



Pearson
Edexcel

International GCSE (9-1) English Language A

Component 1: Non-fiction Texts
and Transactional Writing

Exemplar Scripts and
Commentaries

Summer 2019 Series

Introduction

- The purpose of this pack is to provide teachers and students with some examples of responses to International GCSE English Language Component 1: Non-fiction Texts and Transactional Writing (4EA1/01).
- The responses in this pack were taken from the Summer 2019 examination series. The question papers and mark schemes can be found on the Pearson website.
- In this pack, you will find a sample of responses, examiner commentaries and marks.
- If you have any enquiries regarding these materials or have any other questions about the course, please contact the English subject advisor team on teachingenglish@pearson.com

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4EA1/01

S1

Text One: *Rescue from the jungle*

- 1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 There was no satellite, phone, no GPS device and no companion.

2 It was one of the places on Earth 'to have no contact with the outside world'

(Total for Question 1 = 2 marks)

S2

Text One: *Rescue from the jungle*

- 1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 "No satellite phone, no GPS device"

2 "caught up in a tribal war"

(Total for Question 1 = 2 marks)

S3

Text One: *Rescue from the jungle*

- 1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 no contact with the outside world.

2 With no satellite phone, no GPS device and no companion.

(Total for Question 1 = 2 marks)

S4

Text One: *Rescue from the jungle*

- 1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 'to have no contact with the outside world'

2 'with no satellite phone, no GPS'

(Total for Question 1 = 2 marks)

S5

Text One: *Rescue from the jungle*

- 1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 "No contact with the outside world"

2 "Benedict might still be there now."

(Total for Question 1 = 2 marks)

S6

Text One: *Rescue from the jungle*

- 1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 hostile jungle

2 remote

(Total for Question 1 = 2 marks)

S7

Text One: *Rescue from the jungle*

1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 'No contact'

2 'No GPS'

(Total for Question 1 = 2 marks)

S8

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

Firstly, we immediately discover that Allen was
weak and told meaning he is already going to
be having a hard time. He also gave his wife
a diabetic packet which on his journey which
would put him at great difficulty.

(Total for Question 2 = 4 marks)

S9

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

On his return ~~to~~ journey Benedict ~~to~~
Allen began to realise that he
was suffering from symptoms of malaria.
This made the journey back harder
especially because at night a tropical
storm would destroy his palm leaf
shelter. This resulted in him being
soaked every night which combined with
the early stages of malaria meant
he was very sick.

(Total for Question 2 = 4 marks)

S10

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

He went, freezing and soaked, to the home of the Hewa tribe, however they told him that he could not proceed ^{onwards.} What Benedict did not know was that there was an aggressive argument happening between the Paiela tribe and Hewa tribe. As Benedict had had malaria before he knew that he had it again ^{through the signs.} The rain was thundering down and he tried to make a place to sleep out of palm leaves, however, much to his dismay, the aggressive storm brought his ^{make-shift} shelter down, leaving Benedict cold and wet to the skin. He spent a good few hours trying to fix the giant leaves in the wet dirt. But when Benedict did fall asleep, giant, deathly animals / insects would surround his sleeping bag. Electrical storms were ^{the most horrible} ~~the most~~, as a giant tree would come falling down during the night, destroying everything in the way of it.

(Total for Question 2 = 4 marks)

S11

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

Benedict Allen faced many difficulties on his return journey, this included both natural and animal threats.

Benedict first states that he was 'wet and cold', uncomfortable environments to be travelling within.

Benedict also states that he 'began to recognise signs of malaria' which is a form of deadly disease. He is able to recognise this as he has experienced it five times before.

Benedict also describes the 'terrible tropical storms' which destroyed his shelter from the elements, covering him in mud and water, as well as preventing him from sleeping as he was trying to fix it for several hours each night.

Benedict describes the dangerous animals that would crawl around his sleeping bag at night, including animals such as biting centipedes and poisonous spiders which would have undoubtedly posed as a threat to his life should he have been bitten.

Benedict also described the worst hazard which was electrical storms which destroyed anything in their path.

(Total for Question 2 = 4 marks)

S12

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

Allen had to fight herendous tropical storms and also the symptoms of Malaria. Also because of ~~the~~ the storms his make shift tent was no match and was damaged every night so he would have to repair it overnight while the storm raged on. Also the constant threat of poisonous animals was ever present while Allen slept.

(Total for Question 2 = 4 marks)

S13

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

One difficulty was that there was aggressive conflict between two tribes in the area. The temperature was also a difficulty as there were heavy showers. Another difficulty was that he had ~~to~~ nowhere to sleep so had to build a shelter, which was destroyed every night. A final difficulty was the venomous wildlife and insects.

(Total for Question 2 = 4 marks)

S14

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

Initially, Lenka was consumed with worry and apprehension. This is shown by the quote, "Lenka was beginning to panic". This feeling grew with each day. Later on, this ~~worry~~ some of this apprehension morphs into frustration as Lenka questions Benedict's mentality for going on this trip, "How dare he risk his life when he's got three kids?". When she asks "How am I going to cope... survive?" The desperation is clear in her tone and it is obvious that she is longing for her husband's safe return not just for him, but also for the sake of her and the children.

(Total for Question 3 = 5 marks)

S15

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

Throughout this brief passage, Lenka makes her opinions and thoughts quite clear as she

(Total for Question 3 = 5 marks)

S16

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

~~Lenka~~ Lenka starts to become scared and very unsettled; "beginning to panic". She also shows signs of frustration and anger towards Benedict; "Phone I was ~~at~~ Cross". Then, she suddenly starts to feel hatred and extreme ~~of~~ frustration: "How dare he risk his life..." And finally grief and desperation; "How will we survive?"

(Total for Question 3 = 5 marks)

S17

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

Lenka had a growing "panic" about the situation because she had had no communication from her husband.

She could feel helpless because all she could do was check "his emails" as there was nothing she could do to help ~~the~~ him from her home looking after the children.

She could also feel "desperate" because she had had "this sense over the weekend that something was wrong" which suggests that she has been feeling this over a long period of time and only beginning to understand why.

She could feel angry at him because she felt "cross" that "Benedict didn't have a satellite phone" which caused him to be isolated and hard to help.

(Total for Question 3 = 5 marks)

S18

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

Lenka feels angry about the situation. We see this when it says "How dare he risk his life when he's got three kids" this shows the reader that Allen has a lot on the line and makes the reader think that Allen has made an unwise decision. Also when it says "didn't have a satellite phone I was cross" this further shows how Allen ~~then~~ went on a suicide mission ~~not~~ not bringing the most vital piece of equipment for an explorer. ~~As Lenka feels angry~~

Lenka also thinks about the consequences and what happens next. We see this when it says "How will we survive" the use of "we" shows that she is talking about her and the three kids also it puts a certain fear in the readers mind as we don't know how old the kids are and if they will grow up not having a dad. ~~There is~~

(Total for Question 3 = 5 marks)

S19

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

Lenka is initially very concerned, ~~also~~ when she cannot communicate with her husband, shown by the quotation, "I checked his emails." This quotation shows that Lenka ~~is~~ is concerned but also not afraid of what she might find out. Going through her husband's emails shows that she ~~is~~ is in a loving relationship with Benedict Allen because he trusted her enough to allow her to have the password to his emails. Lenka begins to panic and gets increasingly frantic as she realises something is wrong. This is shown by the quotation, "I began to get desperately worried." The hyperbole of "desperately worried" in this quotation shows how much she cares for him and how she is now ~~panicking~~ ^{panicking} even more than when she didn't hear from him on Saturday. Lenka ~~also~~ ~~is~~ ~~very~~ has conflicting feelings. On one hand, she is concerned and worried about where her husband is but on the other hand she is optimistic about the outcome of the situation. This ~~show~~ ~~all~~ optimism is destroyed by the quotation, "whenever everyone else started to worry I realised he was missing." This quotation shows that Lenka wouldn't give her ~~self~~ a reason to believe that her husband was missing until others also panicked. Her sense of hope is crushed as she prepares for the worst. There is a shift after line 68 where Lenka's ~~mind~~ ^{feelings} turns to anger, shown by the quotation, "I was cross." This quotation shows how she is going through the stages of grief as if her husband is ~~the~~ already dead. Her anger then changes to disbelief as she says, "How dare he risk his life when he's got three kids?" Her Lenka's disbelief is shown through the use of a rhetorical question, as if she is questioning her own judgement rather than his.

(Total for Question 3 = 5 marks)

S20

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

You may support your points with **brief** quotations.

Lenka felt anxious about her husband's safety: "beginning to panic."

His wife felt something had already gone wrong, without any information: "I'd just had this sense."

Lenka took an active stance in helping her husband home; she "contacted a TV producer."

She was angry with her husband's carelessness: "I was cross."

She was hopeless when thinking of life without him: "How will we survive?"

Lenka was understanding of her husband's actions: "that's the way he does things."

(Total for Question 3 = 5 marks)

S21

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract Explorers or boys messing about? Either way, taxpayer gets rescue bill (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

In the beginning the writer already have doubt about the two men by using a question for the title "Explorers or boys messing about".

Repetition of the word 'of' is to say that these two gentlemen have cost them a ~~big~~ huge amount of money. It says on line 10, "tens of thousands of pounds".

On line 11-12, the writer even add extra information in that isn't needed just to show how silly this is, " - the four-seaters Robinson R44 has a single engine^m", the experts were questioning about how Mr Smith, an expert that has been flying at the age of five and Mr Books, a qualified pilot choose such a small helicopter to fly into such a harsh environment. Their question has shown that they're believing that these two are nothing like an adventurers.

"trusty helicopter" a sarcastic tone has been used as well saying that the pair is out of

~~these~~ their mind thinking they actually knew what they were doing, and on line 17 they are described as 'boys messing about with a helicopter', they used the ~~the~~ word 'boys' to say that these two 40 and 42 year old men weren't acting like a responsible adult at all.

"The drama began at ~~around~~ about 1am". Again, why wouldn't they call it an accident because someone's lives ~~can~~ ^{can be} in danger, it is because that not a single one of them believe that it is an ~~actual~~ actual adventure and they don't take it seriously.

A triplets has been used on line 7, "the rescue involved the Royal Navy, the RAF and British coastguards." this shows that the action of these men has affected part of peace in the country as they ^{have to} send the important armies to go save them instead of protecting the country.

line 60 has shown a sarcastic tone again about the two ~~men~~ men ~~saying~~ saying that the air-craft conditions were "excellent".

S22

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract Explorers or boys messing about? Either way, taxpayer gets rescue bill (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

You should support your answer with close reference to the extract, including brief quotations.

(12)

People "describing them as "boys messing about with a helicopter", the metaphor used here shows that people think that they are childish, they just "messing about" like kids that not knowing it is not right to do something. The dialogue from line 56 to line 58 by the editor of Jane's Helicopter Markets and Systems shows that the editor was "surprised" because it is actually impossible ~~from~~ for the helicopter "to go so far over the sea", he ~~to~~ may also surprised because the two explorers are actually experienced, but they ~~choose to use a~~ still not understanding or knowing the maximum of the helicopter.

S23

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract Explorers or boys messing about? Either way, taxpayer gets rescue bill (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

Firstly, the article is structurally changing between a factual account of the failed expedition and the opinion of people, including the writer himself, about the two explorers. The first section alternates between fact and opinion of the failed expedition that hit news headlines instantly. Perhaps the writer's opinion of the explorers' actions are shown firstly through the title of the article, "Explorers or boys messing about?" This headline and rhetorical question establishes the writer's bias against the two explorers, and shows that his opinion of their failed expedition is that they were childish; the use of the word "boys" emphasises the author's bias and irony against them. This is further explored when the writer continues to showcase his opinion via the lexical patterning of theatre. The use of "farce... tragedy... drama" describes how the explorers have continuously caused problems via their actions; the word "farce" again connotes a sense of childishness about the explorers, as if they, in the author's opinion, performed the expedition with a distinct lack of ~~good~~ ~~far~~ thought. Furthermore, when recounting the way the men were rescued from the water, the author uses dynamic verbs to make a

humorous image of the men. The use of "plucked" and "swaddled" shows how the author again feels that the explorers were unjustified in their actions. This is reinforced by the "plucked" which showcases the explorers as insignificant and childish, as they needed to be rescued ^{from} their own failed expedition. Therefore, the author firstly makes his opinion about the two explorers very clear.

Next, the author switches his focus to reinforce his argument via factual information and statistics. Contrasting to his previous focus simply on his opinion, he reinforces his argument by mentioning the nine-hour rescue that was launched, costing the taxpayer "tens of thousands of pounds." These show the explorer's lack of forethought placed in their expedition; the author presents these statistics to show the consequences their actions caused, again showing his negative impression of their actions. As well as this, the author presents the irony of ~~their~~ ^{the} explorers' own attempt to make their expedition seem like a good idea. They mentioned their plans to fly in their "rusty helicopter." The author again epitomises his bias against the explorers through mentioning this sarcastic detail: their helicopter was clearly not trustworthy.

Furthermore, the author presents the opinion of other people in the article, firstly those of experts on helicopters.

S24

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract Explorers or boys messing about? Either way, taxpayer gets rescue bill (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

The writer ~~uses~~ ^{employs} punctuation for effect when trying to voice the disgust of the people over the actions of the two explorers. "trusty helicopter"... "boys messing about with a helicopter". The writer also uses technical language to show the explorers' stupidity ~~the fact~~ over their choice of helicopter 'the four-seater Robinson R44 has a single engine'. The suggestion that the helicopter ~~had~~ had only one engine tells the reader that their choice of helicopter was irresponsible.

The writer also uses hyperbole when describing the events 'ditched into the sea 300 miles off Antarctica' the hyperbolic use of 'ditched' ~~could~~ can be interpreted as reckless behaviour as the two had ~~not~~ used poor decisions ~~before~~.

The writer ~~mocks~~ subtly mocks Mr Brooks when saying 'Mr Brooks' Breathing emergency watch, a wedding present'. ~~this suggests~~ The writer suggests that Mr Brooks gets into trouble regularly when he says depicting the watch as 'a wedding present', suggesting that someone ~~has~~ has shadowed his emergency.

Another way the ~~text~~ writer expresses the public's feelings comes when describing the two men's past experiences on adventures, such as 'trekked solo to Everest base camp', 'walked barefoot for three days in the Himalayas' and 'survived' a charge by a silver back gorilla in the Congo'

S25

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract Explorers or boys messing about? Either way, taxpayer gets rescue bill (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

- unprofessional
- foolhardy
- childish
- inony + humour

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

The writer uses the opinions of experts to show that the explorers were unprofessional, provoking slight frustration in the reader. It says that experts 'have questioned the wisdom of taking a small helicopter - the four-seater Robinson R44 has a single engine - into such a hostile environment'. The use of jargon from an expert lends the extract authority and therefore the reader trusts the expert. The parenthetical subclause emphasises the stupidity of the explorers. It is also expressed by the experts that 'there was also confusion about what exactly the men were trying to achieve', showing how unprepared the explorers were as it is essential to have a thought out plan.

The writer also presents the explorers as childish through his irony and slight humour, allowing the reader to realise the immaturity and stupidity of the explorers. Ms Vestey described them as "boys messing about with a helicopter", suggesting that the 'helicopter' is a toy and the 'boys' are carelessly 'messing about with it'. This is also derogatory as grown men are being described as immature 'boys', treating the situation as a game. ^{as much as to emphasise by the title} The writer explains that 'ironically, one of the aims of the expedition ... was to demonstrate how good relations between the East and West had become'. This one sentence paragraph allows the reader to reflect of the sheer stupidity and ignorance of the explorers, through this moment of light humour.

The explorers are also portrayed as foolhardy, as they are blind to the inevitable dangers and used up masses of resources. The writer

uses a metaphor to ~~explain~~ explain that the 'men were plucked from the icy water', showing their insignificance as the verb 'plucked' has connotations of feathers, which are extremely minute and insignificant items. There is a rather dismissive tone to this metaphor as the people are angry towards the amount of resources they used up. The writer uses a tripartite structure to explain that the 'rescue involved the Royal Navy, the RAF and British coastguards', emphasising the amount of resources and money was used, when it could easily ~~have~~ not have been if the explorers were prepared. This brings back the sense of irony, which enspells frustration into the reader.

(Total for Question 4 = 12 marks)

S26

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract Explorers or boys messing about? Either way, taxpayer gets rescue bill (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

The writer immediately presents people's thoughts about the ~~boys' actions~~ explorer's actions in the headline of the article. By questioning whether they are "explorers or boys", it infers many people view the men as childlike and subsequently their actions as being foolish and juvenile as well. As well as this, describing them as potentially "messing about" again exposes their childish nature and naivety to complete such a journey as that across the Bering Strait. The phrase "taxpayer gets rescue bill" also infers people's strong annoyance with the boys and their actions; by suggesting people will have to pay for their actions and mistakes, it can be seen why the general public who will have to fund their rescue would condemn their actions.

Alongside this, structure is also manipulated to emphasise people's opinions of the explorers, especially that of Brooks' wife, Jo Vestey. She comments in the article that the explorers are "boys messing about" and, which is used as a springboard for the headline to highlight that even one of the men's wives think their actions are immature and foolish. The headline is again echoed when it is ~~not~~ stated indirectly by the Ministry of Defence that "the taxpayer would pick up the bill" regarding the rescue of the explorers, and emphasising the professional's

words both at the beginning and conclusion of the passage show the full extent of their actions and also infer the people that will suffer as a consequence, who will likely be infuriated.

The use of language to convey the childish nature of the explorers and to implicitly condemn them displays well both the thoughts of the general public and the author himself. The passage ends with Brooks' wife, Vestey, commenting that "they'll probably have their bottoms kicked and be sent home the long way". This closing line implies the anger present towards the explorers and their actions, whilst also displaying connotations of children through the phrase "bottoms kicked" that infer how juvenile their actions have been perceived to be. The men's actions are also suggested to have not been thought out properly and subsequently ~~was~~ not acknowledged to be planned well enough by people. The fact the writer of the helicopter article refers to their "trusty helicopter" creates a tone of great sarcasm and as if people believed the explorers to be ill-prepared and their gear to be unreliable, therefore conveying the extent to which people believed their actions to be ~~childish~~ ^{foolish} in the first place.

S27

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both 'Rescue from the jungle' and 'Explorers or boys messing about? Either way, taxpayer gets rescue bill' share some similarities with each other, for example: the main theme in both articles is survival and rescue.

I feel that in 'Rescue from the jungle' is a much more serious ~~poem~~ article it has a sense of suspense and real adventure which I do believe the other article lacks however I do think that the humour and sarcasm used in 'Explorers or boys messing about? Either way, taxpayer gets rescue bill' could be added to the other ~~article~~ article.

One thing they both have in common is that both men called their wives ~~as~~ for help, which I think is interesting because if these grown men can get themselves into a mess ~~sure~~ surely they should be able to get themselves out of it?

I think that 'Rescue from the jungle' is much more informative, detailed and personally I liked this article ~~more~~ more as it is much more gripping due to the amount of suspense and close calls added. I also see this being written for an older audience possibly from 16 upwards.

I really dislike the 'Explorers or boys? messing about?' article due to its lack luster/underwhelming story. To me it felt very rushed (as if it was over too quick) which led to it feeling much more

bare than the other. I see this article being aimed at more of a 'pre-teen' audience specifically between the ages of 12-15.

S28

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

In both texts the explorers are presented as in danger with big rescue teams and help full people to get them out of ~~the~~ dangerous situations that they have put them selfs in, Benedict had a tv producer, men from the tribe and a helicopter ~~and~~ the other two explorers rescue ' ~~the~~ involved the royal Navy, the Raf and the british coastguards'.

Bothe texts the explorers actions were seen as unalure and childiss. This is shown when the ~~the~~ texts say 'they'll probably have their bottoms kicked.' and 'I guess boys will always be boys.'

S29

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

These two extracts are similar in that it is about an adventure gone wrong but they are very different in a way that *Rescue from the Jungle* the writer is positive towards the explorer, Benedict, but *Explorers or boys messing about?* is very negative towards the ~~two~~ two men and how inactive they were.

The perspective on *Rescue from the Jungle* was that Benedict was an amazing explorer that was hit with lots of unavoidable setbacks but was able to find help and eventually get out. *"When he did sleep, biting centipedes and poisonous spiders the size of fists crawling around his sleeping bag."* But for *Explorers or boys messing about?* the perspective was that these weren't explorers but just boys that got caught in trouble when their careless mistakes came back up to them.

One way these ~~two~~ two extracts are similar is they both fail to mention ~~the~~ the other side of the argument/ a different perspective of a few things. For example in the extract *Rescue from the Jungle*, ~~Benedict~~ Benedict told that Benedict didn't seem to take any serious plans or any device that could get him out of trouble if he needed it. This was a careless thing that Benedict did and would have

presented a lot of unneeded words. For 'Explains or begs missing about?' the writer failed to show a different perspective for when the men were in trouble they had a lot of backup resources that saved them from death. This includes "their liferaft" that they brought and their "satellite phone" as well as a signal from the disabled helicopter and one of the men had an emergency watch. Without these provisions the two men would have been with out a doubt dead. But didn't get recognition for this but just got judged and ~~humiliated~~ humiliated by the writer of this extract.

Another way ~~the~~ these two extracts are similar is the way structure presents their ideas. They both use small ~~more~~ paragraphs ~~to~~ to show their different ideas. By doing this both of them show the amount of ideas ~~to~~ both ~~the~~ the writers here about ~~the~~ the two different events.

On top of this both extracts are similar in that they both use family, to be more specific wives, ~~as~~ as a source of information into how they were rescued and ~~their~~ their thoughts on it. In addition to this both extracts use lots of statistics and data to present thoughts and perspectives; for example in 'Rescue from the jungle' Benedict's wife says "I began to get desperately worried" and in 'Explains or begs missing about?' one of their wives says "He said they were both in the liferaft, but were okay and could I call the emergency people?".

To sum up this essay both present perspectives in ^{very} different ways.

one being really positive and one being really negative and not really
than explores at all; But the way they both present their ideas is very
~~different~~ similar in their structure and techniques such as sources.

S30

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

The articles are in two different newspapers. In the Daily Mail, they were directly involved ~~in~~ in the rescue, 'rescue mission by the Daily Mail', and ~~got~~ use ^{themselves} ~~themselves~~ like 'below us' and 'we landed' to emphasize how included they were. It also makes it seem more empowering. The Guardian takes a more narrative perspective, although attempts to make the reader feel more included by 'taxpayer gets rescue bill', although this has a more negative effect.

The explorer's situations were quite different. Benedict Allen had 'no satellite phone, no GPS device, and no companion'. The two Antarctic explorers were able to use these things, 'called his wife in London on his satellite phone' and 'distress signals were being beamed... from Mr Brooks' Breitling emergency watch'. Also, the pair traveled together, 'British explorers Steve Brooks and Quentin Smith'.

In both articles, the wives contacted someone because of the incident. However, in 'Rescue from the Jungle' the wife ~~contacts~~ ~~not authorities~~ doesn't contact authorities and wasn't told by her husband to do so, she acted on her own instinct because of a lack of communication, 'Lenka contacted a TV location producer'. The wife in the Guardian article ~~was not~~ contacted authorities and this was because her husband had asked her to, 'and could I call the emergency people?'. In the Daily Mail article, the people Lenka contacted were based in Hong Kong, whereas for Jo Vestey, she contacted British authorities. The wife in the Daily Mail article seems more negative than Jo Vestey. She talks in one paragraph about how selfish she had felt his actions were, 'How dare he risk his life when he's got three kids?'. Whereas Mr Brooks' wife was more unaware of their trip and seemed relaxed about the outcome. 'Ms Vestey claimed she did not know what the pair were up to'. Although the wives seemed to play the same role in both articles, ~~they~~ their reasoning and perspectives were

quite different.

Both men had both been through dangerous situations before and are mentioned in both articles. 'Benedict was shipwrecked' and 'Their last expedition ended in fiasco'. However, the Guardian makes a point to mention that on their last expedition ~~the two explorers had to be rescued~~. The explorers had had to end it again not on their own account. 'they were forced to call a halt'. ~~How Both~~ In both articles the weather conditions are said to be at their disadvantage. 'through torrential rain and flash floods' for Benedict Allen, which affected him directly. The weather for the two explorers' rescue team was the problem in the ~~the~~ Guardian article, 'one was driven back because of poor visibility'. However, the language in The Guardian article seems more feeble. Both articles make reference to explorers being 'boys', in The Guardian article it's the title and for Benedict Allen he says it at the end 'I guess boys will ^{always} be boys, or explorers will always

the explorers'. It is surprising in that article because throughout there seems to be a certain amount of admiration and respect toward Allen, however the writer adds at the end 'He laughs. Alone.' which indicates a more negative feeling about his actions. Whereas in The Guardian's article, there is a negative feeling about explorers being boys throughout.

In the Daily Mail article, they include ^{quotations} ~~speech~~ from Allen, whereas they don't include ones for Smith or Brooks. In all of his quotations, apart from the final one, he seems grateful, 'I can't thank the Mail enough'. Whereas the quotations in The Guardian's article the quotations degrade the men and their actions. The experts are used to ~~point~~ to emphasize doubt about their actions. 'I'm surprised they used the P44.' Both articles use ~~short sentence structure~~ the technique of having a sentence on a single, ^{stand-alone} line, but for different reasons. The Guardian's article ~~uses~~ writes, 'Despite

their experience, it's not the first time they've hit the headlines for the wrong reasons'. Because it's on a line by itself, it draws attention to the sentence and criticizes nearly their choices. The Daily Mail article uses this technique to build tension. 'Meanwhile, Unicef started to panic'. This results in a more empathetic feel towards the people in the story, not as criticizing as the two explorers.

S31

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both Text One and Text Two are written in third person, in the past tense and written in the form of a newspaper article. While both writers express their own opinions on the events text two reveals his thoughts more obviously.

At the start of text one the writer describes the jungle as 'hostile'. This is immediately the image of the jungle for the rest of the text is set with the thought of a tough and dangerous location. The writer continues to reveal more about the explorer by telling us he has 'three young children'. Most readers will begin to question why he went to the jungle and willing left his young family behind him. Here, we begin to see the writer's opinion emerge. In the next paragraph the writer reveals that Benedict was ill-prepared ^{no GPS, device, and no companion.} indicating that his mistake played a role in his misfortune. After the writer provides the reader with all of Benedict's details he moves on to describe the events, but from which the reader may make their own decision, but only after clearly indicating ^{at} his own thoughts.

In Text Two the writer ~~shows even less bias~~ about ~~these~~ ^{shares} their thoughts from the very start of the article, with 'taxpayer gets rescue bill' in the headline. This indicates that the writer ~~leads~~ ^{leans} more towards them being boys rather than explorers. ^{*}In the opening paragraph he describes their expedition as a 'farce', which is a term used in theatre to describe a comedy play or action, showing that the writer is amused by their behaviour. However, he counters this by using another theatre metaphor by describing it as a 'tragedy' giving the expedition a more serious tone. Unlike in text one the writer with holds information about the explorers until later on in the text. This allows the reader to begin to make up their own opinions before the writer fully reveals theirs.

Both writers describe both of the expeditions as 'nothing short of a miracle' clearly showing ~~the~~ ^{the true} extent of the dangerous nature of the expeditions. They both use direct quotes to help back up their thought perspectives of the trips. In Text One the writer uses the ~~good~~ quotations to add to the image of the 'hostile jungle' with which left Benedict 'completely soaked' and 'very wet and cold' with a 'fever' from the 'malaria'. ~~&~~ These quotes convince the reader that the ~~and~~ conditions were practically at their worst making it an extremely dangerous place to stay let alone sleep in. In Text Two

The writer uses quotations from the wife of 'Mr Brook' to show his perspective of ill-fated trip, as we see the headline of the article is partially from her description of them as "boys messing about". As this quote links directly back to the headline we can see that writer agrees with the wife's thoughts. He also, uses direct quotes from experts who were 'surprised' at the use of the 'R44' helicopter due to its 'single engine'. These quotes help clearly portray that the exp. explores lack of preparation and research into what equipment would ensure their maximum safety.

At the end of text one the writer describes how Benedicts seem to have not learnt his lesson and says that he's ensure whether ~~they~~^{he'll} 'do it again'. However, the writer concludes with his own response to Benedicts conclusion: 'He laughs. Alone'. This clearly states that he doesn't approve of Benedicts response to being rescued and doesn't think that the rescue is funny at all. In Text Two the writer also concludes the article by expressing his own view. He infantilizes the 'explorers' by stating they'll 'have their bottoms kicked' indicating that the expedition ended the way it did due to the child like behaviour of the two men.

*The writer also creates a lexical field of childlike imagery to emphasise this point as they ask for 'the emergency people'. Also, Mr Smith's nickname is after 'Q' from the James Bond films indicating towards his childlike behaviour.

S32

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

'Explorers or boys messing about' and 'Rescue from the jungle' are ~~both~~ ~~newspaper~~ ~~articles~~ ~~for~~ ~~which~~ ~~are~~ ~~there~~ ~~to~~ ~~provide~~ ~~info~~ ~~there~~ ~~to~~ ~~inform~~. Both are ^{however,} written in 3rd person. The main difference ^{is} that text 2 is highly opinionated but text 1 is not.

Overall, the structure for both pieces is very similar. Both are made up of short paragraphs which tell stories or anecdotes ^{within} for the whole article. Text 1 is made up of 2 anecdotes; Benedict Allen's survival story and his wife Lenka's discovery and her panic. Text 2 is made up of 3 anecdotes of a 3 failed missions of the 2 explorers. The overall tone for text 1 changes. It starts off very formal but it becomes very hyperbolic and tension is built up as we read about Mr Allen's story and Lenka's panic. Towards the end it remains detailed but it is more lighthearted and the ^{author} ~~writer~~ makes jokes. Text 2, overall has a consistent, opinionated, critical tone, some parts are funny and it

gives the piece an overall lighthearted feel.

Text 1 begins in a serious tone, the author includes quotes from Lenka Mr Allen 'I am sorry' for seriousness. The author includes a photo of Mr Allen to create ^{further} empathy. In the 2nd paragraph he uses the power of 3 to convey to the reader how isolated Allen was; 'no satellite phone, no GPS device and no companion.' The use of asyndetic listing helps create a tense atmosphere. This a contrast to text 2 to which begins with immediate mockery 'last expedition ended in a faze'.

In text 2, verbs are used to make the 2 explorers sound helpless; 'plucked', 'scrambled', 'scramble'. However in text 1, ^{adjectives} ~~verbs~~ ^{+ heroic} are used to make Mr Allen sound innocent 'stricken', 'struck down' 'shipwrecked'. Similarly, quotes from the wives of the explorers are used in both texts, but in text 2 they are used to mock the men 'probably have their bottoms kicked and be sent home the long way'. But in text 1, ~~the~~ Lenka's quotes help create empathy as some readers could relate to missing a loved one. 'I began to get desperately worried'; 'How am I going to

cope'.

Both texts are newspaper articles, and their purpose is to ~~entert~~ inform. Both texts include important, precise details; '100 miles off Antarctica, about 36 miles north of Smith Island' and 'dropped by Helicopter at Bismo's abandoned mission station'. The vast use of information helps the reader to imagine the situations.

The 2 anecdotes in Text 1 help the piece to flow as they contain numerous quotes from both Benedict and Lenka Allen. When talking about Benedict's story, the author uses alliteration to emphasise the story 'raced the tides, through torrential 'flash floods''. This emphasises the conditions and is pathetic fallacy: Benedict describes his conditions as 'violent' and compare the electrical storms to 'a hammer' at night' in a simile.

Towards the end Text 1 becomes more light-hearted "thanks for not giving up on me".

He ends with a clichéd joke 'boys will be boys' and ends with 2 short sentences 'He laughs.

Alone.' to show that his wife is not happy.

In text 2, the tone is still critical,

Mr Vesty, ^{contrastingly} does not appear worried and it is apparent to be not routine to her "they have been checked and appear to be well".

The contrast shows how different each situation is but similarly the p text ends with a joke 'probably have their bottoms piked and be sent home the long way'."

S33

- 5 Compare how the writers present their ideas and perspectives about the events described.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both of these texts describe the experience of explorers who have needed help and rescuing. Both have experienced explorers in who have needed to be rescued in the past to.

In Text 1, as well as Text 2, the men are all experienced explorers. In Text 1, Allen had already visited this same tribe when he was 23 and after living with them for six months, they "was like a family to him". He felt like he needed to re-visit them to rediscover the "lost" Yafio people". In Text 2, "both men are experienced adventurers" however, their aim isn't as clear as Allens. They seem to just be "boys messing about" rather than two men with a set mission. This shows that these two men are perhaps less mature and not true explorers.

In both texts, we read about the wives

perspectives on the adventures. The wife in Text 2 is less worried than text 1. This is because she has received a phone call asking for help so knows they are still alive. She believes that ~~that~~ they were just "boys messing about" ~~and Zebra~~ however it was "nothing short of a miracle". In Text 2, the wife was "desperately worried" and was questioning how she would survive without him. This ~~is~~ because she doesn't know whether he is dead or not as he didn't take a satellite phone, which makes her angry too. Both the wives are worried about the safety of their husbands and do everything they can to help.

In both texts it is questioned whether they are explorers or boys. At the end of Text 2, the explorer doubts that the life-threatening experience will make him stop but claims, "boys will ^{always} be boys, or explorers will always be explorers." The title of Text two also questions if they are boys or explorers. By doing this it shows some people believe their adventures are not serious and just a chance for "boys" to have fun, but others

think they're important missions.

Overall, the writers show both the events as being life-threatening experiences but with boys enjoying themselves. In both, tension is raised through-out and many different perspectives are explored, such as the explorers, their wives and news reporters.

SECTION A: READING

Questions 1-3 assess AO1. These questions are worth 11 marks out of 90 on the paper and are meant to be the straightforward questions that enable a candidate to score marks relatively easily.

Question 1

Script	Commentaries	Mark
S1	The candidate makes several valid points in the first line alone and then a further point in the second line.	2 marks
S2	Two correct points are made in the first line so, although the point in the second line is from a later part of the extract, two marks can be awarded.	2 marks
S3	One valid point is made in the first line and a further three in the second line.	2 marks
S4	Three valid points are made in total; 'no GPS' on its own is sufficient.	2 marks
S5	One valid point is made in the first line but the second point comes from a different part of the passage and does not answer the question anyway.	1 mark
S6	The candidate makes no valid points: both the phrase and the single word selected, though relevant, come from the opening paragraph not the given lines.	0 marks
S7	Two clear valid points are made.	2 marks

Question 2

There are other valid responses to those on the mark scheme- we cannot know what 'own words' a candidate might choose to use. Some words may not have suitable alternatives and may be used by the candidate- mark scheme states 'own words where possible' and is a guide.

Please tick or highlight correct answers for your CE1 sample and annotate why you have awarded the marks you have.

The focus is on lines 43-54. Do not reward responses from outside of this section.

Script	Commentaries	Mark
S8	The candidate's handwriting is a little hard to read at times but the point about 'a disease' is worth a mark and a mark is also given for wet and cold, which although words from the text are in the mark scheme and are explained as leading to him 'having a hard time'.	2 marks
S9	The candidate makes 3 clear points: malaria; storms destroy shelter; he was soaked.	3 marks
S10	The candidate works hard to use their own words and quickly makes 4 clear points but moves on to make a further series of valid points, just about all that are on the mark scheme. This is an extremely full response and does far more than is needed for full marks.	4 marks
S11	The candidate has presented their response very efficiently with each point set out separately. Quotations are used at the start to support points but the points themselves are made in own words. This is another full response with more than 4 valid points made.	4 marks
S12	This apparently brief response actually makes 5 valid points: he fought tropical storms; he had symptoms of malaria; his tent was damaged; he had to repair his shelter; poisonous animals.	4 marks
S13	Another response that clearly uses own words and makes 4 valid points: conflict between tribes; heavy showers; shelter destroyed; venomous wildlife.	4 marks

Question 3

Candidates do not need to support responses with quotations. The question says 'may'.

Whilst the question does not ask for own words, there should not be non-selective copying of the text. A brief quotation may be used to complete a candidate's sentence and make a point and there is no need for any comment/analysis as this question is still AO1.

Please tick or highlight correct answers for your CE1 sample and annotate why you have awarded the marks you have.

The focus is on lines 60-72. Do not reward responses from outside of this section.

Script	Commentaries	Mark
S14	The candidate makes 5 clear and valid points: worry; apprehension; frustration; desperation; wants him to return and supports the points with brief quotations.	5 marks

S15	The candidate simply starts the response by writing out the question but makes no point.	0 marks
S16	It was decided after careful review that, despite some repetition, 4 marks could be awarded here: scared and unsettled; frustration; hatred/anger and desperation.	4 marks
S17	In this response the candidate makes 5 clear points that are supported by brief quotations: panic; helpless; desperate; feels something was wrong; angry.	5 marks
S18	In this response, the candidate moves away from the question to look at Allen's actions rather than Lenka's thoughts. There are some relevant points: that she is angry, with the evidence of the quotations from bullet points 7&8 in effect supporting two points, and that also she is worried about the future.	3 marks
S19	The candidate does far more than is needed to gain full marks, including some language analysis which is not required for AO1. This is a very perceptive and sensitive response that shows excellent understanding and completely deserves full marks.	5 marks
S20	In contrast to the previous response, this has a more minimalist approach that utilises exam time efficiently. Points are made with brevity but the key feeling is underlined and supported by a relevant quotation.	5 marks

Question 4

Text 2 'Explorers or boys messing about'

If a candidate writes a response on the wrong text please send this to review.

The focus is on AO2 (language and structure) and the mark scheme is levelled.

Candidates have been taught this text from the anthology.

Look at the indicative content for this question but please bear in mind that candidates may make their own valid points which might not appear on the mark scheme but can be rewarded.

The candidate does not have to have an equal amount of language and structure points in a response. There is no capping at level 2 on this paper for a candidate who only looks at language or structure, but not both but good responses will, almost inevitably, look at both. Use of subject terminology can sometimes indicate a strong response but is not a requirement from the mark scheme- do not penalise if a candidate mis-terms a technique- reward the quality of the analysis.

If on a first reading a candidate appears to have only looked at language, look again as there may be an implied point or comments like ‘at the beginning’, ‘he moves on to...’ or ‘at the end’.

Highlight key words on level grids:

L1 =

Basic identification/ little understanding (Lang and/or structure)

Limited use of references

L2 =

Some understanding (language and structure)

References valid but not developed

L3 =

Clear understanding and explanation (language and structure)

References appropriate

L4=

Thorough understanding, exploration (language and structure)

References - detailed, appropriate and fully supports

L5=

Perceptive/ analysis (language and structure)

Discriminating references/ clarifies

Script	Commentaries	Mark
S21	The candidate begins with a statement about the title of the article. There is a slightly unconvincing comment on language and the use of ‘of’ but the candidate moves on more confidently to look at the structural feature of the insertion of additional information about the helicopter. There is clear understanding throughout and some good explanation with use of relevant quotations. The mark of 7 awarded in level 3 is just over half marks. This answer meets all level 3 bullet points with a methodical PEE approach.	Level 3 7 marks
S22	In this very brief response, the candidate does show understanding and picks up on some language and structural features. The response does more than merely identify techniques and brief comments are offered; overall this is very slight.	Level 2 3 marks
S23	This is an extremely assured and wide-ranging response that shows very perceptive understanding throughout. The candidate starts with a developed analysis of the author’s	Level 5 12 marks

	own opinion and then moves on to consider how he supports his view with facts and the views of experts. The selection of references is discriminating. This does more than enough for full marks.	
S24	The writing is small and cramped but the candidate makes a range of language and structure points that show a clear understanding. Whilst there might be some doubt about whether the quotation is an example of hyperbole, the candidate is clearly explaining vocabulary choice and makes a valid point. The final paragraph makes a rather vague point about 'the public's feelings' without commenting on what they are.	Level 3 6 marks
S25	This is a well-developed and very thorough response that at times demonstrates perceptive understanding (e.g. 'there is a rather dismissive tone to this metaphor') and there is exploration and, at times, analysis of a range of language and structure features. The candidate uses subject terminology efficiently. This candidate is at the level 4/5 border but it was felt on balance that the strengths lifted the response into level 5.	Level 5 11 marks
S26	The opening paragraph immediately explores the attitudes expressed towards the two men by focusing on the headline. In the second paragraph, points on structure are developed with further reference back to the headline. The third paragraph moves on to look at language. References could be a little more detailed but understanding is very thorough.	Level 4 9 marks

Question 5

This is a challenging question requiring a comparison of the texts.

The focus is on how the writers present ideas and perspectives about their experiences.

It is useful to look at the indicative content of the mark scheme as a guide but candidates will make their own points.

Candidates are free to choose many different kinds of comparison; the mark scheme refers to 'theme, language and/or structure' but there are other features such as tone, often a discriminator, which they may consider.

It might be helpful to highlight comparison words when marking your CE1 but remember some candidate may have implicit comparison.

Mark grid

Bullet 1: comparison

Bullet 2: ideas/ perspectives

Bullet 3: references

L 1 = no comparison; describes ideas and perspectives; limited refs

L 2 = obvious comparisons; comment on ideas and perspectives; valid refs, but not developed

L 3 = range of comparisons; explains ideas and perspectives; appropriate relevant refs

L 4 = wide range of comparisons; explores ideas and perspectives; balanced, fully supportive references

L 5 = varied and comprehensive comparisons; analyses ideas and perspectives; balanced, discriminating and fully supportive references

Script	Commentaries	Mark
S27	This candidate offers plenty of comment and opinion on the texts but makes some rather sweeping statements that are not supported by close textual references. There is no explanation of ideas and this remains as more of an overview. It gains a mark within level 2.	Level 2 7 marks
S28	The candidate makes three brief, obvious comparisons in the opening lines and goes on to offer some comment and evidence but there is no real development of ideas. Whilst potential is shown for a higher level, this is a short response overall. There is some understanding of the text and this receives the same mark as S27 but for different reasons.	Level 2 7 marks
S29	Immediately with the point about the immaturity of the explorers, we are presented with more than obvious comparisons. The candidate works methodically through a range of comparisons and uses appropriate and relevant references to support. This meets all level 3 criteria and offers some very sound explanation.	Level 3 13 marks
S30	The candidate begins by looking at the different perspectives of the two newspapers that published the articles which is an interesting and insightful point. The response develops in strength as it moves onward and is always thorough and at some times perceptive e.g. the comments on the end of Text One. A fairly comprehensive range of points is covered and there is analysis of tone and language. This moves quite securely into the top level.	Level 5 20 marks
S31	The candidate starts off with a brief paragraph of comparison and deals in some detail with each individual text and then brings them together. A very thorough exploration of ideas and a final well-developed paragraph	Level 4 18 marks

	lift it to the top of the level. This is an example of a different, but still successful, approach.	
S32	There is a wide range of comparisons within this response and the candidate considers tone, structure, language etc. There is exploration of ideas and perspectives which place this firmly within level 4.	Level 4 16 marks
S33	The candidate makes a range of points which are supported by appropriate and relevant textual references. The comparisons are more than 'obvious' and whilst there are only three there is some developed explanation. This sits firmly in the middle of level 3.	Level 3 11 marks

S34

Chosen question number: **Question 6** **Question 7**

Dear Sir / Maddame,

I am writing to you today concerning the article entitled 'Young people today lack any desire for adventure' because I think that your opinion is somewhat naive and I would like to express to you my opinion on this topic.

As a young person myself I feel that there is a desire roaming inside young people today for adventure but a lack of opportunity or access to such activities. As I write this letter I know I am speaking for many people of my generation who need some excitement.

Every day we are cooped up in a classroom learning maths, science, english.

Every day we are fed information like machines, sat at small desks just waiting for the time to go by so we can go outdoors. Can't you see that we want more?

I believe that if given the opportunity, more young people would be able to fulfil their desire for being adventurous. To adults we are seen as a generation who stares at screens and does not communicate with one another, but we do not live in the same times that you did. Parents are becoming more strict due to more danger in our local areas which ~~set~~ should have streets flooded with children. It is recorded that in the last five years, crimes in small towns and villages has increased by 67%. This is the problem, it's not the children who are. Not only this but we have got no free time. As children we are sent to school¹ we are sent home with more work, and we are given exams. How are young people expected to have the time to explore and be adventurous when we are constantly weighed down by work?

I am aware that there are places to go such as harlow outdoor centre or goApe which provide adventurous activities for young people but these places may not be affordable for many families and although equipment may be expensive, should people really be expected

to have to pay for their children to have an adventurous childhood? No.

You may think that I am a dramatic young child and I hold an insignificance to you, but we as young people demand more opportunities for adventure; you will not talk about us any more.

I took a survey throughout my school across four different year groups and one hundred students took part. In the survey I asked people what types of activities they took part in currently and what they would like to take part in, had they more time and less work. An outstanding seventy of the one hundred people wanted to do a new activity that would be ~~seen~~ considered adventurous such as hiking or climbing. This shows that a large majority of young people today would like more adventure in their life, and they have a great desire for it.

The purpose of this letter was not to tell you that you are wrong; ~~but~~ rather to inform you that many young people are not in agreement

with what you wrote.

I hope to hear a reply from you soon, thank you for all of the time taken to read this out of your probably busy, important and hectic life.

Yours sincerely,
Sadie Taub.

S35

Chosen question number: **Question 6** **Question 7**

~~Dear editor-in-chief of the Daily Bugle,
Recently, ~~you~~ you published an article detailing the ways in which young people lack a sense of~~

Dear Editor-in-Chief of the Daily Bugle,

~~My~~ My name is Peter, and I've noticed you recently published an article detailing the ways in which young people lack a sense of adventure. As a young person myself (16 to be exact), it's come to my attention that the article was written by a ⁴² ~~the~~ year old man, and though I don't wish to diminish his life experience and wisdom, I find it - frankly - odd that he's written the ^{entire} article without consulting a single 'young person'.

I'd like to first make clear that I do agree with one thing: young people are in fact, less adventurous. But not for the reasons illustrated in the article (prevalence of mobile phones, sedentary lifestyles etc.) In my personal

~~opinion~~ opinion - as well as those my age that I've asked on the matter - the reason we are less adventurous is this: we don't have the opportunity to be.

4 in 5 teenagers between the ages of 15 and 19 have jobs after school in 2018; 61% of children between 12 and 15 volunteer in establishments in 2017; 77% of young people get less than 7 hours of sleep a night. Why? Because society has constantly pressured us to be better than the last generation, harder working and ~~smarter~~ ^{more intelligent}. We must be faster, smarter ^{and} stronger. The jobs we undertake from a young age? All to have better CVs, better resumes and better applications. ~~the~~

We are not as adventurous as generations previous because generations previous don't want us to be.

~~The~~ as The amount of students taking gap years between college and university decreases each year. We, as a generation, simply can't waste that time; when we could be studying and becoming "the generation that will

save the world."

On the other hand, I do agree to some extent about the evolution of the phone; I've checked my 'Snapchat' notifications three times whilst writing this letter, in fact. But how else are we to escape from this constant cycle of ~~the constant cycle of~~ eat - sleep - work - repeat? Instead of criticising our seemingly increasing addiction to social media, perhaps the better thing to do is question why we have such an addiction in the first place.

It's reflected in our exams, as well. Not just in England, but all around the world. In South Korea, every year ~~the~~ students take the biggest exam of their lives that lasts 6 hours minimum. Without doing well in this exam, they're refused from university, and in South Korean society, ~~a person~~ a job applicant without a degree isn't a job applicant at all. Streets are closed, construction work is halted and even police cars are involved with ~~clearing~~ clearing paths for students so they aren't late. After-school study workshops that last until midnight are attended by 81% of students between the

ages of 7 and 18. ~~It's~~ It's ludicrous!

This is the world we live in. How could we spend a week in Spain when there's always the next test to study for? Why leave the house for anything besides school? There's always someone to beat with that job application. And there will always be someone beating you.

I emailed a survey to 100 students at my school. Attaching your article, as well as the ~~the~~ requirements for university applications from last year, I asked them two questions: Are you an adventurous person? (Y/N). Do you want to be? (Y/N)

87% selected 'No' for the first question. All 87% selected 'Yes' for the second.

All in all, I respect your article's headline 'Young people today lack any desire for adventure. It shows the perspectives of those not of our generation, and how they see us. It makes me wonder - is all this work worth it? ^{well} ~~whether~~ ^{whether} it does or not,

nothing will change the iron will of my peers to be
~~stronger~~ faster, smarter and stronger

Yours Faithfully,



Peter Parker

S36

Chosen question number: **Question 6** **Question 7**

Dear Sir / Madam,

Upon reading your article, from a teenagers point of view, I must say that I absolutely agree with your statement.

Firstly, I would like to begin this letter by saying that too many people are too focused on their phones that they seem to have forgotten that nature exists. Nature is one of the most beautiful things to exist, yet young people lack the essence to go outside and explore. I love going for walks, I love to explore but most of all, I love to do different things which require me to leave the house.

One thing that upsets me is how lazy teenagers get when growing up. When I was younger, whenever an adult told me we were going to the park - I got so excited. Many kids did, and now they all moan and groan ~~and~~ over the thought of leaving their house.

It used to be fun hanging out with your friends, because we would all go out and play - whilst being imaginative. Now? Now we are sit watching a movie, or sit on our phones without acknowledging one another.

There are so many things we can do in order to change that. I am part of a Scouts Group and we have a meeting every week for two hours. We do different activities every week, most of them being outdoors. Some activities include treasure hunts, and cycling. In my opinion, I feel as if young people should sign up as this is an opportunity for them to be adventurous.

Another thing teenagers / young people can do is go travelling. By simply just hopping onto a bus or train, to see where it takes them can lead to them becoming adventurous, within reason and with parent / guardian permission.

To be fair, ~~ma~~ ^{some} ~~most~~ ^{young} people do enjoy being adventurous and I feel like many people should take a note out of their book. I believe that all young people should try something adventurous frequently because who knows it could probably change their lives.

Studies show that more young people are suffering from obesity due to ^a lack of exercise. In order to help change this we should help promote walks/runs/cycling in the park. This also helps people have an adventure and discover areas/places they've never been.

Overall, I would like to state that I agree with your ^{article} ~~statement~~, and I hope that many others do too.

Yours Faithfully,

Ria

S37

Chosen question number: **Question 6** **Question 7**

Dear editor,

I believe it is unfair to state that the youth of today don't possess a longing or craving for adventure. Although people say this, call us the 'snowflake' generation, claim that all of us have been taken hostage by our phones, is it truly fair to stereotype all young people and present them as people who possess hold no desire for wanting to experience new and exciting endeavours?

~~Just because of a person's young age, does this affect their desire to travel to countries beyond theirs and experience the wealth abundance of different cultures in the world? To go outside into nature and become enraptured in the small things; the glistening of the sun making all the array of colours splashed together, the sun making all the organisms glisten, thinking about how every little creature has~~

I can acknowledge why people may buy into the idea promoted in your article. With social media being so prevalent amongst young people and reminiscence by the elderly in which they experienced adventure and not inhibited by technology in the 'good old days', one can see how your theory may be believed by the adult world.

But not by us.

Although the term 'adventure' may be subjective, I would classify it as

a journey into the new or the unknown. This could be trying new food or clothes, which may be classed as 'edgy' or 'adventurous'. It could be exploring places within your own country, or further afield in realms you have always longed and ached to visit. However one classifies an adventure, it is always open to people to try regardless of their age.

People may be inhibited by money, yes. I, for example, long to visit South Korea; to explore the glistening lights of Seoul, the city that never sleeps, or the serenity of the breathtaking Jeju Island. But it is unlikely I will be able to afford that any time soon.

However, even if I don't get to South Korea in the next 10 years, I still have that desire to explore new things within me. My hyperactive black Labrador and I always adventure to new fields and parks and woods. Yes, it's not an extreme adventure, but is a venture into the unknown nonetheless.

My adventurous nature regarding trying new foods has served me incredibly well. Without it, I would not have been introduced to the soft heaven-like substance that is tteu, or kimchi, the succulent Korean spicy red cabbage (it's better than it sounds).

Don't even get me started on my 'adventurous' fashion sense.

One may argue these anecdotes are small and do not speak for young people today on the whole. Despite this, I do not think it is fair you

classigy us all into ~~as~~ a group of people who have no desire to experience new things or places.

Yes, we may be seen as slobs.

Yes, we may be seen to go on our phones a lot.

Yes, we are indeed called 'snowflakes'.

But this does not affect our human desires to travel, explore or try new things. If anything, these characteristics enhance them; we crave to see the places we view online in real life and to travel to places where our right to be snowflakes is not entitled.

So, yes, you may refer to us as lacking any desire for adventure, but please acknowledge my points and consider the stereotype you are placing us under.

Yours sincerely,

Rebecca, 15 (a young person)

S38

Chosen question number: Question 6 Question 7

Dear editor of ^{the} newspaper

"Young people today lack any desire for adventure." Personally ~~for~~ I think with this quote that it's true ~~but~~ however in some cases not true.

In my opinion the ~~the~~ quote is true to the extent as there's many young people that have interested in other things so aren't so interested to try something new if they are enjoying what they are doing at the moment. These days many teenaged boys are into ~~the~~ video game, so they are just inside not really doing anything. However you do find a ~~so~~ many people that are adventurous as they go on gap years abroad to see the rest of the world's beauty.

To counter my point with it being ~~the~~ true, I feel that a lot of people don't have any interest to do anything new or explore

the world as they are happy and content with where they are. Also a big factor is that traveling the world can be rather expensive for most people so a lot of people are uninterested to traveling due to how much it ~~costs~~ costs. Personally I feel there is a lack in advertisement for young people doing ~~adventurous~~ adventurous activities so this leads to people having very little interest if they don't know much about any that goes on.

I would say for very young people they do have more interest for adventure, as they are young and have more opportunities than teenagers.

For many people they don't have the time as they are doing other things which is controlled by the ~~parent~~ parents as if they choose it they will allow it or not.

Overall it really depends on the person's interests and family commitments. ~~and~~ Also if the young person has ever heard of any of these adventures they could be doing so more advertisement is needed so then this problem

can be solve and it will get young people to
broaden their horizons.

Written from by
Matthew Pike

S39

Chosen question number: Question 6 Question 7

~~The key to success in anything is being~~

² prepared.

is anything

The key to success in anything is being prepared.

Being prepared is to be ready for anything. Anything that you are facing or looking forward to face.

But prepared for success is to know what does it take to reach the word "success".

To reach success you will have to know what is success and learn the word "enough".

~~By~~ "Enough", is also a key to success but, "Prepared" is also a key to success, so

Why don't you mix them together and use the together and get along with it to gether.

Being ready or prepared for something you know is the common things.

How can preparation contribute to success?

Preparation gives you a base, so you'll not gonna fall or slip. It gives you a steady position and problems to fix at the right spot, because you are 'prepared'.

Success is a big, big word to achieve it can be

Success in your career, it can be

Success in your studies, it also can be

success in your life.

So ~~prepare~~ preparation could be apply in your life.

Such as planning on your life to achieve success of living.

That included career, studies life, basically your whole life.

~~Preparation is the key to success.~~

~~Preparation is the key to success.~~

Preparation also helps you handle every situation in your life, it depends on how do you manage it and use the advantages of preparing.

Success is easy to achieve if you are well prepared.
prepare for the things you love such as your career

If you love doing the job prepare for it
prepared improve, prepare to make it the better job.

And make them better than what you are doing.

"Prepare for exam."

Revision or anything is to prepare for exams

You will be able to answer the question
comfortably if you ~~are~~ have prepared for it.

S40

Chosen question number: **Question 6** **Question 7**

'The Key to Success in anything is being prepared'

~~The Key to~~

Being prepared is really important like if you have a job interview your not going to walk in knowing nothing about the company or what it even stands for you have to take your time do your research, ~~EA~~ even get to know a bit about the person who is interviewing you

S41

Chosen question number: **Question 6** **Question 7** of your guide

I should begin this section^v by making a confession; I was never organised nor prepared for ~~anything~~ ^{anything}. Growing up I was always messy and thought it was a ~~brilliant~~ brilliant idea to leave everything^v last minute. However, one day everything^v ^{seemed to} changed. I was watching a live-^{stream} ~~streaming~~ of employees at the company 'Apple' promoting their latest software. I was instantly mesmerised by the confidence and intelligence of these people. That is when I decided I needed to change.

Some might say it's what is 'preparation'?^v Being physically ready equipped for ~~something~~ ^{a task}, ~~and~~ and yes, it is ... however there is more to it than that. To be "prepared" is about being organised, ~~having a passion and being~~ confident and having a passion. You will never be properly prepared unless you have a specific desire to be so. Lucky for you, this guide ~~has~~ has everything you need to know

about preparation and how it will bring you success.

If you want to be successful you have to be prepared. ~~Statistics show that people who are well prepared for a job interview and have confidence are 7 times~~ Statistics show that those who are confidently prepared for an interview are ~~5 times~~ 5 times as likely to be hired than someone lacking the confidence. In order to become prepared you have to ensure that you are hard-working, persistent and confident.

Experts from The National Law Firm of London say that: "~~their~~^{our} success comes from preparation ^{and preparation} alone". Imagine you are a lawyer and you have an innocent client who you are defending. If you have done ~~research~~ extensive research about the case, if you have organised all your arguments point by point, ~~and~~^{and} if you have practiced and studied your arguments inside and out ... you will be able to walk into that courtroom with nothing, but the

confidence of knowing you are prepared; ~~and~~ you will win the case. However, if you ^{are not willing} ~~don't~~ to put in the hardwork it takes to become prepared you will lose the case and your poor, ~~innocent~~, helpless client will be thrown behind bars and locked up. It's your choice; do you want your client to rott in jail?

Let's bring this back to you; You are your own client and you get to chose your future.

It is a known fact, that people who are more successful in their worklife, tend to be ^{67%} ~~more~~ happier with their life and themselves as individuals. The main reason being prepared will bring you success is because it makes you feel invinsible.

To be prepared means that you are mentally and physically prepared for anything. Being prepared means you know what's coming; you have the upper-hand because you know whats in store for you and you know exactly how to handle it.

Do you know what it feels like to be truly unprepared in a serious, important situation? If you have then you must understand the unbearable, and utter embarrassment that falls onto you, weighing you down. If you have ever felt like that, then you know you never want to again; ~~and~~ This is why this guide will help you, ~~if you~~ if you ~~really~~ stick to it. ^{ready}

Now, if you - like a younger me - are constantly unprepared, disorganised and lack in confidence, I urge you to continue reading this guide. This guide could be ~~your~~ the motivation you need - just like that ~~intelligent~~ intelligent, inspiring designer at 'Apple' was for me.

Do your research, put in the effort and make sure you truly want ~~to~~ it, and I promise you that your preparation will provide you with the key to success.

S42

Chosen question number: Question 6 Question 7

PLAN

agree → ~~Point / video games / TV / phones~~
agree →

~~Plan~~ Being prepared → can refer
to anything / writing an essay / preparing
for a speech / mental preparation /
attitude

preparation / confidence / mindset / ~~Plan~~
negative = no success.

Being prepared propelles your future.
You can be prepared in anything you
do, whether its writing an essay
or preparing for a speech, preparing
gives you an advantage.

In my childhood, I can vividally

remember receiving a piece of paper in which I had to read out in front of assembly at my school. Now I was unfamiliar with it. I'm prepared. I had no clue what I was reading causing me to stutter and put no emotion into it. I remember people coming up to me and laughing. ~~Remember~~

Be prepared.

Being prepared can fill you with confidence contributing to success.

Confidence is an attitude, a mindset. This can relate to a rugby match, for example, if you go in with a negative mindset, most likely at the end of the match there will be defeat. But don't forget, you must prepare for defeat anyway because defeat can demotivate and demoralise. If you have confidence in yourself and are prepared to stand back

up and try again, with resilience, you will be successful - Preparation is the roots and the building blocks for success.

Life is a bumpy road. You may feel like you are on a rollercoaster coming round the 'loop-to-loop' and you feel like you are upside down. If you are prepared to face your fears and battle with the tough moments in your life, without letting it put you down. You will succeed.

Being prepared, produces knock-on-effects of ~~positive~~ positivity. Try not to prepare for the worst or be pessimistic, ~~because~~ and I know it's hard. Sometimes I feel like the sky is falling down ...

Ironically, I prepared for this guide. Was it successful? You decide ~~whether you think I prepared~~ how much you think I prepared.

S43

Chosen question number: **Question 6** **Question 7**

Prepared. Such a weighted and intimidating word. On rare occasion do most people feel completely prepared for anything, however ^{throughout} ~~by the end of~~ ~~this guide~~ + this guide I will endeavour to shed light on what being prepared truly means, ~~and~~ how preparation can contribute to success and the best way to prepare.

There are a plethora of events that one must be prepared for, holidays, exams and events in your every day life. But what does being prepared really mean? To me it means having a backup plan (or two), revising as hard as you possibly can or being prepared for all your plans to go wrong and having to be spontaneous. Being prepared is important for your mental health; however you can not prepare for every event - some things happen unexpectedly and there are certain events in life that can never be prepared for. However having a plan for when things don't go to plan might be the greatest thing you can do today.

For example preparation for your week ahead, your year ahead and the next ten years is essential. Nobody knows what will actually happen in those time periods but having goals to work towards and preparing your life now to reach those goals is all ~~you~~ ^{that} ~~can~~ ~~do~~ is in your control. Preparation is not the same as trying to control the future, preparation is the attempt to make your future self as successful, ~~happy~~ joyful and relaxed as possible. Do your future self a favour by preparing yourself for the ~~most~~ events that are coming in your life, the events that you don't want but can not avoid. Those situations are the ones you need to prepare for the most.

For example take one event that we have all had to experience, exams. Every single person reading this guide will have had to take some sort of exam at one point in their life whether that be a music exam, a driving test or an A level everybody has had to face being tested on their skills at some point. What is the best way to succeed in those exams. Practice. Preparation is practice. Practicing your instrument

every day, doing practice papers and going for that drive that you really do not want to go ~~out~~ ^{on}. All of these things are preparation. Preparation ~~is~~ can be as simple as packing your school bag the night before so that in the morning you are not panicking. Preparation reduces stress in the future. ~~Undoubtedly~~ - Indubitably you can never know what the questions on the paper will be, nonetheless ~~prep~~ being prepared allows you to do your best at the time. Doing your best does not mean getting the highest mark you ever have, doing your best means trying your hardest with the questions in front of you and taking into consideration all other factors that may occur. Being prepared allows you to do your best on the day. Being prepared allows you to succeed.

If I ~~haven't~~ have not managed to convince you yet then I ask you this - how does it feel when you are not prepared? ~~It~~ Sickening, nerve - wracking and anxious are a few things that come to mind.

Preparation can help you avoid all of these awful sensations.

So I explore you, when you have finished reading this choose one event in your upcoming life. It may be happening in six months or it may be happening tomorrow (it does not matter). Plan for that event. Plan for that event by breaking down all the tasks you will have to complete to be prepared when it comes, write check-lists, timetables, do whatever you feel you need to do to feel completely ready for that event. Also plan for if those plans fail, what if you lose your ~~pa~~ passport, what if the flight is delayed. Cancel out all the 'What if's' and then when those unfortunate events do take place rather than panicking ~~you~~ you will be calmly able to check back to your plan and carry it out.

Preparation can ensure success in a way nothing else can. Preparation is the key to success.

S44

Chosen question number: **Question 6** **Question 7**

Hello girls and boys,

Do you have an exam, an adventure or exploration in months coming?

If yes you absolutely need to be prepared. The key of the success is preparation.

~~Do~~ Do you think succeeding without being prepared?

Well you can't something wrong must have happened to you.

Because being prepared is not being stressed out the day of your event. For example if you have a race and you haven't run for 3 months you won't be able to finish in the first place. You may finish the race but you'll be one of the last. In an exam for example you won't look in your mind the definitions or the formula.

What do I mean by 'being prepared'? That's a good question.

'being prepared' is knowing what you will be asked to do, when, for what, in what conditions and how.

When Usain Bolt runs he knows that he runs to beat the world record of the 100m in a stadium when it's

sunny with a round of ~~apoloze~~ ^{apoloze}.
 And the most important is if something wrong happens what will you do, will you be able to call ~~rescue~~.
 Being prepared in more than physically it is also and mainly mentally.

At 11 years old I was the quickest runner of 800 meters in my category of all Singapore. I was ~~so~~ ^{so} proud of myself but for this I was prepared. I had already run my race in my head. I had look at the weather and trained under the rain in case. When arrived the day everyone was wiggling everywhere and I sat encouraging my friends running. The race started and I knew exactly what to do. ~~I~~ ^I obviously finished first.

Now at 14 years old, I'm getting some exams and I wasn't ready. People around me were revising and I was just saying that I'd see the day of the exam. But the day before I couldn't sleep because I was stressed out. I didn't know what I needed to do. In stead of saying that you'll revise later do it and you'll be fine later. Everything is a question of time.

Preparing can contribute to success by knowing what you are doing. And preventing to be lost.
 Success is your own willing.

Other people don't make your success you make your own one. And for this you need to move yourself.

SECTION B: TRANSACTIONAL WRITING

Question 6

The task is to write a letter in response to an article with the headline ‘Young people today lack any desire for adventure’.

AO4 and AO5 are assessed.

Script	Commentaries	Mark
S34	This is a confident and assured response. The candidate opens with a strong assertion and goes on to express their thoughts and ideas quite vehemently and certainly successfully. Ideas are well-reasoned and developed. Whilst this does not have the qualities of perception or subtlety required for level 5 AO4, it is firmly within level 4. The vocabulary is wide, but not extensive, a range of punctuation is used deliberately and this is structured cohesively.	AO4: Level 4 21 marks AO5: Level 4 15 marks
S35	There is a very sharp focus on the task: the candidate manipulates a series of sophisticated ideas and communication is perceptive and often subtle. Vocabulary is extensive and used strategically with occasional deliberate use of more colloquial language ‘eat-sleep-work-repeat’. There are touches of light humour that engage the reader and points are supported and expanded upon by looking at the Korean experience. There is excellent control of a wide range of punctuation. The touches of sophistication and perception put this into the middle of level 5 for AO4 and the degree of technical competency gains it full marks for AO5.	AO4: Level 5 25 marks AO5: Level 5 18 marks
S36	The candidate communicates very clearly and presents a series of ideas and opinions that show a clear sense of purpose. There is fully appropriate form, tone and register used throughout. The letter is quite competently organised and, whilst not sufficiently ambitious in either the scope of its idea or vocabulary and punctuation to move into level 4, does meet all level 3 criteria for both AOs. This is a good example of an extremely secure level 3.	AO4: Level 3 17 marks AO5: Level 3 11 marks
S37	There is a very clear sense of ‘voice’ in this letter which is written with great fluency and some flair. It is very well-crafted and the move from the heights of ambition for adventure in South Korea to the more everyday adventures of walks with the dog to new places is very successful. The	AO4: Level 5 24 marks AO5: Level 5 17 marks

	challenges to perceptions of young people are subtle and persuasive and place this within level 5 for AO4. It might be argued that the single sentence paragraphs are what you might expect to find within a speech but here in the letter they are used skilfully to add emphasis to the points made. There is an extensive vocabulary and, whilst there might be a greater range of punctuation, it is used accurately and with precision.	
S38	The candidate begins with a straightforward statement both agreeing and disagreeing that young people lack a spirit of adventure. They then go on to expand a little on their points but ideas are largely undeveloped and examples given such as boys are indoors playing video games and travelling is expensive are, again, straightforward. Overall, all of AO4 level 2 criteria are met and there is enough clarity of purpose to move this into level 3. All of level 2 AO5 criteria are also met and there is just enough variety of vocabulary to lift into level 3 also.	AO4: Level 3 12 marks AO5: Level 3 8 marks

Question 7

The task is to write the section of a guide giving advice on the importance of preparation.

Script	Commentaries	Mark
S39	This is an unusual response; it appears as if the candidate has taken on the idea of a guide by writing in very short single sentence paragraphs. Ideas are broadly appropriate but expression does lack some clarity at times. There is some grasp of purpose as there is an attempt to give advice. The response moves through a series of ideas which can seem a little vague and the piece would have benefited from some concrete examples. There is an awareness of form and tone. There is some correct use of punctuation and spelling but also errors in syntax which impede clarity at times.	AO4: Level 2 10 marks AO5: Level 2 6 marks
S40	This is a very brief response. There is a capital letter at the start, a comma and no full stop. There is some correct spelling. There is a clear idea expressed but no development so communication remains at a basic level. Using best-fit, the response meets the criteria for top mark in level 1 for both AOs.	AO4: Level 1 5 marks AO5: Level 1 3 marks

S41	<p>This is an extremely successful response with a very secure realisation of purpose and form, tone and register are all very effective with address to the reader in a friendly manner (Now, if you- like a younger me-') helping to convey the message. Ideas are managed cohesively and, whilst they may not be sufficiently complex or subtle for level 5, the criteria for AO4 level 4 are met entirely. Punctuation is positioned strategically, there is a very wide vocabulary but there are a few slips in spelling. For AO5 this also reaches top of level 4.</p>	<p>AO4: Level 4 22 marks</p> <p>AO5: Level 4 15 marks</p>
S42	<p>This piece improves as the candidate moves through their ideas but there is a clear introduction followed by a personal anecdote and then the example of a rugby match and consequences of a lack of preparation. The ending of the response has an effectively-placed appeal to the reader and it is quite well-organised overall. There is a wide vocabulary but also a number of spelling errors. The response is moving towards level 4 in both AOs but does not quite do enough and remains at the top of level 3.</p>	<p>AO4: Level 3 17 marks</p> <p>AO5: Level 3 11 marks</p>
S43	<p>The candidate successfully offers a lot of very sound, if rather generalised, advice. The examples are largely limited to school and exam preparation which would, of course, reflect the candidate's own experiences and would be ideally suited to a readership of young people. There is a secure realisation of purpose and an earnest and effective tone which places this firmly in level 4 for AO4. A wide vocabulary has been employed and punctuation has been positioned for clarity.</p>	<p>AO4: Level 4 21 marks</p> <p>AO5: Level 4 15 marks</p>
S44	<p>The candidate begins with a salutation and a question. They then go on to make some points and have clear ideas, with examples and personal anecdote to support and exemplify them. Short sentences are used deliberately. Expression does sometimes waver but overall there is sufficient clarity for a mark within level 3 for AO4 but this remains at the top of level 2 for AO5.</p>	<p>AO4: Level 3 14 marks</p> <p>AO5: Level 2 7 marks</p>

4EA1/01R

S45

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 The woman seems very excited since she went straight up to XiaoLin and took hold of her.

2 The woman is in disbelief.

(Total for Question 1 = 2 marks)

S46

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 ~~short~~ "short"

2 "stern expression"

(Total for Question 1 = 2 marks)

S47

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 "took hold"

2 "She looked me"

(Total for Question 1 = 2 marks)

S48

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 "took hold of one of my skinny arms"

2 "looked me up and down"

(Total for Question 1 = 2 marks)

S49

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 enorter

2 arrange accent

(Total for Question 1 = 2 marks)

S50

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 Stern

2 'looked me up and down'

(Total for Question 1 = 2 marks)

S51

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 "strange accent"
~~much shorter~~

2 "rough peasant manner"

(Total for Question 1 = 2 marks)

S52

Text One: Meeting My Parents

- 1 From lines 6 - 8, select **two** words or phrases that describe the woman and what she does.

1 much stronger

2 Took hold

(Total for Question 1 = 2 marks)

S53

2 Look again at lines 36 - 43.

In your own words, describe the walk to the bus station.

The writer's grandmother accompanied her to the bus station. However, as her ~~grandmother~~ grandmother had bound feet, the ~~walkers~~ writer and her parents had to walk at a slow pace. As they were walking, they were greeted by the ~~villagers~~ other villagers. The writer's grandma would ~~not~~ respond to their greetings by ~~not~~ introducing the writer's parents to the ~~in~~ elderly villagers. However, she would only introduce the writer's father, and not her mother. ~~Not~~ ~~Not~~ ~~Not~~ The writer's father would occasionally stop by and greet some people he knew.

(Total for Question 2 = 4 marks)

S54

2 Look again at lines 36 - 43.

In your own words, describe the walk to the bus station.

The walk to the bus was long and also slow because of her grandma's bowed feet. During the walk, it wasn't silent or awkward, there was a lot of chatting ~~and~~ and her grandma introducing her father to all the villagers. ~~She~~ ^{She notices} ~~the~~ her grandma was only introducing her son to the villagers so maybe her grandma didn't like her mother as well. During the walk her father would stop and talk to people also. ~~The~~ The author starts talking about her mom and ~~that~~ ~~her~~ weird ~~accent~~ ^{accent} scares her.

(Total for Question 2 = 4 marks)

S55

2 Look again at lines 36 - 43.

In your own words, describe the walk to the bus station.

The walk to the bus station was about the relationships between the grandma, mother and father. It was a slow walk as the grandma had bound feet. The grandma would only introduce the father, who is her son. Without introducing shows the grandma's feelings towards the mother. The mother had a strange accent which scared the daughter and probably the grandma too. So this paragraph is about the grandma's feelings towards the ~~son~~ father and mother.

(Total for Question 2 = 4 marks)

S56

2 Look again at lines 36 - 43.

In your own words, describe the walk to the bus station.

The walk was slow due to ~~the writer's~~ Xiaolu's mother's bound feet, and as they ~~walk~~ walked, her grandmother would introduce her father but not mention her mother. The ~~author~~ ~~that~~ Xiaolu thinks that her grandmother thinks that her mother is scary and therefore does not do so. This action shows the tradition of valuing males in the family whereas the females would get placed on a lower pedestal. Her father also greets old friends, this shows that this may be where he grew up and where he lived before moving which also explains why Xiaolu's mother's accent is weird in her eyes as she is not from there

(Total for Question 2 = 4 marks)

S57

2 Look again at lines 36 - 43.

In your own words, describe the walk to the bus station.

They had walk very slowly towards the bus station because her grandmother was walking with them with her banded feet. On the way ~~they would~~ the grandmother was greeted by the other villagers and each time she would introduce ~~to~~ the writers parents to them and was proud to do so. The writer Xiaolu then noticed that her grandmother did not introduce her mother and wondered if she felt the same ~~toward her granddaughter~~ as her, that her mother with the strange accent was ~~very~~ scary to her as well. The father would ~~say~~ say a few words to someone he recognized in the streets while patting their shoulders.

(Total for Question 2 = 4 marks)

S58

2 Look again at lines 36 - 43.

In your own words, describe the walk to the bus station.

The writer, through lines 36-43, explains his walk to the bus station, in detail. ~~he~~^{she} points out all/most of the actions by the grandmother. "The other villagers greeted my grandmother my granddaughter to school" show how the writer has given a detailed description of her journey and ~~how she~~ what she has experienced, in the journey.

"I wondered if she felt the same as me" through these lines the writer has portrayed her ~~about~~ doubt and feelings regarding her grandmother.

(Total for Question 2 = 4 marks)

S59

3 From lines 52 - 64, explain how the writer feels about leaving her life in Shitang.

You may support your points with **brief** quotations.

The writer feels sad as '~~her~~ (her) heart ~~was~~ felt so heavy, (her) throat became tight'. The writer does not want to leave her grandmother. The writer is afraid of what's happening. 'she is facing ~~death~~' 'indescribable fear and sadness', and she burst into tears.

The writer feels like 'it is 'the end of the world' as she is scared of leaving the only ~~life~~ life she knew.

The writer feels hopeless as she leaves her grandmother and the life she knew, she does not want to look ahead so she 'turned back and watch my grandmother until she became a small dot in the distance'

(Total for Question 3 = 5 marks)

S60

3 From lines 52 - 64, explain how the writer feels about leaving her life in Shitang.

You may support your points with **brief** quotations.

We can tell that she was really unhappy and did not want to leave Shitang through the words: "the bus was moving like a coffin", and "overwhelming sense of hopelessness."

We can also say that she misses the village, as she "turned back to watch my grandmother".

She also feels that she ~~has~~ does not really have a good future in ~~the~~ the "big city", through the words "dragged from the only life I had ever known".

(Total for Question 3 = 5 marks)

S61

3 From lines 52 - 64, explain how the writer feels about leaving her life in Shitang.

You may support your points with **brief** quotations.

The writer conveys her sadness in ~~an~~ ~~the~~ a standalone one line paragraph in line 52. ~~The~~ She is clearly upset about leaving Shitang and her "heart felt so heavy" and her "throat became tight" as she wanted to cry. The writer's tears resonates with her grandmother's sadness as well. The author also ~~remembers~~ ^{recounts} her life in Shitang when she ~~is~~ was on the bus and smells the "familiar fishy odour of Shitang". This smell reminds her of Shitang - ~~which~~ which is already the past for her. It also reminds her that there is no return and she "burst into tears" as she is unable to be back to Shitang and be with her grandmother anymore. Although the author tries to stop herself from crying, she loses control and she "started to howl", in order to express her sadness and hopelessness after leaving Shitang, the place that she is familiar with. The author also feels nervous since she has to live with her parents, who were substantially strangers to her. She was worried about leaving Shitang, which was the "only life I had ever known". Moreover, the author uses a simile, referring to the bus as a "coffin", ~~which~~ which connotes her hopelessness in the future.

(Total for Question 3 = 5 marks)

S62

3 From lines 52 - 64, explain how the writer feels about leaving her life in Shitang.

You may support your points with **brief** quotations.

The writer doesn't want to leave her life in Shitang. "I was seized by such an indescribable fear and sadness that I burst into tears" suggested that she doesn't want to leave her ^{her friends,} grandmother, and the life that she is used to. "It felt like the end of the world" further explains how much she doesn't want to leave Shitang but she is hopeless, just like being in a "coffin", unable to escape.

(Total for Question 3 = 5 marks)

S63

3 From lines 52 - 64, explain how the writer feels about leaving her life in Shitang.

You may support your points with **brief** quotations.

The writer ~~was~~ ~~disappointed~~ felt ~~enormous~~ ~~sadness~~
The writer felt ~~really~~ fear and sadness. The reason why was in line '50-56' it was explaining that her life was moving really quickly, ^{and} ~~she~~ all those memories she had living in Shitang was about to ~~be over~~ come to an end. ~~the~~ ~~was~~

(Total for Question 3 = 5 marks)

S64

Text Two: from *Chinese Cinderella*

Remind yourself of the extract from *Chinese Cinderella* (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to present her relationships with her family and other people?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

In Text Two, the author uses language and structure to present her distant relationships with her family and other ~~for~~ people. At the beginning of the extract, the writer uses ellipses to present her reluctance to the "end of term", since she will be required to go home. As she describes her Monopoly game with her friends, ~~she~~ ~~hears~~ the "possible typhoon" warning foreshadows the significant events that are going to happen ~~in the~~ later in the extract. The author "threw the dice", this is ironic due to the fact that ~~the~~ she would not be able to ~~control~~ control her own life and future ~~is~~ since she was born in a patriarchal family. The writer's usage of the simile which refers to leaving school as a "persistent toothache" may be foreshadowing the author's future as a doctor. As Ma-mien Valentino informs the author that her "chaffeur is waiting" to take her home, it also informs the reader that the author was born in a rich family. ~~at the~~ Also, she had no control over small things like when to leave school. ~~she~~ she had to comply to her chaffeur's instructions, ~~which~~ which also indicates the author's insignificance in her family since she did not show much authority over her chaffeur. The writer described herself running "downstairs as in a nightmare."

this ~~now~~ indicates that nothing good has happened at home in the past. The author also wonders "who had died this time", this presents her expectations of the reasons ~~she~~ that required her to go home. This indicates that her family only welcomes her at home when someone had died, which requires her to attend the dead person's funeral. After the chauffeur informs the author that no one was dead, she questions why she needs to be home. However, the chauffeur responds with a satirical tone as he replies, "How should I know?". The "I" is in italics, which highlights his tone. The author does not know that her family moved to a ~~new~~ new house and her chauffeur asks her in a sarcastic tone, "Don't you know anything?". This ~~is~~ enquiry points out the author's lack of communication and distant relationship with her family, as her family does not inform her about updates on their situation. ~~The~~ Ah Gum's list of activities ~~also~~ presents ~~the~~ the family's lack of unity as they do different things in the house and does not communicate. ~~The~~ Her father's authority is also ~~is~~ highlighted when he "wants to see you [the author] as soon as you get home." The writer's father just orders ~~that~~ that ~~he~~ ^{he} wants to see his daughter but does not say anything else that is caring. The humorous and religious language used to describe her father's room as the "Holy of Holies" ~~once again~~ once again highlights her father's authority and his privacy that cannot be disrupted. The question "Why?..." indicates that the author herself does not know what is happening and it also

hooks in the reader. The author "breathed a small sigh of relief" as she saw her father's smile. This signifies that her father was a serious person who did not show his emotions frequently. The rhetorical questions that the author imposes to question whether her father was planning to "trick" her highlights the family's lack of trust and distant bonds. The father's ~~an~~ authority and power is presented once again in the repetitive phrase, "Sit down! Sit down!". ~~The~~ His daughter complies with his orders without hesitation. ~~The~~ The writer's father was proud of his daughter despite their distant relationships, since she had "given him face". As the author asks her father if she could study in England just like her brothers, she was extremely nervous as she was worried her father would be angry or would reject her request. The standalone one-line paragraph with short simple sentences: "I waited in silence. I did not wish to contradict him." conveys her horror and nervousness as she did not dare to disobey her father. When her father tells her she "will" go to study medicine, the repetition of "will" signifies her father's total authority and power over the author. ~~The~~ The author's response - "Thank you very, very much" presents her gratitude and respect for her father.

(Total for Question 4 = 12 marks)

S65

Text Two: from *Chinese Cinderella*

Remind yourself of the extract from *Chinese Cinderella* (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in Text Two to present her relationships with her family and other people?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

~~Mah uses simile to describe the feeling of leaving school~~
 Mah does not have a good relationship with her family, using simile to describe the feeling "like a persistent toothache" it shows ~~her~~ the importance of the school to her as ~~an~~ a shelter from her family.

Mah uses ~~emotive words~~ ~~no~~ negative emotive words "foreboding", "dread" to describe her feelings with anything to do with her family, it shows a bad history between each other that affected their image of each other.

The narrative is first person so we could read the thoughts and feelings of the writer in which ~~it~~ the writer is suspicious of the actions of the father suggesting the deception, the father always uses to trick Mah.

S66

Text Two: from *Chinese Cinderella*

Remind yourself of the extract from *Chinese Cinderella* (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in Text Two to present her relationships with her family and other people?

You should support your answer with close reference to the extract, including brief quotations.

(12)

~~Adeline Yen Mah represents her relationships~~
 Adeline Yen Mah, gives an impression ~~that~~ to the reader that she has a distant relationship with her family, In contrast, she seems to have a decent relationship with her friends in school. Adeline expresses her feelings by constantly switching from the present to the past, this gives the audience the author's perspective and emotions, when ~~be~~ remembering her family. ~~For~~ At the start of the story, Adeline expresses negative emotions when leaving school, having to go back home which tells the reader that she preferred staying in her boarding school rather than at home, giving the impression of a cold and distant family; As quoted: "thought of leaving school throbbled at the back of my mind like a persistent toothache?" Here, Adeline expresses her resentment of going back home by comparing it with a "persistent toothache" which links the pain and discomfort of toothaches, to her discomfort of going back home. ~~Adeline's~~
~~dialogue to father emphasizes a bad relationship~~

~~between people~~ ~~As shown in some~~ ~~distances~~ ~~in the~~
 story, ^{Her family} ~~they~~ ~~seems to~~ ~~dis~~ ~~give~~ ~~a~~ ~~dismissive~~ ~~tone~~ ~~→~~
~~commanding~~ ~~tone~~ ~~to~~ ~~her~~ ~~as~~ ~~she~~ ~~says~~ ~~→~~ "Didn't
 you ~~be~~ ~~at~~ ~~all~~?" As Adeline expresses her dread
 in going back home by using powerful and intense
 words which may hint fear and possibly resentment
 as quoted: "Full of foreboding", "Heart full of dread".
 It also seems like Adeline is rarely in contact with her
 family, since she wasn't aware of their new mansion
 (As quoted: ~~It was~~ ~~her~~ ~~new~~ ~~home~~ "This is your new home.")
 and it is expressed that she is only taken home when
 a relative has passed ("wondering who had died this
 time.") or when she ~~→~~ did something wrong ("What
 I had done wrong"). This shows that not only is her
 family distant and apathetic towards her, they are
 also very ~~stare~~ strict as well, since they would
 punish her or only talk to her when she ~~→~~ did
 something ~~→~~ wrong. Adeline mainly expresses her
 relationship with her father in the text. When her
 Chauffeur informed her that her father wanted to
 see her in his office, ~~→~~ Adeline referred his
 office as "The Holy of the Holies" which gave an
 impression that she saw her father as a ~~god~~ God
 like figure, showing that she respects him, This also
 shows and highlights that their relationship is
 distant since she has referred her ~~→~~ father's

office as "Holy" instead of her father's office.
~~She then directs the letter to her father.~~ The then mentions
 how she "knocks timidly", again emphasising how
 intimidated or how she feared her father, again, ~~highly~~
 highlighting their distant relationship. She then was shocked
 by her father's good mood, ~~she~~ but became uneasy as
 quoted: "giant ruse on his part to trick me?". This
 foreshadows the use of cliché at the end of the story
 in which her father ~~decides~~ decides her future, and how
 she "did not wish to contradict him." This shows the
 authority her father has over her, although he is proud
 of her for winning the writing competition, he ~~is~~ ^{wish} still
 unsupportive on his daughter's dream. This then links
 to the context of the story, that it was set in the 1950's
 China, ~~where~~ where it is common for Chinese parents to
 be cold and distant to ~~the~~ their children, and picky
~~reg~~ regarding their future. Lastly, Adeline also expresses
 the distant relationship with her chauffeur. It is shown
 in the story that ~~she~~ the author rarely interacts with
 her chauffeur, and if she does, he would be ~~diff~~
 defensive (as quoted: "he answered deffensively") and
 rude (as quoted: "replied rudely") towards her,
 which paints a distant relationship, similarly with
 her family.

(Total for Question 4 = 12 marks)

S67

Text Two: from *Chinese Cinderella*

Remind yourself of the extract from *Chinese Cinderella* (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to present her relationships with her family and other people?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

The writer has used various amount of linguistic and structural devices to present her relationships with her family and other people.

From the starting of the text itself the writer tells the readers that she didn't really like her family.

~~The writer say~~ ~~your chauffeur is waiting~~
"Full foreboding ... who'd died this time." this quotation tells the readers that most of the time ~~in~~ Adline was in her ~~room~~ school instead of her home that she never knew what was going on in her house.

S68

Text Two: from *Chinese Cinderella*

Remind yourself of the extract from *Chinese Cinderella* (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to present her relationships with her family and other people?

You should support your answer with close reference to the extract, including **brief** quotations.

(12)

The writer, Adeline Yen Mah, in the extract, ~~also~~ describes her a visit to home. The writer use many linguistic and Structural devices to help present her relationship with her family -

The writer uses Chronological order, which helps her describe her experience, in the ~~way~~^{Order} that they took place. This also helps the readers get a clear image of the action that takes place.

"See me in his room?" with the help of this challenge the writer clear tell the reader about her relationship with her father "I was over overwhelmed ----- why?" then the writer further explains her feeling about the ~~Situato~~ Situation. that how could she be "Summoned" to a place in which she has never been invited to and at the end the writer shows her concern and fear by asking "why?".

"Is it possible? Am I dreaming? Me, the winner?" the writer has helped point out that how little confidence she had that when her father heard her the news she was questioning herself.

"Please, father - - - - - Just like my brothers?" In these lines the writer shows how distant the relationship with her father actually was. That she had no idea when she was grabbing an opportunity like this again, - and the way she cherished this moment doesn't seem like a conversation between a father and daughter.

"Does it really matter what you do after you get to heaven?" in these lines the writer has helped build an image in the reader's mind that at this point she is willing to take anything that her father decides to give which gives one idea that how rare of a moment it is to her.

"Father, I shall go to - - - - - Thank you, very, very much" in these lines the writer sums up her text and has shown the reader that how ~~her father~~ she had obeyed her father, just like the other times, and is about to fulfill his wishes.

The writer with the help of this text has ~~quite~~ clearly outlined how distant her relations were with her father.

her family and other people.

(Total for Question 4 = 12 marks)

S69

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

In this essay, I will be comparing how the writers present their ideas and perspectives about their childhood experiences. Both texts had some similarities but also some differences so I will be looking into how the two ~~writers~~ ^{texts} ~~pieces~~ are different from one another.

Firstly, both the ~~texts~~ characters in their childhood seem to be in shock due to sudden changes. ~~The~~ 'Meeting My Parents' shows how suddenly the ~~the~~ writer had to leave the place she was staying ^{at for} ~~for~~ 7 years and ~~leave~~ leave everything behind. 'From Chinese Cinderella' showed how the writer had suddenly gotten a chance to go to 'heaven' by just winning a ~~comp~~ competition. Both the writers show the sudden changes in their childhood but text one's author ~~show~~ represents it by distress, sadness and anxiety but text two's author ~~at~~ represents it by ~~excitement~~ excitement, hope and happiness even though both of them have no idea how their future looks like or how England or Wenzhou is.

Secondly, both the writers expressed all the thoughts that were running in the characters' mind in those moments.

This gives an insight to the audience for us to understand what a seven year old might be feeling meeting her parents for the first time or how it felt when the audience were ~~not~~ children and would wait for school to finish and go on holiday. Both the authors described their thoughts in depth and how they felt. However, text one seemed more in shock and not thinking much and this was seen by the short sentences ^{'my departure from situations came very suddenly.'} which suggest it was difficult for the writer to gather her thoughts. Text two, on the ~~other~~ other hand had ^{such as 'Am I dreaming? he. he. he. he.'} the use of multiple question which expressed the suspicion the ~~writer~~ writer had towards her ~~father~~ father and how she was in the right state of mind unlike text one.

Lastly, both the writers seemed to have a negative outlook on their childhood. Text one shows this when saying 'Even though I had been an unhappy child living with my grandparents' and text two expresses it when said 'Going to England is like entering heaven' which implies she is not happy where she is ~~at~~ current ^{ly}. Although both texts seem unhappy with their situations, text one expresses it by concern and sorrowfulness but ~~text~~ text two expresses it by enthusiasm and open-minded^{ness}.

In conclusion, both the ~~a~~ writers used similar themes such as negativity, surprise and shock. Both the writers expressed them in their own way with different reactions to similar situations.

S70

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including brief quotations.

(22)

Both text one and text two is Chinese writers writing about the childhood experiences using different situation and thoughts.

Both text are written in first person ('I') so the reader ~~can~~ knows that ~~the~~ ^{both} text is about them. Text one is about the writer ~~ago~~ rejoining her parents and the emotional experience that she has to go through. Text two is about the writer bad relationship between her family.

Text one starts with a ~~word~~ ~~reion~~ ~~reion~~ with her parents. ~~By~~ ~~expressing~~ ~~her~~ ~~inner~~ ~~thoughts~~ ~~out~~ ~~to~~ ~~the~~ ~~reader~~ ~~after~~ ~~many~~ ~~years~~. ~~can~~ know what she ~~did~~ felt after meeting her parents. She writes "I was mute" and "withdrew to the corner ~~to~~ the corner of the ~~room~~ room" shows that she doesn't want to go with her parents. In Text ~~the~~ ~~text~~ ~~two~~ two, Adeline also starts with a fear of leaving school forever using a simile that ~~said~~ ~~leaving~~ ~~the~~ the feeling of leaving school is "like a persistent toothache". This shows that both writers had fears in their

childhood ~~memories~~ experiences.

S71

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

~~In the beginning of both stories, it is shown that they have~~

Meeting my parents starts with a kid living with her grandmother. The setting of the place sounds like it came from an old community/provincial community, while in Chinese Cinderella, the story begins in a school with her friends. Both story shows that they are expecting something something that they are used to through family. ~~It also shows something unexpected when~~

Meeting My Parents ~~shows that~~

S72

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both the writers of Text one 'Meeting my parents' and Text two 'Chinese Cinderella' use a wide variety of structural and linguistic devices to present their ideas and perspectives about their childhood experiences and they divide the texts into short paragraphs which reveal different aspects of their childhood experiences.

In Text one, the writer mentions that she lives with her ~~two~~ grandparents and the dialogue 'Xiaolu... for you!' conveys that the writer is pleased as he thought of 'ice stick or some sweets as a treat' revealing her close connection with her grandmother. Whereas, the writer of Text two 'Adeline' starts the text with a foregrounding tone 'Time went by...' which conveys the importance of time and education for her.

The use of narrative details '~~A man~~ I saw two strangers... down' conveys the writer's confusion and puzzled state of mind which can also be seen in Text two as Adeline is called home 'You... home' which causes her to wonder as ~~though~~ she considered being called at home an event which was usually associated with bad news, to be tense and frightening. The simile she uses to ~~des~~ describe being at home 'as in a nightmare'

conveys her distant family relationships; unconcealing their ~~childhood~~ unpredictable childhood experiences.

The introduction of the ~~for~~ parents in Text one 'This is you ... Mother!', 'And this ... Father!' reveals the writer's ~~was~~ distant relationship with her parents as she was not even aware of who ~~our~~ parents were till the age of seven, indicating her shocking experience as ~~she is introduced~~ her parents ~~are~~ introduced to her. However in text two the writer also shows her distant family relationship ~~to~~ as she is unaware of ~~the~~ what happens in her family, as seen by the line 'Father's chauffeur ... healthy' conveying that the chauffeur appears to know more about Adeline's family than she herself does and the ~~choice~~ choice of diction 'short drive' suggests her weak relation with her family as she doesn't go home although there is a short distance and the rude response of the chauffeur to Adeline's question 'where are we?' indicates that she is not informed about their new house and that even the servants of the house do not treat her well; revealing their weak relationship with their families in their childhood.

The choice of diction and syntax of both the writers 'quiet and cool', 'strangers', 'mute' etc reveal a cold and weak, family relationship which lacks care and concern, ~~indicates~~ presenting their relationship ~~to~~ with their parents along with conveying to the readers about

their childhood experiences. The writer ~~mentions~~ of Text ~~one~~ ~~mentions~~ one describes her condition 'my heart... tight' and the Adeline mentions a personification 'full of dead' in Text two which conveys their physical and mental condition on the thought of going of home, suggesting their uncertainty on what the future holds for them.

The writer in Text one mentions a very formal meeting with his parents 'The man... smile' 'I had finally met my parents' and the use of adverb 'Oddly' conveys the ~~awkward~~ weirdness of the situation as he regarded his parents as 'strangers'. However, in Text two the writer is overwhelmed and filled with anxiety when meeting her father. Her father's apparent good mood makes Adeline question herself if it was a 'giant rose' and the fact that she gets prepared and is a bit defensive when meeting her father reveals distant relationship as she was accustomed to his insensitive and cruel behaviour. ~~This~~ ^{This} presents the childhood experience ~~of both~~ of both the writers of meeting their parents.

The ending of Text one shows the writer's hopelessness and helplessness whereas in Text two her thoughts of 'entering heaven' are expressed. ~~Both~~ ^{Both} Both the texts deal with the theme of parent/child relationship and the different

experiences of childhood. The writers of both the texts successfully present their childhood experiences to the readers with ~~a wide~~ the skillful use of language and structure as engaging the readers.

S73

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both text 1 and 2 are very skillfully written by their writers. In text 1 the writer is free and is also loved by her family because she states that 'bought me an ice stick' this shows that her grandmother loved her. While in text 2 the writer states that she was worried that she will have to go back home ^{when she says} 'end of school forever' and compares her family relation to a 'typhoon'. These quotations show that she was not loved by the family. In text 1 the writer says that she was sad for leaving her 'poor grandmother... the house' ~~at~~ this quotation also shows that she was confused about the situation she was in. While in text 2 the writer is fearful about meeting her family members when she states 'my heart full... done ~~wrong~~ wrong'. ~~These quotations from text 1 and text 2 show that~~

In text 1 the writer had never known her parents up until now when she states 'these strange words, mother, father' this shows that her parents were not their when she was little and was taken care of by her grand mother. The writer in text 1 is also a little depressed and also angry about her situation when she says 'little anguished'. In comparison to text 2 the writer is more fearful of her family and the writer in text 2 is also cut off from family matters 'Don't you know anything?' this shows her distant relation and also lack of knowledge she had about the family. In text 2 the writer is only allowed to do further studies abroad because she 'gave her father 'face' or else she was put in boarding school and also there was fear of a school ending forever. While in text 1 the writer's family willingly come to take her back to their home in 'Wenling' and also be educated there, this

idea is made clear when ~~she~~ ^{her father} ~~mother~~ says that 'You're going to school'. In text 1 the writer gives detail about her father as a 'gentle' person. This idea is supported when she talks about her father 'patted my head lightly' 'smiled' this shows her father was a loving and caring person. While in text 2 the description about her father is not gentle and caring. It is more like he was a very demanding and strict this idea is supported when her father rejects her for ~~studying~~ becoming a writer and asks her 'Writer! he... Starve!'

In Text 1 the writer ~~the~~ is not happy and becomes really stressed and sad when she is leaving her grand mother, this is when she says that 'My heart... tight'. On the other hand in text 2 the writer is really happy about leaving her home town and getting away from her family, this is when the writer says 'Bliss was... alive' this reference from William Wordsworth's

poem show that she was overjoyed with happiness and was excited and also could not believe what happened. In text 1 she says that the 'indescribable fear and sadness' made her 'burst into tears' these quotations show that she was really afraid and was overcome with sadness. This idea is further by a simile when she says that 'it felt like ... world' she also makes a reference to death when she says that 'moving like a coffin' this simile also exaggerates her fear and the loneliness she will go through without her grandmother.

In ~~Conclusion~~ ⁱⁿ conclusion, text 1 the writer is happy with her family and is sad for leaving her grandmother while in text 2 the writer is cut off from the family and the writer becomes really happy when she allowed to leave her hometown away from the family.

S74

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both the text one and two were deprived of their parents love and care in their childhood. "I was nearly seven years old" this shows that he was deprived of his parents love since seven years. "Where is everyone" this illustrates that no one was there to warm welcome her as everyone was busy. "Your mother is out playing bridge... Your father is in his room and wants to see you as soon as you get home." This portrays the deprivation of love and care which she wanted since childhood.

In text one Xiaolu lived ~~with~~ ^{her} with his grandmother. She was left with her grand ~~parents~~ when she was a baby. This ~~re~~ reveals the identity of her parents that they did not love their daughter ~~and~~. While in text two she was having her parents but still they sent her to boarding school to live ~~there~~ there. This also shows that her parents ~~didn't~~ never cared or loved their child.

In text one Xiaolu didn't want to leave her grandmother's house "I wasn't even aware it ... behind" this illustrates her love and attraction towards her grandmother. While in text two Adeline didn't want to leave her friends and go back home "Four of us playing Monopoly" this also emphasizes the love and attraction towards her friends rather than her family.

In text one Xiaolu felt bad while leaving her grandmother while in text two Adeline didn't feel bad of leaving her father and going to study abroad

S75

- 5 Compare how the writers present their ideas and perspectives about their childhood experiences.

Support your answer with detailed examples from both texts, including **brief** quotations.

(22)

Both the writers of Text 1 and Text 2 present their ideas and perspectives about their childhood experiences with a plethora of linguistic and structural devices.

Text 2 is an autobiographical memoir, ~~which~~ while Text 1 is also an autobiographical recount, both Text 1 and Text 2 are about the writers meeting their parents although in Text 1 it is a first meeting, in Text 2 the writer rarely had any meeting with her father so apparently both the writers are experiencing a new sense of relationship as they meet their parents.

~~The~~ Text 1 is for those people who are interested in unusual childhood experiences as it is unusual for a person to meet their parents after seven years and whereas Text 2 is ~~for~~ for those people who are interested in childhood experiences of people who've lost their mothers and are left at boarding schools.

Both the writers experience a similar meeting although there is a difference of a new experience - Text 1 and a rare experience - Text 2, they both feel peculiar and surprised throughout the experience.

Text 2 is about Adelina's meeting with her father in his room to discuss about her future aspects whereas Text 1 is about the writer meeting her parents for the first time and then leaving the village ~~where~~ where she learned

with her grandmother.

In Text 1 the writer takes us on a journey of her gradual realization of her leaving the village whereas in Text 2 the writer portrays her feelings and emotions as she is called back home by her father.

In Text 2, Adeline reveals her feelings of sorrow when sent back home, she has a detached relationship with her family and she isn't afraid to share her unwillingness to meet her family as she uses the simile "like a persistent headache" comparing the thought of going back home to an annoying and nagging pain whereas in Text 1 the writer is rather unaware of the existence of her parents as she uses the complex sentences "I don't — parents" & "I was very aware — did" depicting her lack of knowledge about their existence, the writer in Text 1 hasn't yet established a relationship with her ~~parents~~ and is unable to ~~portray~~ portray the status of their relationship whether weak or strong leading to the ~~lack~~ lack of emotions that she perceives when meeting her parents as she writes "oddy enough, I — a little anguished, her confusion highlights this idea as she tries to figure out her feelings and emotions which unveil her parentless childhood. In Text 2 the writer's feelings depict that she has had a sorrowful and difficult childhood while in Text 1 the lack of emotions portray the lack of parental love and warmth that the writer experiences in her childhood due to their absence.

There is a contrast between the personalities of both the

writers' fathers, the father of Text 1's writer is friendly and caring ~~as~~ as the writer uses positive adjectives when describing his actions "friendly voice" "gentle look" whereas the ~~man~~ father of Text 2's writer is authoritative and bossy, he doesn't care about his daughter and is only concerned with his pride as the imperative tone "sit down, sit down" and the sarcastic tone "I doubt that -" "How come you won?" unveils his disdainful attitude towards Adeline, he disregards his own daughter and only meets her because of the fact she gave him in front of his colleagues as the narrative details in the dialogues "I was going up - my daughter" portrays his acknowledgement of his daughter for the first time. The ~~relationships~~ writers' relationships with their father unfold their childhood experiences as the writer of Text 1 does not have to face any harshness and detachment with her father as he approaches his daughter politely and friendly whereas the writer of Text 2 has to ~~undergo~~ experience a difficult and tough childhood because of her ~~authoritative~~ authoritative and strict father.

In Text 1 the writer's experience changes from positive to negative as in the start she is happy over the fact that she'll be leaving her village as she used ~~to~~ a positive and gleeful tone "A great life ahead of me." "It sounded promising and I was excited to hear" but later when she witnesses her grandmother's breakdown "heard her trembling voice", she realises the reality of the situation and

becomes upset, ^{Text 1} which is depicted through the abstract nouns "in describable fear" "sadness" and the short sentence "I burst into tears" eventually this sadness intensifies as the writer realises that she is leaving everything behind, she eventually breaks down and turns wild in pain over leaving her village which is described in the extract through the onomatopoeia "I started to howl" and ~~the writer's~~ simile "it felt like the end of the world". The writer is upset and sorrowful over leaving her village which reveals her sad childhood experience of parting with her friends, grandmother and the place she spent seven years. However in Text 2, the writer's mood changes from negative to positive as in the start she despised going home and ~~did not~~ was unwilling to return back home as she uses a hyperbole "in my case perhaps the end of school forever unwilling her sadness over ~~going~~ back home, her emotions eventually change from sadness to happiness as her father agrees to grant her wish as she uses the personification "My heart gave a... jump" to depict her happiness and joy. Moreover she gives an allusion to ~~word's worth~~ William Wordsworth's poem's verse "Bliss was it in that dawn to be alive" to portray how joyful she was as she felt that it was something as great as being allowed to live. This contrast in change of perspectives illustrate the difference in their childhood experiences as the Text 1 experience ends on a sorrowful note whereas the Text 2 experience ends on a joyful note.

Similarly in both the texts, the writer have a very

distant and detached relationship with their mothers. In Text 2, the writer does not have a face to face encounter with her ~~step~~ mother, she is only informed about her whereabouts "Your mother is out playing bridge", her mother ~~isn't~~ doesn't welcome her or comes to meet her while in Text 1 the writer finds her mother to be scary, although ~~her~~ ^{the} mother approaches the writer, she doesn't display any motherly warmth or love as the writer feels scared by her presence and does not really admire her as ~~she~~ the adverbial phrase "not instantly likeable" depicts the writer's thoughts, moreover the writer's description again highlights the distance between the mother daughter pair "this woman with the strange accent was a bit scary". Both the writers have a similar idea of their mothers, the writers depiction of their relationship with their mothers reveal that the mothers did not play significant roles in their childhood experiences.

In Text 1, the writer has a loving figure ~~and~~ accompanying her "grandmother", the writer has a very close relation with her as the writer eventually ~~was~~ feels upset when she sees her grandmother cry "my heart felt so heavy, my throat became tight", also the noun phrase "an overwhelming sense of hopelessness" ~~by~~ portrays her sorrow ~~and~~ when leaving her grandmother ~~which~~ which connotes to the idea that her grandmother was her hope. However, the writer in Text 2 isn't lucky enough to experience the love and warmth of a close relative. This presence of a caring and loving figure determines ~~the~~ both the writers' childhood

experiences as the presence of one makes childhood joyful and full of happiness as one gets the chance to be taken care of, ~~also~~ so the writer of Text 1 ~~is~~ experiences a memorable and happy childhood because of her grandmother whereas the writer of Text 2 is unable to retrieve a special person in her childhood thus making her childhood experiences to be less memorable as there are no happy moments to reminisce

(Total for Question 5 = 22 marks)

SECTION A: READING

Questions 1-3 assess AO1. These questions are worth 11 marks out of 90 on the paper and are meant to be the straightforward questions that enable candidate to score marks relatively easily.

Question 2

There are other valid responses to those on the mark scheme- we cannot know what 'own words' a candidate might choose to use. Some words may not have suitable alternatives and may be used by the candidate - mark scheme states 'own words where possible' and is a guide.

Please tick or highlight correct answers for your CE1 sample and annotate why you have awarded the marks you have.

The focus is on lines 36-41. Do not reward responses from outside of this section.

Script	Commentaries	Mark
S53	This concise response makes a good number of relevant points: the grandmother is with them; they go at a slow pace; they are greeted by the villagers; grandmother introduces the writer's father; the writer's mother is not introduced; the father stops and talks to people.	4 marks
S54	This response also makes a good number of relevant points: the walk was long; it was slow; there was a lot of chatting; grandmother introduces the writer's father to people; she does not introduce the writer's mother; the father stops and talks to people.	4 marks
S55	The candidate makes 4 valid points: the walk is slow; the grandmother introduces the father; she does not introduce the mother; the writer is thinking about her grandmother;s feelings on the walk.	4 marks
S56	This candidate also makes 4 valid points: the walk was slow; the grandmother introduces her son; she does not introduce her daughter-in-law; the writer's father greets old friends.	4 marks
S57	The candidate appears to have written a lot but most of this consists of words lifted from the passage but reordered or with a pronoun changed from first to third person. On balance, it was felt that there was some attempt to put into words and that 2 marks could be awarded.	2 marks

S58	Unfortunately, this candidate has not focused on the question but gains a mark for the final point about the writer thinking about her grandmother's feelings.	1 mark
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Question 3

Candidates do not need to support responses with quotations. The question says 'may'.

Whilst the question does not ask for own words there should not be non-selective copying of the text. A brief quotation may be used to complete a candidate's sentence and make a point and there is no need for any comment/analysis as this question is still AO1.

Please tick or highlight correct answers for your CE1 sample and annotate why you have awarded the marks you have.

The focus is on lines 52-64. Do not reward responses from outside of this section.

Script	Commentaries	Mark
S59	A range of points is made succinctly and the candidate has supported with textual references: the writer feels sad; she does not want to leave her grandmother; she is afraid of what's happening; she is scared of leaving the life she knows; she feels hopeless; she does not want to look ahead.	5 marks
S60	The candidate makes 4 clear points which are supported: the writer was unhappy; she did not want to leave Shitang; she misses the village; she feels she does not have a good future.	4 marks
S61	This is a very full response that presents a wide range of points and easily gains full marks.	5 marks
S62	In this answer, the candidate makes 3 supported points: the writer does not want to leave Shitang; she feels hopeless and she is unable to escape.	3 marks
S63	The candidate makes the two points that the writer feels fear and she also feels sadness and supports them with textual reference.	2 marks

Question 4

Text 2 'Chinese Cinderella'

If a candidate writes a response on the wrong text please send this to review.

The focus is on AO2, language and structure, and the mark scheme is levelled.

Candidates have been taught this text from the anthology.

Look at the indicative content for this question but please bear in mind that candidates may make their own valid points which might not appear on the mark scheme but can be rewarded.

The candidate does not have to have an equal amount of language and structure points in a response. There is no capping at level 2 on this paper for a candidate who only looks at language or structure, but not both.

If on a first reading a candidate appears to have only looked at language look again as there may be an implied point or comments like 'at the beginning', 'he moves on to...' or 'at the end'.

Highlight key words on level grids:

L1=

Basic identification/ little understanding (Lang and/or structure)

Limited use of references

L2=

Some understanding (language and structure)

References valid but not developed

L3=

Clear understanding and explanation (language and structure)

References appropriate

L4=

Thorough understanding, exploration (language and structure)

References - detailed, appropriate and fully supports

L5=

Perceptive/ analysis (language and structure)

Discriminating references/ clarifies

Script	Commentaries	Mark
S64	Right from the start, it is clear that the candidate has an excellent understanding of the extract and their focus on foreshadowing and irony alert us to their assured and perceptive interpretation which is sustained throughout. The selection of references is definitely discriminating and they are used skilfully.	Level 5: 12 marks
S65	In the opening sentence, the candidate shows some understanding of the author's relationship with her family and selects an appropriate textual reference to support it. There is a further selection of negative words with some	Level 2: 4 marks

	comment and mention of first person narrative. Whilst, the points are valid, there is insufficient development to move this out of level 2.	
S66	The candidate starts with a confident assertion about the writer's contrasting relationship with family and with her friends at school. They include a supporting quotation and, although the simile is not identified as such, the use of language is explored. Further examples of 'violent and intense' words are selected. The candidate moves on to focus on the writer's relationship with her father and quotations are used well and support points effectively. There is a very thorough understanding and this meets all of the level 4 criteria but does not quite have the degree of perception needed for the top level.	Level 4: 10 marks
S67	There is a general understanding of the passage's content but the opening paragraph simply presents the question back to us; we then have a point that 'she didn't really like her family' which is followed by another general comment but this time supported by quotation. This is a very slight response that only really looks at the opening of the text and remains within level 1.	Level 1: 2 marks
S68	There is some clear understanding of language and structure features; the response does take a little while to get into its stride and the second page is stronger and offers sound explanation. Appropriate and relevant quotations are selected and embedded. This is a good example of a 'half marks' answer.	Level 3: 6 marks

Question 5

This is a challenging question requiring a comparison of the texts.

The focus is on how the writers present ideas and perspectives about their experiences.

It is useful to look at the indicative content of the mark scheme as a guide but candidates will make their own points.

Candidates are free to choose many different kinds of comparison; the MS refers to 'theme, language and/or structure' but there are other features such as tone, often a discriminator, which they may consider.

It might be helpful to highlight or tick comparison words when marking your CE1 but remember some candidate may have implicit comparison.

Mark grid

Bullet 1: comparison

Bullet 2: ideas/ perspectives

Bullet 3: references

L 1 = no comparison; describes ideas and perspectives; limited refs

L 2 = obvious comparisons; comment on ideas and perspectives; valid refs, but not developed

L 3 = range of comparisons; explains ideas and perspectives; appropriate relevant references

L 4 = wide range of comparisons; explores ideas and perspectives; balanced, fully supportive references

L 5 = varied and comprehensive comparisons; analyses ideas and perspectives; balanced, discriminating and fully supportive references

Script	Commentaries	Mark
S69	After a general introduction, the candidate moves on to make some sound comparative points and explains them fully looking at theme, tone and language. There is not a wide range of points but sufficient to fulfil all of the level 3 criteria.	Level 3 13 marks
S70	Some obvious comparisons are made: the authors are both Chinese, both are about childhood experiences, both pieces are written in the first person. The final point is more developed with textual support. The response compares throughout but does not move beyond the opening of both texts and so is undeveloped. All level 2 criteria are met.	Level 2 8 marks
S71	The candidate does make some very simple comparison and offers some description but this is limited and very brief and remains within level 1.	Level 1 4 marks
S72	This response covers a wide range of points of comparison and they are supported by well-balanced references from the two texts. Ideas and perspectives are fully explored and this meets all level 4 criteria.	Level 4 18 marks
S73	The candidate works methodically through a good range of comparative points exploring the writers' ideas and supporting points effectively with apt textual references. Whilst the approach is not sophisticated, it does meet some of the level 4 criteria.	Level 4 15 marks
S74	The response starts off with a clear point of comparison - that the writers are deprived of love and care - and this is supported. Further points of similarity are presented and a final point showing a difference. There is sufficient range for a mark within the lower end of level 3.	Level 3 10 marks
S75	This is a very strong and assured response that covers a varied and comprehensive range of points. The candidate has analysed different elements of the two texts skilfully (e.g. the comparison of the fathers) and has produced an impressive answer that meets all level 5 criteria.	Level 5 22 marks

S76

Chosen question number: Question 6 Question 7

Girls and boys should be treated ⁱⁿ the same way, it should not have priority ~~for~~ between genders, such as 'girls' or female are below male in the past which some people still using that method these days, So I wanted to stop this by making both gender equal in every ways such as 'Education'

These days parents treating their children differently by judging from gender. For example: when I was little I am a little girl who like to play car racing game ~~is~~ on my parents phone but my parents rather by me a barbie dolls which I don't really pleased or happy with when I was young. ~~is~~ Parent shouldn't judge toys by gender; barbie or dolls is not fixed for girls only, car racing / games also not fixed for boys only. From this, the parents should change their mindset, I do understand that if boys play barbie, people from outside will judge your child, same for girls too.

Also for education, in the old days. Boys are expect to get higher result than girls because from predicting of the result will give parent potential of how their child will success in life but it not always need to be boy / male because pressure you child to compare with other is not a good parents do.

To conclude, I think both gender should be treated the same in education and gender equality; women and men are the same, both equal, women are now educated, not like in the past, where women is housewife, taking care of their children.

S77

Chosen question number: **Question 6** **Question 7**

~~There has been a lot of change in the past few decades in the way parents treat girls or boys. Yet there is still a lot that needs to change.~~

In the past few decades, there has been a lot of progress in the way girls & boys are treated by parents, educators and wider society. Yet there are some ~~ways~~ things that could do with a lot of change.

First of all, dress codes.

~~I am the~~ How many of you ~~women in girls in the audience~~
 How many of you ladies in the audience have been asked to go home from school and change your clothes because your "shoulders are showing"? Or because your "shorts are too short"? In schools with no uniform, this is a common occurrence. ~~But it needs to~~

But it needs to stop.

By telling a girl to go home and change because her clothing is distracting boys, you are teaching her that boys having a "distraction free environment" is more important than her education...

~~The idea is simply preposterous.~~

~~The next thing I want to talk about is pretty similar. Have any of you ever seen a boy wearing a dress?~~

~~And when a girl is taught that from such a young age, she takes that teaching with her for the rest of her life. That is the type of thing that leads to rape victims being blamed because they were wearing revealing clothes.~~

~~This thinking needs to stop.~~

~~Stop teaching girls to change, and start teaching boys to control themselves!~~

~~Now, the next thing is pretty similar.~~

~~My next point is about the way boys and girls are treated by parents and teachers.~~

~~Have you ever noticed that the girl child is just expected to be neat, to keep her room tidy, to do chores around the house, and the son isn't? Sometimes it's subtle, and sometimes it's glaringly obvious, but it usually does happen. Girls are simply expected to help out around the house.~~

And when a girl is taught that from a young age, she takes that thinking with her for the rest of her life. This type of thinking is what leads to people blaming victims of rape for wearing revealing clothes.

Stop teaching your girls to cover up, & start teaching your boys how to control themselves! . . .

~~Now, about the actual education.~~

Now, These are definitely biological differences in boys & girls, which lead to different development, and these should definitely be considered ^{by parents,} ~~in education,~~ but sometimes I feel that these facts have been taken & run with, & turned into standards & expectations which are usually impossible to meet. Children are taught them from a young age, & become scared to show themselves ~~as~~ ^{in my experience} anything else.

For example, ~~boys are always, always expected to be good at PE.~~ ^{in my experience} And when they aren't, they are teased, and called "girls". But if a girl is good at PE, she is either singled out, or told not to.

For example boys are taught that makeup & dresses are for girls. If they show any interest in "feminine" things, they are often, in my experience, teased until they become afraid of doing anything remotely feminine, & this evolves into a decision of traditionally feminine activities. And this means that most men never learn to cook, or clean up after themselves, relying on a woman to do so.

Something similar happens with girls who like sport. They are told that they must be neat, or boisterous, or get their clothes dirty. They are taught to be dainty, and soft, and obedient.

My point here is that these expectations hurt everyone. And really, for what reason?

If a boy wants to wear a skirt, let him. If a girl wants to play rugby, let her.

Let your kids grow up, unbound by societal expectations & demands.

I'd like to think that in modern society, girls & boys are educated the same way. They definitely are in most countries. But there are families, some countries, in which girls aren't always given the same opportunities as boys. Frankly, it's sad. These girls, who are denied an education, could be the smartest kids on the planet for all we know!

It is devastating that in the 21st century, we are still having this debate. ~~It is a difficult~~ Do you not agree that beyond basic biology, girls & boys should be afforded the same right to education? That whether someone has 2 X chromosomes or an X & a Y should control how they grow up? How they are treated? How they live their ~~lives~~ life?

S78

Chosen question number: Question 6 Question 7

Hello parents and teachers in this ~~enormous~~ enormous crowd, how is your evening hope you have a wonderful time here.

In recent years there have been discussions on how a child is raised depending on its gender, ~~boy, you~~, ~~tell them what to like~~ really it is the same thing, you tell them what to like or not like, what to do and not do, to be gender appropriate; ~~appropriate~~ terms that means exactly what it means on the surface.

Boys are for rough things, muscles, sports, cars; Girls are for the finer ~~things~~ in things in life, books, make up, clothes and bearing children. You see from the previous sentence... it is all stereotypical. ~~We raise our children~~ Most of us raise our children with stereotypes for each gender as a normal.

Children are taught to suppress their interests ^{and} ~~or~~ desires for things wrong for them because they are not gender appropriate. For example, my ~~niece~~ nephew like hot pink and likes to dress up as a disney princess, I can see the revolting look on your faces right now, to tell the truth, I told him that I wouldn't mind because I don't and I will join him too.

My primary school during recess, we were ~~taught~~ instructed to not run ~~are~~ around and told to walk, chat and

play chess together. My sister after finishing her homework was always dragged away by my mother and ~~taught~~ learnt knitting, sewing and baby sitting, things that I wanted to do. Instead I had to play basketball, studying to be a doctor and being a ~~scout~~ scout.

Girls used to be sent to table manners school and disciplined harshly, not to spread their legs wide, eat out loud, pile food on her plate.

We could solve this by just encouraging our children to pursue ~~their interest~~ whatever interest they have, that way they can have a more fulfilling childhood that your grandchildren might have too.

Thank you for listening.

S79

Chosen question number: Question 6 Question 7

Good morning ladies and gentlemen. I am here with you today to deliver a speech on a topic which I believe is very important in this modern and challenging world, so I will deliver my views on the statement:

'Nowadays there should be no differences in the ways that boys and girls are raised and educated'

According to me, I firmly agree on this statement as I believe in equality and the rightful rights of each individual present on Earth.

Some families follow their traditional family rules in which boys are given more freedom ~~and~~ and a sense of leeway as they are considered to be strong and able to take care of themselves whereas girls are confined in their houses as they believe that girls are weak, sensitive and ~~so~~ may not be able to handle different situations which may arise at any point of a person's life. ~~In some more~~ These stereotypes that ~~men~~^{boys} are strong and girls are weak is what 70% of the world's ~~popul~~^{popul} population believe. However, I strongly disagree to this and believe that ability to handle different situations, emotions and actions all depend on a person's upbringing - how one is raised to fit in ~~to~~ this ~~to~~ challenging

world filled with unpredictable surprises.

In some extreme cases, some families don't even educate their girls stating that they do not require education as their job in life is to do household chores ~~to~~ and to maintain a happy family. Due to this many girls ~~lead~~ have a mundane and exasperating existence.

I believe that girls and boys should be treated equally in this modern world ~~as~~ as it promotes equality and does not ruin the lives of girls due to some "outdated stereotypes". Parents should treat their children equally providing them with the same level of education ~~and same~~ and the same limit of freedom in their lives. Girls should not be considered inferior to boys. If they are treated the same way I am sure girls will uncover their abilities and break down the power of stereotypes and cliches by proving the society that they too can fit in this world.

Making someone feel inferior will only make them dependent and ~~is~~ feeble along with filling their minds with depression, anxiety and sensitivity.

If a boy is given the liberty to hang out with his friends ~~acquire his~~, a girl should be given too as it will make her tough and able to face the perils in life. It will increase productivity and efficiency as she will learn how to cope up with others and live in this world full of

surprises, surprises and surprises. Similarly, if a boy is allowed to fulfill his ambitions ~~and~~, a girl should do too ~~as~~ as it will develop a confidence and an educated and prosperous society with broad minded people. ~~And in cases where a woman faces difficulties in her marriage life, resulting in a divorce, she may have~~ if she is educated she will ~~not have to worry as~~ an education will never ~~leave her stranded on the streets~~. And in cases where a marriage results in a divorce, a woman will not have to worry if she is educated as education will never ~~leave~~ ^{leave} her stranded on the streets. A ~~research~~ research concluded that in this modern world ~~these~~ ~~are~~, almost 40% of the marriages end up in divorce.

Schools should provide lectures about equality to the students and each student should be provided with equal attention, activities and a ~~fair~~ just behaviour should be in all the teachers, punishing children on the wrong they do and rewarding them on what they do right without focusing on the fact that whether the student is a boy or a girl.

~~Youth is the~~ Furthermore, it is clear that Youth is the future of a country ~~and~~. So filling them with thoughts of discrimination will not benefit anyone nor the country. So I suggest that everyone

should be treated equally to have a strong, united nation and the famous saying 'Today a learner tomorrow a leader' should be valued as to have a good leader, the youth - whether someone is a boy or a girl' should be filled with positivity, positivity and positivity with no place for discrimination etc.

Thank you for being here. I hope my views are clearly presented to you. Have a good day and try your best to break down the ~~stereotypes in life~~ gender stereotypes in life.

S80

Chosen question number: Question 6 Question 7

Education is becoming a global topics one of the most important factors that makes a person. Proper education guarantees a good career and a good life and bad education or even no education wastes money and time. Education is a right and in the current era of gender equality reaching historical highs, I believe that both boys and girls should have the right to be educated. Moreover, I believe that there should be no differences in the ways that boys and girls are raised and educated.

In the past Parents, careers and teachers. I'm sure that now, ~~the~~ most of you ~~read~~ read children with no difference. That is to say, you ~~give~~ ^{teach} them the same ~~amount~~ amount of knowledge, offer them the same amount of food and give them the same amount of ~~knowledges~~ love. That's great, but centuries ~~at~~ ago, it was very different. In China, girl fetuses were aborted during the "one-child" policy. That is to say, if a couple were to have only one children, they would ~~be~~ only want a boy. If they get a girl, they would either kill ~~it~~ ^{her} or not take her to the doctor when she's sick or keep her from education. In traditional views, girls aren't ~~the~~ as valuable like boys and they become their husbands' properties once they're married. Thus, ~~women~~ girls has not been cared, educated or even granted loved since humanity ~~be~~ has begun. This is ~~is~~ still true in parts of the world and ~~is~~ the stories are just heart breaking. In India, 70% of the boys are in schools while for girls it's less than 50%. It's important to keep these figures balanced as we can see the benefits from more

developed countries. In the UK, school attendance is more than 95% for both boys and girls and this contributes a rich supply of skilled labour for the UK economy. ~~A ~~test~~ ~~to~~~~ Nonetheless, the right to be educated as boys serves as a more compelling argument for girls in a moral context.

Furthermore, boys and girls should be educated in the same way. I believe that co-ed is the best way to do so. You might argue that education by sex has been the traditional way of education among social-elites, but it's not the case in many parts of the world. The justification for single sex, or sex-selective education is usually specialisation, meaning that boys can learn more knowledge-intensive ~~work~~ skills while girls can ~~not~~ take advantage of their appearance. However, in today's context where protectionism and trade barriers prevail, diversification is becoming more important. Both boys and girls have the potential to fuel the global economy and the only way to do that is to prepare them with a range of skills. A Tsinghua university study has found co-ed 17% more efficient than single-sex education in terms of exam-grades and people skills. Children will have to learn to play with other children of opposite ~~sexes~~ genders or otherwise they won't be able to do this comfortably at ~~an~~ older age. Also, as a moral argument, boys should have the right to choose to be ~~as~~ educated as girls and girls ~~so~~ should also have the right to choose to be educated as boys. The simplest and most efficient way to ~~of~~ achieve this is therefore, providing both sexes with the same ~~the~~ method of education.

~~Furthering~~ Promoting gender equality is an important step towards overall gender equality. It ensures the same level of care and knowledge provision at the

basic level of both genders and can therefore lead to more balance in later stages. Although it's a fact that boys and girls are physically different, it's our obligation to eliminate the mental barriers between the two genders ~~to~~ by perfecting the process of care and education. Bridging the gender gap is a goal for humanity ~~and~~ both economically and morally. Therefore, I urge you, no matter what nation you're from, no matter what ethnicity you are and most importantly, no matter you're ~~one~~ once a boy or a girl, to play an active role in promoting the same level of care and education among our next generation. Being a boy or a girl should be an identity, but ~~not~~ ^{neither} a ~~privilege~~ ^{privilege} to ~~get~~ ^{get} better education nor others ~~and~~ nor a disadvantage to be ignored ~~in~~. Let's do this, for the sake of our ~~children~~ ^{the lives of} our future and our children that'll become us ~~as~~ as they become educated and equal.

S81

Chosen question number: Question 6 Question 7

MY HOPES AND AMBITIONS FOR THE FUTURE:

A hope is nothing but shooting blindly, but an ambition is fueled by dedication and work. I firmly believe that "Fate is fluid, Destiny is in the hands of men."

My hope is for my family to continue living on by each generation, and for the last to die peacefully with fulfillment in life. So that we shall not die with regret but with fulfillment of our purpose to provide to society and to our own.

My ambition is to shape our future discoveries, being dedicated to science and progress. To impact everyone and provide solutions to problems of the modern day in society. To live a fulfilling life by helping others to the grave, through labour and dedication. To work hard for my cause and give my parents, me, and maybe my children a better life. To push down boundaries and achieve far

beyond what many thought was possible.

For the world my hope is it to be one day united under a single flag. Abolishment of: race; nationality; borders; and war. To work as one total human race, so that we may become the first civilization to become intergalactic and successfully continue the legacy of centuries of survival.

For the world my ambition is to create a technology ~~power~~ powerful enough to make our current weapons of mass destruction obsolete, to make this race obey a single rule under an iron fist. Cleansing the world of violence. Prejudice. Inequality. Starvation. Disease. Death. Governments will cease their bickering and we will move forward under the rule of one ideology, one to faith, one ruler.

I am determined to save the human race, a society where all ~~is~~ ^{are} ~~welcom~~ welcome so that we may work as a single entity under a undeterred leader that destroys the seeds of corruption and puts out the flames of revolution. To provide the citizens with trust and faith in a ruler who

works for the good of the people. An absolute ruler.

S82

Chosen question number: Question 6 Question 7

My hopes and ambitions

As a child, our parents often asked us what we wanted to do in the future, whether we wanted to become a police officer, a fireman, a chef or a doctor. Those jobs were probably the ones we knew of when we were younger. Sometimes our parents would tell us what we should take in the future or sometimes they tell us to become what we really want to become.

When I was younger, I admired the thought of cooking so I would tell my parents how I wanted to become a chef, I would also see commercials about colleges and only knew of those colleges when I was younger. As I grew older, I learned about other professions such as lawyers, engineers or a business manager. I thought of all the possible jobs that I could take in the future and to this day I am still very unsure of what I want to become. I told my parents how I want to study architecture when I grow up, although they always told me how the people they knew that studied architecture are not very much successful now which has always made

me felt uneasy. As for my nationality, the people in my country always thought that nursing would be the best job since they say that we're offered to work in different countries. In my perspective, it's nice for our family to think about the success and what we could achieve for our future but our thoughts and what we're passionate about should be considered and be supported.

A lot of people probably hope for the best future such as having a nice home, nice family, good money and all of that. It is a good dream and I say that we should work harder to achieve our hopes and dreams. I would hope for me to be able to get into a good university and study perhaps in Europe and get a part-time job while studying to earn some money and the rest will just be what the future decides for me. Since I am still young, I am not so sure of what I really want to do in the future and I'm sure I'm not the only one who thinks this way.

My hopes for the wider world would generally be about us being aware of the things that are happening to us. I hope for a lot of positivity and good vibes for the people. I hope that the ~~two~~ people treats

the earth to become a better place. I think that it's nice of people to do little things for the earth, such as cleaning up garbage or not using plastic straws because it shows that we are caring for the world even with small acts. I just hope for everyone to care for one another and help each other throughout.

We all hope for the bigger things in life which is not bad to think of, but we should really work hard for the things we want to do in life.

S83

Chosen question number: Question 6 Question 7

MY HOPES AND AMBITIONS FOR THE FUTURE!

There are around 18 billion or more people in the world and, each and every person has have their own hopes and ambitions for the future, some want to become a successful businessmen ~~such as~~ like Bill Gates and some want to become good doctors so that they can treat ill people. Every person has a goal in their lives that they want to achieve in their life before they die. people who ~~are~~ successfully ~~reach~~ achieve their goal live a good life with no regrets. There are some people in this world who are living ~~at~~ a meaningless lives without any hope or ambitions for the future these people ~~is~~ can never be successful in ~~their~~ their lives because they ~~don't~~ do not have any ~~good~~ goal that they

might want to achieve in the future they will always blame others for not being successful.

I have many things ~~that~~ that I want in my life ~~and~~. My ambition in life is to be one of the top 3 businessmen in the world, so that I can fulfill all my wants, out of many other reasons one of the reasons why I want to become ^{one of the} the richest person ^{or} of the world is because I want to ~~collect~~ have a collection of all kinds of ~~costly~~ watches and sneakers, in my home. If in case I fail to achieve my this dream I would help my father in making his business empire.

My hope for the future is to make this world a place where no person out of 18 billion or more is poor and no child stays uneducated because of insufficient ~~for~~ money.

• In today's world education has become one of the most important needs ~~in~~ for a human being if he/she wants

to survive in this world. ~~I hope~~
~~that~~ One of my ambitions is to become
a ~~singer~~, ~~because I like to sing~~
~~songs~~ became so busy in making
money that I have no time for regret
or sorrow in my life. ~~one~~

~~My goal~~ My one goal is to stand on
my own feet and ~~let my~~ make my
Dad proud. ~~at~~ I would ~~epi~~ try to give
all of those things to my children
that I was unable to buy because
of financial crisis.

S84

Chosen question number: **Question 6** **Question 7**

My hopes and ambitions for the future:

Everyone has their own dreams about the future, but how many of you have dreams that would impact and benefit the rest of the world?

I want to be an engineer. Not just any ordinary engineer, I want to be an engineer that will mark a point in history, like Einstein. Many of us aim to 'make the world a better place'. But, how? I aim for physical change. I want to design or invent ideas that would revolutionize the world and solve all ongoing problems, ~~such as poverty~~

People die of poverty and starvation as time goes by when you are reading this article. I aim to put an end to that. I hope to come up with a concept and end worldwide hunger, by finding a way to obtain an easily accessible infinite food source. There will no longer ~~be~~ experience hunger, or ^{see} children so skinny that their ribs protrude out. We will no longer need to see graphic images of dead bodies due to starvation in the frontpage of a newspaper. ~~We will no longer need~~ The problem of food shortages will be resolved, millions of lives will be saved.

Pollution has always caused problems for us. For example the air pollution in Beijing is so severe that the entire city is covered in fog and vision is ~~at~~ limited. Water pollution around ~~the~~ the coast of Australia is endangering coral reefs. Light pollution in the USA is so extreme that ~~the rate~~ it

could cause blindness. I aim to stop all forms of pollution. ~~I~~ I want to be able to create a machine that would be able to purify the water in the ocean and collect all the lethal plastic wastes in the ocean. So that we are able to preserve the gorgeous view of the crystal clear water. I want to create a machine that can convert all harmful air molecules to ~~be~~ fresh air. So that we are able to be refreshed by just breathing in the atmosphere. I want to create a machine that will reduce the near effects of our lightning. So that I can ^{enjoy} ~~see~~ the heartwarming sunset fall at dawn as night encloses in.

I must put an end to global warming and climate change. Climate change causes the melting of ice caps. Not only does this mean that we are rising sea levels and increasing chances of flooding and rates of land erosion, we are slowly destroying the habitat of polar animals, causing them to be extinct soon. I want to ~~be~~ be able to create a machine that could swiftly transform the surface of the sea into a flat and smooth glacier. So that the world will still be able to observe the behaviour of penguins and polar bears for generations onwards.

Unfortunately, science and technology are not able to solve all problems. Such as religious conflict, particularly in the Middle East. I sincerely do hope to attain world peace, and by having the world to be able to unite as one, there will no longer be any social problems. Families do not need to cower at their homes, praying that a mortar shell wouldn't hit them everyday, their lives will no longer be at a constant threat.

Though these may sound like fantasies, I believe these goals are not impossible to aim for. A utopia world is possible, and the first step to achieve this, or to achieve any goals you have in mind is to believe. Everything is possible if we have the will and confidence in ourselves to achieve it. I am a believer.

So dream big.

S85

Chosen question number: **Question 6** **Question 7**

My hopes and ambitions for the future
 As times passed. My hopes is ^{I can continue} ~~become a~~
~~designer~~ ^{drawing}. I fond of drawing and I interest about it.
 The reasons why I ~~want to become a designer~~ ^{like} ~~to become a~~ ^{drawing} designer. There are
 Severds reasons.

I love drawing. Drawing can make me relaxed
 when I felt nervous or stress out. Drawing can me enjoy
 in and comfortable. It is full of my time.

I want to travel the world and draw different
 kinds of picture. At same time I can talk about local
 people and share my ideas. It can enrich my knowledge
 and let me have the new ideas about my skill.

Nowadays. We still have some predfure of some place
 I also ~~would~~ would like to ~~introd~~ introduce some place
 by drawing. show ~~the~~ ~~actually~~ what the country look like.

Some people in Africa. May ~~have~~ don't have
 the chane to studying how to drawing. Therefore, I
 want to show how the outside world is look like and teach
 them how to drawing. I hope can help some children
 enrich the knowledge and broaden the horizational

If I make money by drawing. I will give the
 money to the people in need. ~~and~~ I want to let
 the people know more about painting.

And ~~it~~ have the good education about democracy
all over the world.

SECTION B: TRANSACTIONAL WRITING

Question 6

The task is to write a speech expressing views on the statement ‘Nowadays there should be no difference in the ways that boys and girls are raised and educated.’

There are 45 marks for this question and it is important to use the whole range and not to be too harsh with mid-level candidates.

AO4 and AO5 are assessed.

Script	Commentaries	Mark
S76	This is not a very long response and there is some awkwardness of expression that impedes clarity at times but the candidate certainly conveys their message that boys and girls should be treated the same and looks at the way they were treated in the past. This fulfils all level 2 criteria for AO4. Spelling and punctuation are quite accurate but there are significant syntactical lapses. Best fit places this in level 2 for AO5 also.	AO4: Level 2 11 marks AO5: Level 2 6 marks
S77	This response communicates with subtlety and perception and there is a very focused and sophisticated use of form, tone and register. There is very deliberate and strategic organisation that helps in manipulating ideas and the listeners’ emotions. This is heartfelt and persuasive and worthy of full marks.	AO4: Level 5 27 marks AO5: Level 5 18 marks
S78	The candidate has produced an engaging piece with a very clear sense of audience and purpose and fully appropriate use of form and register. All AO4 level 3 criteria are met. Use is made of a very varied vocabulary and spelling is generally accurate; there is varied punctuation but there is also some comma splicing. The AO5 mark is securely within level 3 also.	AO4: Level 3 17 marks AO5: Level 3 10 marks
S79	The candidate presents plenty of ideas which are thoroughly developed. There is a wide vocabulary and a good degree of accuracy overall and this is a well-structured speech. This sits near the top of level 4 for AO4 and right at the top of the level for AO5.	AO4: Level 4 21 marks AO5: Level 4 15 marks

S80	This is an assured and cohesive response that, whilst lacking the flair of S77 perhaps, does firmly meet the Level 5 criteria. Task is sharply focused on purpose and there is sophisticated use of form and tone.	AO4: Level 5 25 marks AO5: Level 5: 16 marks
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Question 7

The task is to write an article with the title 'My hopes and ambitions for the future'.

Script	Commentaries	Mark
S81	The piece begins with a strong and arresting statement that engages reader interest and clearly states the difference between hopes and ambitions. The candidate works through a series of their own hopes and ambitions using a wide vocabulary. Sentence structure is managed for deliberate effect and the article is well-organised although it stops rather abruptly. It was placed firmly within level 4 for both AOs.	AO4: Level 4 20 marks AO5: Level 4 14 marks
S82	The candidate communicates very clearly and there is an extremely sound sense of purpose. Organisation is very sound; vocabulary is not very adventurous (e.g. repetition of 'nice') but spelling and punctuation are largely accurate. All level 3 criteria for both AOs are fully met.	AO4: Level 3 17 marks AO5: Level 3 11 marks
S83	Whilst the ideas within the article are not particularly ambitious, the candidate does communicate clearly and the piece is structured in straightforward paragraphs. There is a varied vocabulary and spelling is reasonable. This is a good example of a response worth just about half marks.	AO4: Level 3 14 marks AO5: Level 3 9 marks
S84	This response is similar in quality to S80. There is an engaging start in which the candidate sets out their ambitions and they then go on to expand and develop ideas in a sophisticated and very assured manner. The response was placed securely within level 5 for both AOs. There are some occasional slips but this is very accurate and an extensive vocabulary is employed.	AO4: Level 5 25 marks AO5: Level 5 17 marks
S85	The candidate communicates in a broadly appropriate way and shows some grasp of purpose. The overall ideas are conveyed to the reader but there is a lack of clarity in expression at times. Spelling of quite a reasonable range	AO4: Level 2 8 marks

	of vocabulary is accurate ('enrich', 'knowledge') but there are issues with punctuation, missing articles, syntax etc. This was placed within Level 2 for both AOs but is not as secure as S76.	AO5: Level 2 5 marks
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