



Examiners' Report Principal Examiner Feedback

November 2023

Pearson Edexcel GCSE

In English Language (1EN2)

Paper 2: Contemporary Texts and Imaginative
Writing

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-8 from 1EN2/02. This was the second November examination of the specification in English Language 2.0, offering another opportunity for candidates to sit this revised approach to a GCSE English Language paper.

The English Language 2.0 qualification consists of the following three components:

- Unit 1: 19th century non-fiction and Transactional Writing – 50%
- Unit 2: Contemporary Texts and Imaginative Writing – 50% (this examination)
- Unit 3: Spoken Language Endorsement (non-examination assessment)

This report will focus on Unit 2: Contemporary Texts and Imaginative Writing

The paper is assessed through a 1 hour 55-minute examination. The total number of marks available is 80. The reading and writing sections of this paper are linked by theme.

The focus of this component is:

Section A – Reading

Study and analyse selections from a range of contemporary texts.

This paper features two unseen contemporary extracts, from 20th and 21st century sources. One text will be fiction, one text will be non-fiction. The word count across the two extracts is approximately 900 words with every effort made to provide balance across the two extracts. The texts will have a thematic link and will attempt to provide engaging and accessible content for candidates to work with during the examination.

The questions are on:

- Text 1 (Questions 1 and 2) and Text 2 (Questions 3 and 4)
- There are a mixture of short and extended response questions for both extracts
- Candidates' ability to synthesise across the two texts will be assessed in Question 5, which will focus on similarities in the texts. The final question of this section, Question 6, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

Section B – Writing

This section allows candidates to explore and develop their imaginative writing skills. Candidates may choose to offer a complete narrative with beginning, middle and end or a part of a larger story.

There are two writing tasks, with a thematic link to the reading extracts. Candidates pick one question to respond to. For this new specification, candidates are offered an opening line for one of the question options, and pictures are provided to support with the second question, as will be familiar from GCSE English Language 9-1.

The Assessment Objectives for this paper are:

Section A: Reading

A01:

- identify and interpret explicit and implicit information and ideas (Q1, Q3)
- select and synthesise evidence from different texts (Q5)

A02: Explain, comment, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Q2, Q4)

A03: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Q6)

Section B: Writing

A05:

- communicate clearly, effectively, and imaginatively, selecting and adopting tone, style and register for different forms, purposes and audiences (Q7 or Q8)
- organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Q7 or Q8)

A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Q7 or Q8)

General Overview

It was clear that candidates were, on the whole, able to respond well to the two unseen contemporary texts. They were able to read substantial extracts that made significant demands in terms of content, structure, and quality of language. The texts selected would appear to have engaged and interested the majority of candidates as they were able to offer thoughtful comment and explanation of the writers' craft, alongside comparisons between the two texts. With this new specification, it was pleasing to see that candidates had been well prepared and had at different levels, been able to demonstrate the key skills of understanding, interpretation and analysis.

It was also clear that candidates had learned different ways to write imaginatively to attempt to engage a reader. A variety of approaches were seen through this series in the writing section, from straightforward narratives to complex story arcs and imaginative use of tone and voice. It was clear from the responses that many candidates had been given opportunity to prepare well for the writing section, with varying levels of expertise in terms of using rhetorical and structural devices to create meaning and impact.

Examiners were impressed by:

- evidence that most candidates had understood both texts
- candidates' confidence in places to explore the impact of language in both texts
- writing that showed some real creativity and flair
- writing that worked hard to sustain tone and style, considering audience and purpose.

Less successful responses:

- showed an insecure grasp of language and structure, with a reliance in places on feature spotting
- were unable to use subject specific terminology effectively
- lacked focus on the question, especially with Questions 5 – 6
- didn't always develop and craft their written responses with audience and purpose in mind
- lacked accuracy around spelling and punctuation.

Question 1

Candidates, in the main, achieved one mark for this question.

The questions are designed with ramping in mind and to encourage achievement for all candidates. This question generally showed the confidence of candidates in reading the given section of the extract and finding the relevant information.

This question requires understanding of AO1: 'identify and interpret.' This question has a focus on the ability to identify. The important advice for any candidate is to check the question carefully, make sure they understand what they are being asked to identify, and then check if their chosen reference from the text is answering the question asked.

The very few candidates who did not achieve a mark for this question either chose from the wrong lines, paraphrased the question, or selected only a word from the text that did not suggest they had identified enough to answer the question. Very few candidates scored zero for this question.

Examiner Comment

A brief approach that scores 1 point

Examiner Tip

Short answers are fine as long as they answer the question!

SECTION A
Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–2.

Write your answers in the spaces provided.

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach. (1)

People

(Total for Question 1 = 1 mark)

Examiner Comment

A clear selection – Bullet Point 5 from the mark scheme.

SECTION A
Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–2.

Write your answers in the spaces provided.

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach. (1)

People playing frisbee

(Total for Question 1 = 1 mark)

Examiner Comment

This is what Richard saw, not what he thought he might see!

Examiner Tip

Try and think carefully about the question being asked.

SECTION A
Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–2.

Write your answers in the spaces provided.

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach. (1)

completely deserted

(Total for Question 1 = 1 mark)

Examiner Comment

Another short response that scores 1 mark.

SECTION A
Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–2.

Write your answers in the spaces provided.

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach. (1)

'sun-kissed gacacs'

(Total for Question 1 = 1 mark)

Examiner Comment

An example of a candidate offering more than required – the textual reference would have been enough!

Examiner Tip

A direct quote is fine, no need to say more for this question.

SECTION A
Reading

You should spend about 1 hour 10 minutes on this section.

Read Text 1 in the Source Booklet provided and answer Questions 1–2.

Write your answers in the spaces provided.

1 From lines 12–18, identify **one** thing Richard thought he might see at the beach. (1)

Richard thought he might "see groups of friendly travellers with sun-kissed faces" at the beach. (Total for Question 1 = 1 mark)

Question 2

This question offers a supportive way into the more challenging reading questions, by asking candidates to focus only on language at this point. Candidates are also supported with the extract from the text they will write about being placed directly above the answer box. This is a change to the approach to AO2 that will feel different to other specifications and was made to provide a chance for all learners to feel they can access the question, hopefully building confidence at the start of the paper. A more familiar approach to AO2 will appear in Question 4 of this paper, but it was pleasing to see so many candidates have a go at this accessible question. The vast majority of candidates attempted the question, with many working at Level 2.

The mark scheme for this question now asks for use of subject specific terminology. This is a change to 1EN0 but it is evident that candidates are now feeling more confident around this requirement. Many responses at the lower end would refer to the writer 'using language' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible but clearly wrongly identified features in the text can be detrimental to scores awarded.

Responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'show feelings' in the text. This generic phrase did not allow candidates to reach the higher levels by looking at **how** language was creating impact and developing meaning. Lower level responses often recognised the feelings in the text without unpacking the ideas in any detail.

Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind. An ability to consider all of the protagonists in the extract was evident at the higher levels too.

Examiner Comment

This response offers some explanation of how language is used in the text, along with providing textual references. This doesn't get 4 marks, or the top of Level 2, as there is no subject terminology in the response.

2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

in this extract the writer use
language to put the reader into
the story he used word "cautiously"
makes ~~the~~ ~~the~~ the reader get more
anxious on what's going to happen next.
The writer may have done this

to make the reader be on ~~the~~ the edge
of their seats.

Another way the writer has used
language to show how rich and
etienne felt about the situation
is scared as it says "fear" the
word fear, is like ~~scared~~ or petrified
of what is about to happen.

(Total for Question 2 = 6 marks)

Examiner Comment

This response covers all the bullet points securely in Level 2 and does use relevant subject terminology. It is a good example of a solid response at Level 2, scoring 4 marks.

2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

Throughout the text, the writer uses adverbs to describe how Richard and Etienne feel about their situation. This is shown in the quotation "I stood up cautiously". The word 'cautiously' shows that they are being careful as something

dangerous could happen, it also shows that they are scared. This could make the reader feel nervous for Richard as something could happen to him.

Another way the writer used language to describe how Richard and Etienne are feeling, is by using adjectives. This is proven in the quotation "An overwhelming sensation". The adjective 'overwhelming' suggests that this might be too much for them, which could cause problems.

(Total for Question 2 = 6 marks)

Examiner Comment

This meets all the bullet points in Level 2. While not always secure, the candidate begins to offer more than just explanation in places. This response was awarded 5 marks for just tipping into Level 3

Examiner Tip

Offering some more detail about the textual references – maybe picking out a word and offering some alternative perspectives – will help lift the response into Level 3.

2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses ^{Language} ~~adverbs~~ to show Richard was worried. "I stood up cautiously." This shows us that Richard is standing up slowly and is being very aware of what he is doing telling us he is very worried about where he is stood and most likely scared the adverb 'cautiously'

is what gives us this idea.

The writer also uses language to show us that Richard becomes underwhelmed one he looks over the edge. "An overwhelming sensation washed over me, almost boredom." This quote shows us ~~that~~ that the amount of boredom he was feeling was ~~overwhelming~~ so much to take on that he ended up telling himself to jump off the edge. The adjective 'overwhelming' tells us how impactful his disappointment was.

However the writer also uses language to show us how Etienne was feeling, ^{and} from the extract we can see she was scared and worried, just like Richard at the start. "Are you jumping?" called Etienne nervously." This quote shows us she was scared as she didn't want Richard to jump. We know this from the adverb 'nervously' it gives us the idea the Etienne didn't actually want to know if it was ^a yes or no as she called out the question nervously.

(Total for Question 2 = 6 marks)

Examiner Comment

A solid, secure L3 response. In comparison to the previous response, this is more sustained throughout and was awarded 6 marks

2 Read this extract.

I stood up cautiously, one foot an inch from the cliff, the other set back at a stabilising angle.

'Are you jumping?' called Etienne nervously.

'Just taking a better look.'

An overwhelming sensation washed over me, almost boredom, a strange listlessness. I was suddenly sick of how difficult this journey had become. There was too much effort, too many shocks and dilemmas to dissect. And this sickness had an effect. For a vital few seconds it liberated me from a fear of consequences.

'So jump,' I heard my voice say.

In the extract, how does the writer use language to show how Richard and Etienne feel about their situation?

Use examples from the extract and relevant subject terminology.

(6)

The writer uses language to show how Richard and Etienne feel about their situation by explaining how their feelings took over.

The metaphor in the quote 'An overwhelming sensation washed over me', illustrates that the sensation took over him, like when in the ocean and a wave takes over your body with strength, just like that. This makes the reader feel nervous about them and a feeling

of danger is ~~possible~~ possible. The adverb 'overwhelming' implies that it's not a good feeling and pressure is upon them. This makes the reader feel as if they were there in the situation and the right thing to do would be to go back.

The writer uses language to show that Richard and Etienne feel tired and unsure about their situation. The adverb in the quote 'I was suddenly sick of how difficult this journey had become', 'suddenly' implies that this feeling happened so quickly as they were getting nowhere and suggests that he got bored. The hyperboles 'sick' and 'difficult' ~~is~~ suggests that there is a certain level of exaggeration and he's had enough. This makes the reader feel bored because they aren't getting anywhere.

The writer uses language to show that Richard and Etienne put in a lot of work of ^{it} this situation but ^{it} only came with problems. The metaphor in the quote 'There was much effort, too many snags and dilemmas to dissect', demonstrates that they had to go through so much to get nowhere, ~~like~~ like literally dig and cut through so ~~much~~ much problems that came across this situation. This makes the reader feel frustrated for them and the story as it isn't going anywhere.

(Total for Question 2 = 6 marks)

Question 3

This question, on the second extract in the examination, again tests AO1: 'identify and interpret'. However, this question has a greater focus on the second part of the AO, asking candidates to make the connection between the question being asked and how the text infers this. The wording of the question is designed to encourage candidates to make that extra step in their minds: 'I understand the event seems exciting, but how is that indicated in the text?'

The vast majority of learners were able to answer this question successfully. As with Question

1, this was written with ramping in mind, to give as many candidates as possible the opportunity to achieve. Candidates who didn't get the mark for this question either misunderstood the question, or selected parts of the extract that did not clearly indicate they had understood how the writer is suggesting the event is special.

Examiner Comment

A good response, with a candidate feeling they should say more perhaps!

Examiner Tip

No need to mention word forms or more detail!

Read Text 2 in the Source Booklet provided and answer Questions 3–4.
Write your answers in the spaces provided.

3 Read this extract.

The atmosphere was electric; it was a cacophony of noise from the PA system¹, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating² ceilings of the London Aquatics Centre. It was almost deafening.

I inhaled slowly and steadily. The air was thick with the sticky warmth of chlorine and the charged crowd. I needed to focus hard.

My heart pounded to the tips of my fingers.

From the extract, identify **one** thing that suggests that this is an exciting moment. (1)

The term 'my heart ~~is~~ ^{pounded}'
verb.

(Total for Question 3 = 1 mark)

Examiner Comment

An example where the examiner will credit the correct part of a response ('the charged crowd') while ignoring the irrelevant content offered

Examiner Tip

Just provide the relevant information directly related to the question

Read Text 2 in the Source Booklet provided and answer Questions 3–4.
Write your answers in the spaces provided.

3 Read this extract.

The atmosphere was electric; it was a cacophony of noise from the PA system¹, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating² ceilings of the London Aquatics Centre. It was almost deafening.

I inhaled slowly and steadily. The air was thick with the sticky warmth of chlorine and the charged crowd. I needed to focus hard.

My heart pounded to the tips of my fingers.

From the extract, identify **one** thing that suggests that this is an exciting moment. (1)

The air was thick with the sticky warmth of chlorine and the charged crowd.

(Total for Question 3 = 1 mark)

Examiner Comment

A response that offers a paraphrasing of the textual evidence.

Read Text 2 in the Source Booklet provided and answer Questions 3–4.
Write your answers in the spaces provided.

3 Read this extract.

The atmosphere was electric; it was a cacophony of noise from the PA system¹, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating² ceilings of the London Aquatics Centre. It was almost deafening.

I inhaled slowly and steadily. The air was thick with the sticky warmth of chlorine and the charged crowd. I needed to focus hard.

My heart pounded to the tips of my fingers.

From the extract, identify **one** thing that suggests that this is an exciting moment. (1)

his heart was pounding to the tips of his fingers showing excitement

(Total for Question 3 = 1 mark)

Examiner Comment

A response scoring 1 mark with no fuss!

Read Text 2 in the Source Booklet provided and answer Questions 3–4.

Write your answers in the spaces provided.

3 Read this extract.

The atmosphere was electric; it was a cacophony of noise from the PA system¹, as well as cheers, shouts and applause from the crowd. The sound ricocheted around the domed, undulating² ceilings of the London Aquatics Centre. It was almost deafening.

I inhaled slowly and steadily. The air was thick with the sticky warmth of chlorine and the charged crowd. I needed to focus hard.

My heart pounded to the tips of my fingers.

From the extract, identify **one** thing that suggests that this is an exciting moment.

(1)

Cheers, shouts and applause from the crowd.

(Total for Question 3 = 1 mark)

Question 4

This question returns to AO2, this time asking candidates to focus on both language and structure at this point. This question asks candidates to select from the whole text, but it is important to note that the mark scheme has 10 marks covering the 5 Levels. This is a change to the 15 marks available in 1EN0 for language and structure questions about the whole text. As with previous specifications, candidates who do not cover both language and structure will find themselves unable to progress beyond Level 2 of the mark scheme.

On the whole, candidates fared well on this question as it echoes question styles, they may be familiar with from alternative specifications. For some candidates, lack of structure was an issue and would suggest they may need reminding of the difference between this question and Question 2.

The candidates' ability to write confidently about structure was a good discriminator within the responses. While able candidates were able to explore obvious structural features such as sentence lengths and lists, it was apparent in more nuanced responses that candidates could also explore the overall structure and development of the text as the extract unfolded. Indeed, being able to discuss contrast of emotions across the text, or the development of the narrative, often led to more confident structural exploration compared to attempting to explain the impact of lists or short sentences. It is evident that centres are now working hard with candidates to support this move away from talking about, for example short sentences, towards considering the tone and progress of feelings within the texts.

The mark scheme for this question now asks for use of subject specific terminology. This is a change that some candidates struggled with, but this will likely improve in future exam series. As with Question 2, many responses at the lower end would refer to the writer 'using language' or 'using structure' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible but clearly incorrectly identified features in the text can be detrimental to scores awarded.

Again, as with Question 2, responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'interest and engage the reader' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language and structure were creating impact and developing meaning. Lower-level responses often recognised the excitement in the text without exploring the ideas in any detail. A common approach to this question from candidates was a reliance on the word 'shows'. This indicates some attempt to understand what the text is trying to achieve, but repetitive responses that used a similar stock sentence approach in this manner were evident at the lower end.

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

ability to select from across the text, linking points together, rather than just comments on any features spotted in the text.

Examiner Comment

This short response offers some limited comment with very limited references from the text.

Examiner Tip

A more developed response would be hoped for – 10 marks for this question would suggest that an examiner will expect more than 1 paragraph!

4 The writer describes the moments before his dive.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

The writer uses the verb "electric" when describing the atmosphere to help engage and interest the reader by making it seem like something interesting was about to happen.

Examiner Comment

This is a response that offers plenty of padding without really offering more than comment on the text. There would seem to be little or no mention of structure in this response as well – a mark capped at the top of Level 2 seemed fair.

Examiner Comment

Don't forget, no mention of both language and structure will result in a capped score on this question!

4 The writer describes the moments before his dive.
How does the writer try to interest and engage the reader?

You should include:

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

Use examples from the whole text and relevant subject terminology.

onomatopoea.
Simile
metaphor
hyperbole.
Personification.

(10)

The writer uses some interesting language features. The first sentence started off with a personification. "the atmosphere was electric", this is a undoable action, the air is unable to be electric. personifications

are unusually attractive language features which many writers enjoy using in their work. Reading information that ~~cannot~~ can not be ~~done~~ ^{done}, reels me in a lot. It identifies real life into the imaginary, which will naturally engage a reader.

The writer uses ^{lines 3 to 4} hyperbole in ~~the~~ ~~three~~ ~~lines~~ ^{three to four}. The quote I am using as evidence is "It was almost deafening", creating an over-the-top scenario for readers to believe. Using hyperboles latch the reader on as if it was a cliff-hanger. It is an interesting way to describe things happening around you. But it successfully engages the reader.

Lastly, the writer uses a hyperbole at the end of his paragraph. The quote to link with my statement is "my heart pounded to the tips of my fingers"

Over-expressing the feelings he has before performing. Over-expressing brings the reader to imagine the scenario the characters in. It creates an image in your head and what it would look like, and that is usually interesting for most readers.

Examiner Comment

There is explanation of how meaning is created through both language and structure, including the management of the text, with generally appropriate references. There is no relevant subject terminology however, so a score of 5 was awarded.

Examiner Tip

This specification will expect use of relevant subject terminology in responses.

4 The writer describes the moments before his dive.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

The writer engages the reader at the start of the text by mentioning the fact that this dive was taking place at the London 2012 Olympic games. This straight away engages the reader as the Olympic games are a big deal that everyone knows.

about.

At the ~~beginning~~ beginning of the text the writer portrays himself as being positive about the dive this is shown in the quotes

'The atmosphere was electric' ~~at~~ and

'as well as cheers, ^{shouts,} ~~from screens~~ and applause

from the crowd'. This gives the reader

confidence about the dive, making the reader invested ~~on~~ in his dive.

As the text progresses so does the writer's

shifted in confidence, the reader can tell that

the writer is becoming more nervous this is

shown in the text 'My heart pounded

to the tips of my fingers'. This shows the

writer is becoming more ~~emoto~~ anxious about

the dive. ~~For~~ As a result of this the

reader is engaged as they want to ~~know~~

know if he was successful in his dives.

Examiner Comment

This response was awarded for just moving into Level 4. Much of the response offers explanation although the exploration of the impact of sentences types was acknowledged as beginning to move towards 7 marks.

Examiner Tip

Talking about how the extract develops and changes is a great way to discuss structure!

4 The writer describes the moments before his dive.

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

You should include:

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

Use examples from the whole text and relevant subject terminology.

(10)

The writer's use of structure to describe the moments before his dive do engage the reader. The writer does this by ~~the~~ changing the sentence sizes. This is shown when before the whistle ~~and~~ after and after the whistle is blown.

Before it is blown, the sentences are short such as, "I inhaled slowly and steadily." This shows that he is focused and doesn't have any distractions. However, after the whistle is blown, the sentences get longer such as, "The possibilities of what could go wrong lurked like shadows in the back of my mind." This shows that he is starting to panic. The effect this has on the reader is that the mood clearly changes from before and after the whistle is blown.

The writer uses ~~for~~ language to interest the reader while describing how he felt before the dive. The ~~same~~ phrase used is, "The possibilities of what could go wrong ~~was~~ lurked like shadows in the back of my mind." ~~The same~~ The technique used is a simile because he is saying the ~~same~~ thoughts in his head "lurked like shadows." This meaning that they are always following him because a shadow never leaves someone. The effect this has on the reader is that they can understand how he is feeling because everyone has a shadow.

The writer uses language again when describing how he feels. The phrase used is, "I inhaled slowly and steadily." The technique used is alliteration. The reason this is used is so we can understand how the narrator is feeling. The effect this has on the reader is that we can imagine what the narrator is doing and his current thoughts.

Examiner Comment

This offers a fairly controlled and thoughtful exploration of the text, which considers both language and structure. The selection of references is detailed and a range of relevant subject terminology has been used appropriately. This response doesn't offer analysis so doesn't move into Level 5 but fully meets all Level 4 criteria.

Examiner Tip

Distinct and more developed thoughts on the text will help an examiner award at a higher level!

4 The writer describes the moments before his dive.

1st person

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

You should include:

- the writer's use of language → techniques
- the writer's use of structure → foreshadow, dialogue, shift in focus
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

From the first, short, one sentence

paragraph, we see the writer use

both language and structure to

interest and engage the reader.

"As I walked to the end of

the ten-metre board" we know

From this first sentence that the text is in first person and past tense. Already as a reader it engages me as I feel as though I am sharing/being apart of a story. We also know that the person (writer) is at the end of a ten-metre board and glancing down. The last few words "I glanced down" creates tension as it gives a sense of realism and shock.

In paragraph three we see there has been a shift in focus and we are now editing about the atmosphere and the crowd. We know this as the first few words say "the atmosphere was electric" By saying the word "electric" it makes the reader feel excited and it really uplifts the story. Furthermore we then see a rule of three "cheers, shouts and applause" By adding in

this rule of three it lets me see how the crowd and atmosphere truly are. It also creates imagery and sound imagery. We know the crowd is going crazy and this intertwines with the atmosphere being electric. Ending this paragraph we see a short ~~and~~ sentence. "It was almost deafening" the word "deafening" to me as a reader really stood out as it is seen as such a negative foul word. It creates such strong imagery and tension.

The writer uses a lot of structure to help tell this story. We see a lot of short sentences and short paragraphs. "My heart pounded to the tips of my ~~to~~ fingers" this sentence is a paragraph. Because this line is on its own, it creates an overwhelming and almost emotional affect. We see how nervous the diver is.

we also know at the very end
of the text we are left on
a cliff hanger. "there is no
space to blink or breathe"
this has an enormous impact
on the reader as we want
to know more.

(Total for Question 4 = 10 marks)

Question 5

This question will, on the surface, look familiar to centres as it approaches the 2nd bullet point of AO1, select and synthesise, in a similar way to a question in 1EN0/02. However, there are some changes to the mark scheme that it is important candidates are made aware of.

In this specification, candidates are now asked to provide a specific number of similarities to achieve all the bullet points at Level 2 or 3. If we look at the mark scheme, we can see reference to 'insufficient (less than 3)' similarities at Level 1, and 'sufficient (three)' similarities at Level 2 and 3. Another key determinant in this question has been the quality of synthesis being offered – at Level 3, 'precise synthesis' would usually have been evident in terms of a candidate's ability to make precise links to the question asked and the similarities being provided. As with 1EN0/02, there is an expectation that every similarity is supported by evidence from the text.

While it is hoped that candidates will become more familiar with the changes to the expectations in this AO1 question, examiners will always attempt to award the 'best fit' for a response. This series suggested that centres now feel more confident about the expectation to provide three similarities.

Some candidates approached the question from a broader point of similarities between the texts. The best responses focused on the question asked, providing clear similarities that focused on the experiences of the people in the extracts.

Examiner Comment

This was awarded 1 mark – a similarity is offered but there is no evidence to support.

Examiner Tip

Provide evidence from both texts to support your similarities.

Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

One way both texts are similar
is ~~through~~ they both are calculating
to jump into water some high
up.

Examiner Comment

This response meets all the criteria at Level 1 and was awarded 2 marks.

Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

In both of these extracts they are both having to jump off of something and are both nervous. In text 1 he used the word 'cautiously' and in source 2 he used 'the phrase like shadows in the back of my mind' which both suggest they are both nervous and very weary of what bad outcome could happen to them both.

Examiner Comment

This response offers 3 similarities so has moved out of Level 1 – however, the straightforward synthesis and lack of references from the text resulted in 3 marks being awarded

Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

~~The~~ Text 1 and text 2 are similar because they are both on about divers, ~~and~~ they are both ~~talk~~ talking about these experiences before trying ~~the~~ their dives.

Another similarity ~~the~~ through both texts would be their feels and thoughts ~~on~~ the dive. In both texts the divers were excited at the start but when the was about to jump, they felt nervous and didn't ~~the~~ know if they could complete the dive perfectly.

The final similarity that is shown through both texts is their determination. Both divers knew they had to complete the dive so they didn't give up.

~~the~~

Examiner Comment

Achieves all 3 bullet points in Level 2. Clear synthesis, valid textual references and 3 distinct similarities. 4 marks!

Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

In both texts they are ~~at~~ jumping into water from a height

Text 1 - 'we could jump into the sea, its not too high to jump'

Text 2 - 'it takes 1.6 seconds between leaving the board and hitting the water'

In both texts they are shown as being ~~are~~ nervous.

Text 1 - "Are you jumping?" called Etienne nervously'

Text 2 - '~~my heart pounded to the tips of my fingers~~' 'my confidence had slowly been chipped away'

~~They bot~~

They Both have people watching them jump.

Text 1 - 'Are you jumping?' called Etienne
and nervously'

Text 2 - 'as well as cheers, shouts and applause
from the crowd''

(Total for Question 5 = 6 marks)

Examiner Comment

3 distinct similarities, precise synthesis and discerning evidence – a score of 6 was awarded but this response goes above and beyond what we might expect at Level 3

Questions 5–6 are on both Text 1 and Text 2.

Remember to refer to both texts in your answers.

Write your answers in the spaces provided.

- 5 Text 1 and Text 2 both describe people dealing with a challenging situation. The experiences are different, but they share similarities.

Write a summary giving **three** separate ways the experiences are similar. Support **each separate similarity** with evidence from **both** texts.

(6)

In text 1 Richard states that that he "stood up cautiously on foot an inch from the cliff." This shows that he is about to jump into the pool and concludes he is trying to focus. Similarly in Text 2 Tom Daley uses the metaphor, "my focus has to be razor-sharp." This shows the intensity of the situation. This expresses how both text 1 and text 2 the situation is intense and they both need to focus.

In text 1 Richard states that, "the drop was too sheer and too far to consider climbing." This shows that Richard is stuck as he has a "big problem." In Text 2 similarly Tom Daley also had a problem when "small things started to go wrong." This shows that in both texts they had issues where things were going wrong.

In text 1 Richard shows the suspense of the situation using a short sentence, this can be seen in the

quote; "I thought for a moment." This quote connotes that he doesn't know what to do. In Text 2 it shows that Tom Daley was worried about; "The possibilities of what could go wrong lurked like shadows in the back of my mind." Both texts express their concerns which builds the Suspense and leaves the reader wondering.

(Total for Question 5 = 6 marks)

Question 6

This question covers AO3 in the specification, with candidates being asked to compare the writers' ideas and perspectives. This is a very similar to Question 7b in 1EN0/02, although there is a change to the mark scheme – total marks available are 16 (compared to 14 in the alternative specification), with Level 3 now having a spread of 4 marks.

This question, when attempted, showed candidates were able to compare both texts, even at a basic level. However, we did see a number of blank responses here. Given that nearly all candidates offered responses in section B (the writing section of the paper), we might surmise that some candidates are being advised to complete their imaginative writing first, before attempting the reading section. Given the weighting of marks this is generally sound advice, especially for candidates who may traditionally struggle with the reading section. However, as there is a degree of time pressure in the paper, candidates will need to consider how they can attempt this question too, in future series. With this being the question carrying the second highest weighting of marks in the paper, not attempting it will have some impact on overall scores.

At the lower level, responses considered one or more obvious comparisons between the texts, with some comment on writers' ideas. At this level, references were often limited. In this series we saw a limited number of responses at Level 4 or above.

Mid-level responses were able to focus more on perspectives, and to explore how the people in the texts felt about their competitive experiences. As with some other questions in this paper, some candidates struggled to focus on the question, instead making general comparisons about ideas and perspectives, rather than the experience of competitive combat sport.

Examiner Comment

This response fulfils all three bullet points in Level 1 with a simplistic comparison and limited use of references.

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

They both talk about jumping in water from height however in text 1 the narrator is with someone, "We ~~just~~ hadn't seen any sign that people were down there," but in text 2 he is alone, "As I walked to the end of the ten-metre board, I glanced down."

Examiner Comment

Some obvious comparisons are considered with comment evident, although not sustained throughout, which is sufficient for a mark at the top of Level 2.

Examiner Tip

To begin to move out of Level 2, some closer examination of the text is required...

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

The main ideas that the ~~writers~~ writers are trying to show is that even though they are both scared to jump in both extracts they ~~still~~ still jump. This can be shown when it says "maybe we can jump from this waterfall" and "as I walked to the end of the ten-metre board, I glanced down". This is showing that in both extracts that they are scared but they are still persevering as it is something that they want to do.

The point of view for the reader is to understand that they are scared and worried but to be proud of them because they are persevering and trying to do it.

The point of view in both the texts are that they are both worried that ~~something~~ something bad is going ~~to~~ to happen when they jump. This can be shown when it says

*There were times that I had ~~teased~~ leant a little bit too far back and landed awkwardly and "we'd never clear the rocks"

The representation of these Ideas and views were that they were both worried that something bad was going to happen when they jumped.

Examiner Comment

This response meets all of the criteria at Level 2 and offers some explanation about tone, which is indicative of a Level 3 response. 7 marks was awarded.

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

text 1	text 2
Dialogue	no dialogue
negative tone	Positive / exciting tone
long detailed sentences	Short detailed sentences

The writer in text one uses dialogue to show the reader more of imagination of what their characters are like. "Are you jumping? A called Etienne nervously?" This implies that the ~~chara~~ characters are nervous about and anxious about their situation. However in text 2 the writer doesn't use dialogue they use detailed sentences about what is going on. "The moment I had dreamed of, I have worked for, my whole life." This implies that ~~the~~ this is something that he is wanting and willing to do.

The writer in text one uses a negative tone throughout the whole text to show how

an impact on the reader. "I couldn't even feel relief at having found about". This implies that his emotions got the better of him as he wasn't thinking positively. In text two the writer uses a positive tone. "The atmosphere was electric." This implies that he was surrounded by people who were supporting him.

In text one it is based on them trying to find a beach secret beach. However in text two it is about the writer build-up to his first dive at the Olympics.

Examiner Comment

The response considers a decent range of comparisons, there is explanation and the selection of references support the points made, meeting all Level 3 criteria

Examiner Tip

This 10 mark response is an example of how further detail in the paragraphs can lift the score for this question!

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

In text 1, the writer shows that preparing for an important moment can be quite nerve-racking. They portray this by saying "I stood up cautiously". The word cautiously makes the reader believe that the character was feeling worried about jumping off the cliff, maybe the writer used the word to express the level of anxiety and confusion the character was going through and gives us a sense of the atmosphere.

In text 2 we get a sense that the ~~atmosphere~~ atmosphere was more exciting. The writer described the atmosphere in text 2 as "electric" analysing this word, I think that they used it to show the buzz and excitement of the crowd and maybe how the character had a rush of adrenaline and that was

how they prepared themselves.

In text 2 I also think that the person was quite nervous, ~~the~~ The phrase 'I glanced down' made me think this as when you glance at something, its like you dont want to look / know you shouldn't, but you do it anyway. The writers choice of wording shows that he didnt quite feel ready to plunge into the pool.

In both texts there seems to be a sense of pressure, in text one it says "So jump" I heard my voice say. The character obviously feels the pressure to jump so they arent stuck on the cliff forever. In text two, it says "This was it: The Olympic final" Its a lot of pressure and the person is determined and really wants to win the writer shows this by putting it in a short sentence to build up the anticipation of wanting to win. Which can help prepare both people knowing people are counting on them.

Examiner Comment

This is a confident response at Level 4 exploring the writers' ideas and perspectives, which is supported with a balance of references across both texts. A mark of 12 has been awarded as it was not felt that a wide range of comparisons had been considered for the top of Level 4.

6 Compare the writers' ideas and perspectives about preparing for an important moment. You should compare:

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

Use examples from both texts to support your comparison.

(16)

~~IA~~ Po

The writers both use similar and different perspectives in order to represent the ~~different~~ ways of preparing for an important moment, a structural technique which both writers have applied is tension, as seen in text 2 with "my heart pounded", by telling the reader this the writer has set the mood for the extract, reinforcing the tense mood which was teased at with the indirect "I inhaled slowly and steadily". Tom's feelings are the vocal point of this text, showcasing his intense pressure and stress to perform in his first dive, adding suspense to the reader. This structural technique is also visible in text 1 with "Are you jumping? Called Ebiene nervously." The adjective nervously clearly presents Jack and Ebiene's fear

of jumping from the waterfall, the tension in text 1 is of much higher volume, as Jack and Etienne's safety is questionable, the adjective "nervously" reinforces that, doubting their ability to jump without the chance of accident or safety. This leaves the reader feeling sympathy and concern as they await the outcome of Jack and Etienne's adventure, while also feeling empathy for Tom.

The writer again uses similar perspectives, this time with a language device. In text 1 Jack ~~is~~ displays his unease, saying "I was suddenly sick of how difficult this journey ~~was~~ had become". The adjectives "sick" and "difficult" highlights the challenges Jack and Etienne face, they are two words normally paired with negative situations and are two things humans tend to try and avoid. In text 2, the writer says "I have to be hyper-vigilant". The adjective "vigilant" tells the reader that like text 1, things can take a turn for the worse if not careful, although in Tom's case, his failure is

nowhere near as bleak as Talt and
Etienney. ~~As~~ revealing these risks the
writer has kept the reader engaged
in the extracts as they arrive the end
result for both texts

Question 7

Section B

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available across both papers. When considering the overall weighting of this section in the paper, this is a significant number of marks available. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 7 was a popular choice for candidates. The new addition in this specification, of a starter sentence for candidates to make use of, was obviously appealing and allowed all candidates to have a go at this section of the paper. While the starter sentence did lead to some generic responses, many candidates showed real creativity and a sense of style with their writing in this section. Examiners are always impressed by what candidates can create in the time available, praising the level of thought and creativity.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative?

All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response. Indeed, the last question, how much to cover, is an important one in this section – candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending, to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative! In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

the ability to communicate clearly and effectively – lower level responses tended to show

some limitations in this area, offering more basic narratives that often simply relayed an

event or occasion. Higher level responses often offered sophisticated responses that worked

hard to engage the reader (AO5)

the effectiveness of tone, style and register (AO5)

spelling of basic vocabulary, especially double consonants (AO6)
general quality of punctuation (AO6) – missing commas and random capital letters
the range of sentences used (AO6)
vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader

It was noted that candidates were confident employing a range of sentences (one word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

Examiner Comment

For AO5, the response meets all of the criteria for Level 2 showing some ability to communicate clearly with imagination, some awareness of audience and purpose and a straightforward tone and purpose. 9 marks

For AO6, although there are some inaccuracies in places, the range of vocabulary, use of punctuation and range of sentences is sufficient for a mark at the top of Level 2, on a best fit basis. 7 marks

Examiner Tip

Developing the response for slightly longer would really help the score for this example!

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

Forest/Woods
lake/pond/river water fall
wild life

Write your answer to Section B here:

I Place I had never seen before.

We were following the river up stream for a ~~bit~~ while now and the sky was almost dark. Me and Katie were given ~~at~~ a map and a compass in order to find our way back to camp.

~~We~~ We keep on walking and the sunset casts a yellow and orange ~~ting~~ tint on the water fall

Just east.

It was soon till nightfall and
~~the~~ we ~~beg~~ search for a clearing
of trees to sleep for the night.

We had been waking since sunrise
and our eye were worn and
legs aching.

We find a clearing and the moon
light shines a white ~~the~~ light
over our colorful tents.

Suddenly as the moonlight was blocked
by the trees and ~~the~~ amazing
green illuminating fire flies covered
the shadows of the trees lovely
creating a once in a lifetime
experience.

Examiner Comment

For AO5, the response fulfils the criteria for Level 3. There is evidence of material selected to suit audience and purpose and there is appropriate use of style, tone and register.

For AO6, although some errors are evident, the response is crafted and there is sufficient evidence of varied vocabulary, accurate punctuation and sentence structures adapted for purpose and effect for a mark at the top of Level 3.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

**This place was like
nowhere I had
seen before**

describe how the place
makes me feel
water so soft
golden sand.
Taste
smell
near
see

end with the line
I started with.
ends up becoming
an dream
metaphorizes
the sea
gulls were
laughing
describe
animals
what
they
are
doing
mystery
beach

Write your answer to Section B here:

This place was like nowhere I had seen before. The sand was so soft so golden sparkled like diamonds not a single stone on the beach. The sun was so hot I could feeling burning against my skin, the waves were so strong I could taste the salt ~~off~~ as I walked further along the beach I could hear the seagulls laughing, what was so funny? I don't know.

Not a single person was on this beach

was almost unknown, as the waves gushed over the sand seaweed was getting washed up the looked like slithery slimy snakes trying to escape from the water.

I sat down in the soft soft sand just to experience the warmth just like being covered with a cosy blanket ~~blanket~~, it was the best ^{experience} ~~experience~~ I was ^{finally} ~~finally~~ at peace with myself no one else to bother me! this place was extraordinary, I stood up from the sand that covered me slowly fell off like snow, ~~and~~ slowly walked towards the sea, it was so clear you could see straight through it with no trouble, could see small crabs and fish swimming around, why they were so close to the shore I am unsure but I could sit and watch them all day.

The sun was going down the sky started to ^{darken} ~~darken~~ as small balls of fire began to show in the sky the waves started to go quiet all I could feel was a slight breeze pricking ^{my} ~~my~~ skin I took one deep breath before I decided to leave. I slowly walked away and could no longer see this place again... Suddenly I woke up in my own bed and realised it was

Only a dream, but a dream worth falling
asleep for and will ~~hopeful~~ ^{hopefully} ~~experience~~ ^{experience} again
as like ~~that~~ I said "This place was like no where
I had seen before."



Examiner Comment

For AO5, this fun response achieves all of the bullet points for Level 4 some of the time. On a best fit basis, a mark in the middle of Level 4 is appropriate.

For AO6, the response meets most of the bullet points and a score of 12 acknowledges that there are some spelling errors throughout the response.

Examiner Tip

Using a popular film, TV show or book for inspiration is fine – the quality of the writing is what will count!

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 7** **Question 8**

Plan your answer to Section B here:

<p>Use 5 Scenses.</p> <p>Paragraph one: talk about Smell - the people - ocean - the boat itself.</p> <p>Paragraph two: What you can hear on the deck.</p> <p>Paragraph five: - finalise every thing.</p>	<p>At Sea on a "forbbiden + last boat."</p> <p>Paragraph three: What you can see. - how the boat looks. - the crew.</p> <p>Paragraph four: - More whats happening bellow deck.</p>
--	--

Write your answer to Section B here: ~~This place was like~~

The hard wood creaks as I walk along the plank connecting the ship to the shore. A gastly smell coming from onboard the vessle*. A cold tingle runs down my spine as the ship pushes away from the dock. I stand watching over the edge as land gets more and more distant. A damp ~~Smell~~^{Scent} lingers around like the boat had once been fully submerged underwater. Crew yelled orders around as the prepare for the raw ocean.

* makes me want to be sick!

"Captain Orders!" One yelled, the captain began firing orders. It is a strange vessel. Ran by people put under a horripic curse many years ago, turning them into under water creatures. The rough, raw ocean smashed repeatedly into the side of the wooden ship causing it to almost roll. Updeck crew scrambled to ~~meet~~ meet captain's orders. Pulling the sails, through the tretourous winds. Barrels make a loud thud as they are rolled through to the deck.

Long bits of seaweed and shell dangle from different points of the old boat. The floor covered in moss, slippery if not careful. The creatures were odd looking but you can see the humans they once were. ~~There~~ Their eyes soft but their bodies ~~retained~~ cold. The captain stood proud at the far end of his ship, long tentics dangle in front of his face replacing were his beard once was. His claw like hands gripped the daged railing tightly. The handle covered in all kinds of underwater plants. The sails made purley from seaweed that push the boat further to sea.

As I venture bellow deck the ~~chaos~~^{craps} Chaos is still happening, crew running around, loading gunpowder in the barrels, making food, hiding goods. The dim ~~ken~~^{ken} lit rooms ~~errie~~^{errie} and cold. With only one lantern to light up one large area at times. Rats scurried, weaving between legs. The creaks of the floor board echoing against the ocean floor.

I Suck in a quick breath inhaling a venomous smell. This ~~was~~ smell which could only be bodily fluids mixed with rum and rat/animal droppings. The wind breezes through as I look out over to the ocean. Waves crashing into each other and along the side of the ship. I take one more glance behind me before the vessel slips back underwater again.

This was really like nowhere I'd seen before.

Question 8

Section B

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available across both papers. When considering the overall weighting of this section in the paper, this is a significant number of marks available. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 8 was a less popular choice in this series, perhaps as the starter sentence offered with Question 7 was an accessible way in for many candidates. However, those that did attempt this question offered responses with a similar range – some somewhat simple responses, alongside a handful of sophisticated responses.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative?

All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response. Indeed, the last question, how much to cover, is an important one in this section – candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

the ability to communicate clearly and effectively – lower level responses tended to show

some limitations in this area, offering more basic narratives that often simply relayed an

event or occasion. Higher level responses often offered sophisticated responses that worked

hard to engage the reader (AO5)

the effectiveness of tone, style and register (AO5)

spelling of basic vocabulary, especially double consonants (AO6)

general quality of punctuation (AO6) – missing commas and random capital letters the range of sentences used (AO6)

vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader

It was noted that candidates were confident employing a range of sentences (one word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

Examiner Comment

This response works well at Level 3 for AO5, using some stylistic devices to suit audience and purpose. There is generally a clear ability to communicate clearly and effectively, although this is not sustained. 13 marks

For AO6, this response works well at Level 3. It fulfils most of the bullet points but the frequency of spelling errors restricts it from a mark at the top of the level. 9 marks.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

```
graph TD; A[terrified of roller coasters] --> B[go on one with brother cousin]; B --> C[hold his hand cos scared]; C --> D[end up enjoying it];
```

Write your answer to Section B here:

I went to pleasurewood hills ~~to~~ today with my 12 year old cousin Jake. He was so exited to go. We got to pleasurewood hills at 9am we walked around for a little while. we ~~to~~ We had already been ^{on} ~~of~~ three rides by 9.30. We went on: the tea pots, the ship and the carasell.

We went over to the wipe out to grab a drink. When we got there it was about 9.45. I got a water and Jake got a lemonade. He ran over to the wipe out and shouted "Can I please go on it," I shouted

back, "Are you tall enough." He ran over to check. As he turned back around to face me his eyes twinkled with joy. He sprinted back over to me jumping up and down he said, "I can go on it if you can come with me."

I stood there panicking! I hate fast rollercoasters.

I ~~was~~ exclaimed to him, "maybe we can come back another day with ~~the~~ ^{your} ~~dad~~ to do it." He looked at me stunned. He looked heart broken. He got on the floor and started begging, "please please please please." Out of guilt I said "ok." As soon as I said it I immediately regretted it. I was petrified of the wipe out.

We stood in the que for one hour. As we kept getting closer the more I started shaking; ~~to~~ ^{some} ~~was~~ ~~to~~ still jumping up and down with joy. The amount of people in front of us rapidly started shrinking 20, 19, 18, 17, 16 everyone on ~~the~~ the ride were screaming, 15, 14, 13, 12, 11, 10. I started to sweat, 9, 8, 7, 6, 5, 4, 3. I wanted to leave and not do this 2, 1. Now it was our turn.

As we got on the ride Jake saw my face and started panicking. In that moment I said "don't worry it will be really fun". I don't know if that was more for him or me.

Clunk, Clunk, clunk.

We began to go up. I was holding on for dear life but kept a happy face on for Jake.

After the ride had finished I told Jake I was going to go to the toilet. As the cubical door closed I tried to catch my breath. When I came back out he ran up to ~~me~~^{me} and gave me the biggest hug ever saying "Thank you for the most amazing day."

Examiner Comment

This imaginative response securely meets all of the Level 4 bullet points for AO5 and is beginning to demonstrate aspects at Level 5, including a subtle shaping of the audience's response with a subtle sophistication in places. It was awarded 22 marks

For AO6, the response meets all of the bullet points in Level 5 most of the time but is not always sustained. A mark in the middle of the level, so 15, is appropriate.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 7 Question 8

Plan your answer to Section B here:

Write your answer to Section B here:

~~The day that changed everything~~

7:35 pm, staring at the dimly lit microwave spin in a continuous weary circle, I couldn't help but wonder why my life had to turn out this way; Why couldn't I live normally in a house that felt sane? The four plain walls strikingly reminded me this was only a building; The epitome of a grand 'family'; Not a 'home', not

a place to feel comfortably vulnerable.

Abruptly, the faint sound of my father's keychain snapped me out my trance-like state. As the door ~~was~~ was ~~an~~ sluggishly pulled ~~over~~ ajar, the ~~gl~~ ~~st~~ slight glimpse of a stranger's face appeared. Painted black and blue, the man stumbled through the rest of the door. I struggle to remember the ~~good~~ memories I used to detain with this familiar yet distant face. His wrinkled fist clutching onto a glass of liquid poison, protecting it with his life. His gaze ~~reddly~~ ^{stern} burning ~~stern~~ firing bullet rounds around the room. His fists found the form of a dense ball ready to throw against a brittle rock. Without hesitation, I turned the tedious microwave off and bolted to the stairs. I ~~had~~ knew the night before it began.

The instantaneous shattering of china sounded through the floorboards of my room. The cacophony of shattering glass echoed the disintegration of my peace. As brave as I was trying to be, nothing could prepare me for the echoing ruckus.

that would follow. Smash after Smash after Smash continuously rang through my eardrums. Slurred resentful bellows engulfed the entire body of the house causing a vibration to Sprint through the walls. My mind possessed by hateful Spits of fire; It burned. Stinging my heart and violently attacking my lungs depriving them of much needed oxygen.

~~I~~ I wept ~~in~~ incoherently. The poignant testament addition has brought to this 'home'. I long for the days my father was a source of strength and comfort. Now he is an abodiment of my 'family's' fractured realistic reality.

Clawing at my door ~~at~~ alerted me to my ~~to~~ whimpering dog. Once let in, she cowered at my feet. Seeking for any ~~little~~ little comfort this house ~~to~~ holds. The continuous noise slowly started to subside, allowing for an exhausted Sheep to welcome me in open arms.

Upon awakening, I realised the man I
spent my whole life admiring has turned
sour, ignorant and bitter. It is such a
shame he couldn't celebrate my 13th
birthday ~~at~~ with me. Maybe next year?

Paper Summary

Based on their performance on this paper, candidates are offered the following advice when approaching paper 2 of 1EN2:

- when approaching the reading questions, make sure you check carefully which text you are being asked to talk about – different questions are about different texts! We still see a number of responses that discuss the incorrect text!
- for the short answer questions (Questions 1 and 3), ensure your answer is brief and you avoid writing out a large section of the text.
- make sure that for Question 3, the question is understood and that the evidence provided (either a direct quote or in a candidate's own words) directly answers the question asked – the focus for this question is on 'interpret', rather than simply 'identify'.
- for Question 2, with a focus on language, remember that using subject specific terminology is important but the focus is also on explaining how the feature(s) help to create meaning for the reader
- similarly, for Question 4, use subject specific terminology while also trying to explain how the language and structure is helping to create meaning.
- to repeat – don't just feature spot!
- when discussing structure, don't be afraid of discussing the changing feelings across the whole extract, or how the narrative is developed from start to end – these are all good areas to write about for structure.
- for Question 5, offer three similarities. It is also important that your similarities focus on the question asked, not just generally similar things about the texts.
- for the comparison question (Question 6), make sure you focus on the question asked and find several comparisons to discuss – it will really help you shape your answer.
- for the imaginative writing questions, think about your reader, what you want them to understand and what impact you want to create.
- when you start writing, think about the words you will use, features you can make use of and how your punctuation can add meaning.
- it is always worth thinking about how you may be able to make your writing stand out – lots of candidates write about very similar topics (we get lots of football responses!), so try to do something engaging and interesting with the topic you want to write about.
- plan your writing. We know it can feel like the last thing you want to spend time on during a pressurised exam but planning can really help – your response will probably engage the reader better and show that you have thought about how you want to start and end your writing.
- take care throughout the writing section in terms of your accuracy: spelling, punctuation and grammar.
- watch the time! Focus on giving a response for every question – every mark will help, so missing out questions will never be a good idea if you can avoid it.