time are much safer and he quote, "The fact is that in every form of sport accidents will happen, and the very element of risk is with many incentive to the sport." The adverb ~~in~~ risk shows that to the reader there is a chance for an accident but is overshadowed. This ~~also~~ effects the reader as risks are never a good thing implying its negative.

The text also shows that rugby and soccer are safe games to play as it says, "I believe that it is at the present day largely suffering from ~~the~~ the misdeeds of its past." The negative word misdeed is shown to have happened in the past as a dangerous sport. This shows the reader that the sport has ~~been~~ changed for the better.

In conclusion I believe that the sport has very minor dangers and are overlooked so I believe that rugby and soccer are somewhat safe and are ~~at~~ seen for their misdeeds in the past where the sports were more dangerous.



ResultsPlus
Examiner Comments

This is a less successful response. There are straightforward comments on ideas and some personal judgements about the text, with valid references. The coverage of the text is limited to the first three paragraphs so only achieves a mark of 4, level 2.



ResultsPlus
Examiner Tip

Try to use examples from the whole text to support your points and remember to give your opinion about the success of the text.

Question 7

This question asks candidates to write an article or speech for their peer group about how to take up a new sport. This was the more popular choice and many examiners commented positively about candidates' responses to this topic.

A05

Candidates obviously knew a lot about this subject and were keen to write about it. Most were able to show a good understanding of the intended audience and the majority used article features with some use of headers and sub-headings to organise their ideas. The majority of candidates talked about the importance of exercise for both physical and mental health with lots of consideration of the impact of social media and COVID on their own and their peers' health. Some looked at specific sports and had a very detailed knowledge. Some considered their own experiences and how their life improved, others listed a range of advantages to doing the sport. One examiner observed that it was really interesting and impressive the scope of the meaning of 'new' sport. This was taken literally as a sport that you hadn't tried before, eg football or boxing, or an entirely new (as in just created) sport. In the latter case there were some very detailed explanations of newly created sports such as 'stickleback shuffle'. A few suggested chess. Many candidates used the opening in the question in their own writing and this seemed to give them some confidence and direction.

More successful candidates sustained a sense of purpose and audience throughout and organised their material into a clear and logical sequence of ideas. There were numerous sports recommended from the usual football, tennis, swimming and skateboarding to some more 'fringe' ones such as cheese rolling! Many referred to going to the gym or taking up dancing which some might argue are not sports but the responses focused closely on their exercise benefits and other social bonuses. They reflected the current concerns about improving physical and mental health and the better candidates used statistics, anecdotes and references to 'expert opinions' to support their points. There was a lot of concern that people were 'sitting all day in front of that screen' and it is important to 'peel yourself away from that screen'. The prompt struck a nerve and opened up many concerns about health issues. One rather dramatically asked 'How would you feel if your organs failed?' There were counter arguments given at times too. One warned that sport could be 'time consuming, expensive and elitist'. Many examiners observed and admired humorous approaches that considered the reader and their experiences: 'We'd all prefer to be cosy on our sofas with a pint of ice cream and Netflix, but...'. or those that explained that even though sport is unappealing for the sake of one's health everyone ought to do at least some. These responses were lively and clearly crafted, using paragraphs in an appropriate manner with varied sentences and structural devices. They had a strong register and related to their audience effectively. There were some passionate and convincing responses.

Less successful responses wrote very little – some had clearly run out of time. Some also wrote more about health issues than sport and some argued the benefits of playing games on computers so ‘why go through the hassle’. There was a slight misunderstanding of the task in some cases where they wrote about taking up supporting a team. There were some responses that were brief and undeveloped with weak language controls which impeded meaning. There were a number of responses that wrote little beyond copying out the prompt on the question paper.

AO6

Most candidates were able to make some attempt to select words, sentence structures and punctuation to suit the task. They were able to express and order information and ideas with some correctly spelt vocabulary, some control of punctuation and some accurate paragraphing. Most candidates were able to communicate successfully even if there were errors. Word choices showed some adaptation to the topic being written about.

Vocabulary was often varied although there were spelling errors. Complex words were sometimes correct but there were frequent careless errors which suggested a lack of proof reading. There was not much evidence of the use of ambitious vocabulary but there was weak punctuation with some responses using very few full stops or capital letters.

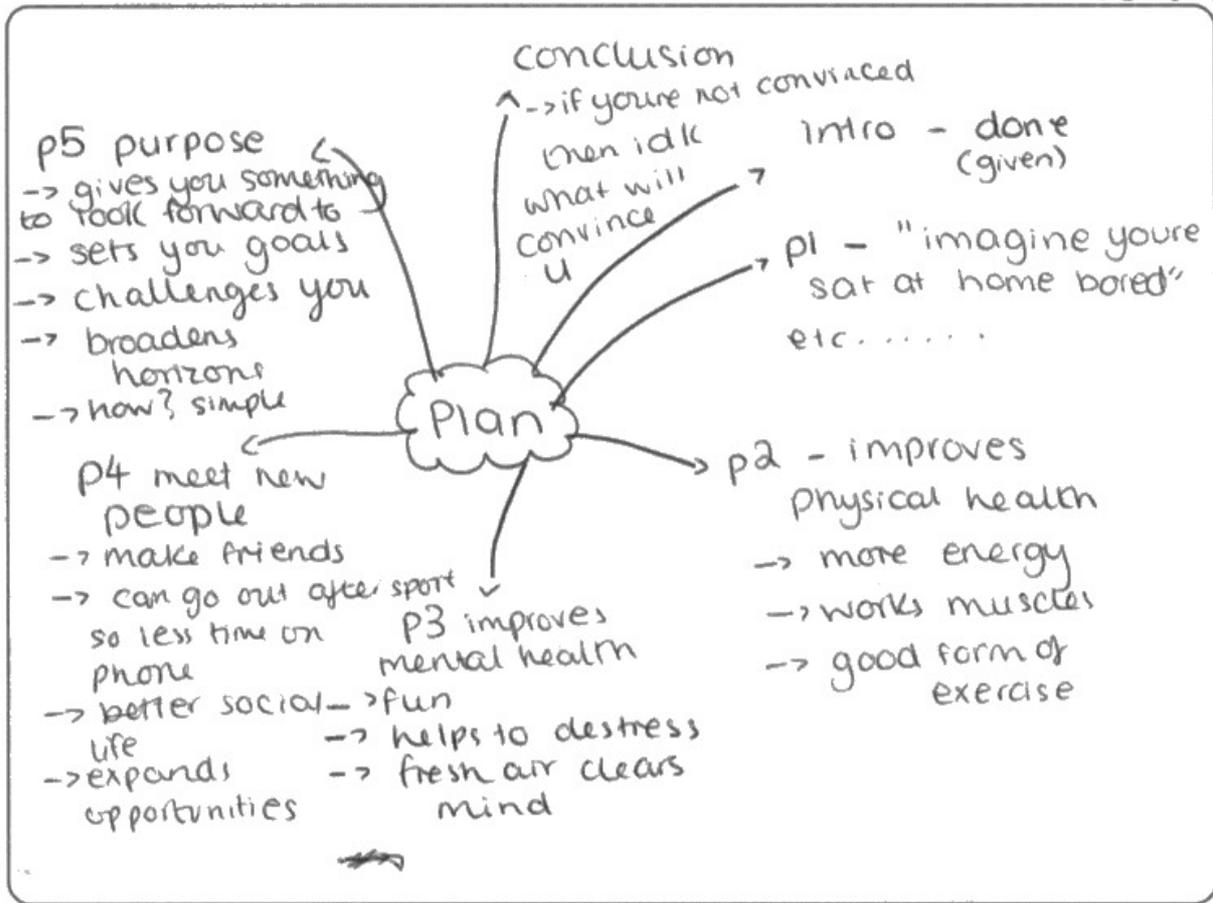
Stronger candidates were selective with their vocabulary choices and used a range of appropriate linguistic techniques, eg rhetorical questions and direct address to communicate their ideas. Vocabulary range was evident across their responses and well-chosen for the task they had selected. These candidates wrote fluently with a range of structural devices. They had full control of spelling, punctuation and grammar.

Less successful candidates were often repetitive with their word choices and, in particular, with their sentence structures. They often used very basic sentences or did not punctuate sentences. These candidates sometimes had limited vocabulary and poor grammar. Common errors were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising ‘I’ for the personal pronoun; missing capital letters at the beginning of sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

Common spelling errors were ‘exercise’ and ‘computer’.

Plan your answer to Section B here:

10:27



Write your answer to Section B here:

Time for a change – try a new sport.

Many of us now spend a great deal of time in front of our computers and often have to work or study online. This has meant that we don't have enough exercise. I will explain why it's important to take up a new sport and how to do it.

Imagine this – it's the weekend and you've got

nothing to do. Your friends are all busy and you're sick of sitting at your computer. You're feeling stressed and unsure what ~~to~~ to do with yourself. Why not try a new sport?

Playing a sport of any kind will dramatically boost your physical health, whether it be football, tennis or even something as simple as running. The benefits are endless: it works your muscles; boosts your strength; weight loss/gain; improved physique and more. If you start any new sport today, I can guarantee that in just 12 weeks you will feel all these benefits and more. Many students nowadays fall victim to living a sedentary life and therefore are unfit and more and more students are becoming obese. Starting a new sport will reduce these risks and lead to a healthier generation.

Not only does sport improve your physical health but it also improves your mental health. Many teenagers in modern society suffer with mental health due to many factors like cyberbullying, stress of exams, struggles with physical appearance etc. While sport doesn't take away these issues, it provides a space of time where teenagers

do not have to ~~just~~ think about these issues and can relax in the open air and have fun. As I have already said, ~~the~~ this isn't a forever fix but sport can diminish these issues and improve overall wellbeing. For example, if someone is struggling with their appearance, playing a new sport will improve physique and therefore change appearance which solves the problem. Or if someone is suffering from cyberbullying, sports helps you to meet new people and welcomes you into a loving community.

This brings me to my next point – meeting new people. When you play sports, you become friends with lots of people as they all share your interests. This is extremely beneficial in multiple ways as it brings about endless opportunities. Your social life will improve massively and therefore means you will use technology less and less. You will get even more exercise as you'll be leaving the house more often. Overall your life will drastically improve which ~~shows~~ proves my point further that a new sport is a good change.

You may be thinking – what's the purpose of ~~the~~ trying a new sport? What if I am already

content with my life? Is it really necessary?
And for you I have all the answers. Sport gives
you something to look forward to, a purpose for
the day, an opportunity to de-stress. With
sport comes challenge. Humans need challenge.
It sets you goals. Gives you something
to strive for. You can always be more content.
Broaden your horizons. Try something new.
Experience something different.

So to answer ~~the~~ the last question - yes. Trying
a new sport is imperative in boosting your
quality of life. You will never know if you don't
try it - so try it.

If that doesn't convince you, I don't know
what will.



This is a successful response to question 7.

AO5: There is some sophisticated communication here with manipulation of complex ideas, including some engaging address to the reader and moments of subtlety, moving the writing into level 5, with a mark of 21.

AO6: There is an extensive vocabulary and some punctuation used with precision and a range of sentence structures. A few slips keep this from scoring full marks. A mark of 15, level 5 is achieved.



Note how the candidate directly addresses the reader engaging them in the topic. The planning box has been used effectively to help the candidate organise and develop the ideas.

Question 8

This question asks candidates to write a formal email to the planning department of their local council about a proposal to build houses on a local sports and recreation site. Candidates who chose this option seemed quite well-prepared and offered a range of sensible ideas in an appropriate format.

A05

There were lots of different approaches seen with many writing as concerned citizens and some candidates seeing themselves as potential property developers. Some wrote impassioned pleas against the development, warning of the dire consequences of young people being on the streets. Candidates, even at the lower levels, engaged with a whole range of social issues and impacts with insight and maturity. Anti-social behaviour, under-use, low housing options and the need to generate wealth being reasons for the development, and under-resourcing of community activities, the need for social hubs, risk of alienation and health issues being used as reasons against.

Most responses gave some clear and balanced arguments with thoughtful and relevant ideas. Most candidates were able to create a convincing email and use a fairly formal tone, using a formal salutation and appropriate ending. Reasoned argument was often present, with some imaginative use of detail to support this. Many responses reflected some familiarity with social issues to do with housing, the lack of it and the impact on families and young people, so even at the lower levels, there was an informed tone for some of the content. Candidates were, in general, really trying to adopt a formal style in their approach to the task with some adopting a persona that explored the impact on them and their community.

More successful responses adopted a formal register and organised material in a logical sequence, using the prompts from the question to help structure their paragraphs. They were able to provide a thorough and well-thought-out argument that showed a careful consideration of the needs of the community. There was often much attention to specific details of the area to support their argument. There was a lot of support for the local green spaces 'people are proud of our town's green space', and in particular references to happy memories from childhood: 'I won my first prize there', 'That's where we trained our first dog'. In the higher achieving responses there were references to specific details which added authenticity. Some were imaginative in their offering of alternative venues and even specified areas of their town which could be renovated as potential building spaces. There were some sophisticated responses where candidates were able to demonstrate their frustration at the council's proposals and they gave passionate and very articulate responses, urging caution in removing existing facilities. Some stated they were conflicted but wanted to express the views of the community which then gave them permission to explain varying viewpoints well. Candidates were able to take one side of the argument, provide their ideas but ultimately confirm an opinion either for or against building houses. They were able to discuss both recreational space and building houses from one perspective. Some ways this was achieved was by using terms such as 'some may say/argue that', 'others may disagree'.

Less successful responses attempted a suitably formal tone but struggled to sustain a formal register and had problems organising and developing ideas in any detail. They often gave a general overview of whether more houses were necessary or unacceptable in their area eg 'we need more homes for the homeless' or 'our roads are crammed already', but did not develop their ideas in any depth or focused too much on sport and recreation and not on the issue of the proposal to build houses. Some of these less successful responses were very brief and others were inappropriately aggressive in tone.

A06

Comments for this are the same as those for question 7.

Plan your answer to Section B here:

Formal Email -

- health benefits
- children + families

- more housing
- move the sports centre

recommmend building housing
alongside a re vamped
sports centre.

Write your answer to Section B here:

To whom it may concern,
I have recently learnt that
the sports centre in Huddersfield
is likely to be removed and
turned into houses, and I feel that
I should voice my opinion on
this matter.

Sports centres are the heart of

our community, bringing together all ages, races and backgrounds to engage in physical activity, which increases the release of endorphins and can prolong peoples lifespan. Exercise and bodily movement is something that our local council should be promoting and building houses on the sport centre would eliminate this extra chance to keep the community proactive. The sports centre is also a great opportunity to occupy children and families, so instead of sitting inside and playing games online, children can have a more healthy approach to fun.

Despite this, I do recognise that The UK is in a housing crisis, as the population grows so does the demand for ^{large} houses in nice areas, but how far will we go to supply everyone with sufficient housing? If you do go ahead with building

council housing over the shell of the old sports centre, I propose a plan that serves useful to those on either side of the argument, That the sports centre is knocked down and houses are built in its place, but an area must be allocated to build a new, re-vamped sports centre to replace the old one!

~~the~~ Thank you for reading my opinions, and I hope you take my ideas into consideration when making your decision.

Sincerely - a concerned resident



AO5: The ideas are communicated clearly and material is selected to suit purpose and audience. There is some development of ideas and paragraphs are clearly structured. The slightly mechanical nature of the response is less effective than would be expected to achieve level 4. A mark of 13, level 3 is awarded.

AO6: All level 3 descriptors are met here. There is a varied vocabulary and a range of sentence structures with sound use of grammatical features. A mark of 10, level 3 is achieved.



To improve this response the candidate could have presented the ideas more persuasively.

Always think about the purpose and audience for your writing and use the planning box to help you develop and organise your ideas.

Paper Summary

Based on their performance on the paper, candidates are offered the following advice:

- For short-answer question 1 and Q04(a) ensure that you are responding briefly and selecting information, not just writing out a section. Highlight the relevant lines in your extract booklet and read the question carefully. Ensure you answer on the correct text as well as correct lines. For Q04(b) try to find ideas that are implied in the given text rather than just selecting phrases or quotations from the text.
- For question 3, make sure you focus on language features eg alliteration, personification, simile, metaphor. Remember to focus on the effects of your chosen examples on the reader and not just explain their meaning. Try to use appropriate subject terminology.
- In questions 3 and 6, 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 for comment. 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 responses to questions 2, 5 and 6, remember that you evaluate every day, and more so than ever with online feedback and posting of opinions and ideas online. Read the question carefully – what is it you are giving your opinion on? You do not need to comment on language and structure here unless this supports your evaluation. Remember always to link your evaluative points to the text.
- Remember to find three reasons for your opinion and support them with examples for your responses to questions 2 and 5.
- When you are writing, always think about your reader, what ideas you want them to understand and how you want them to react at different parts of your writing. Then choose the most useful words, phrases or techniques available to you to achieve those effects.
- Plan your writing, even just briefly. You have been given a planning box to do this. Think carefully about how you will begin to write so that it is engaging for your reader from the very start. As you begin to write, know where you will end. This will help you to write in a cohesive and coherent way. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy on spelling, punctuation and grammar.
- Focus on timing during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question. Make sure you try to answer every question.

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>

