

# **Pearson Edexcel International GCSE in English Language (Specification B)(9-1)**

**Exemplar student answers  
with examiner comments**

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# About this booklet

This booklet has been produced to support mathematics teachers delivering the new International GCSE in English Language (Specification B).

The booklet looks at questions from the Sample Assessment Materials, and some relevant questions from past papers. It shows real student responses to these questions, and how the examining team follow the mark scheme to demonstrate how the students would be awarded marks on these questions.

## How to use this booklet

Our examining team have selected student responses to all 11 questions. Following each question you will find the mark scheme for that question and then a range of student responses with accompanying examiner comments on how the mark scheme has been applied and the marks awarded, and on common errors for this sort of question.

Student response

**Student Response A**

7 Compare how the writers of Text One and Text Two convey their ideas and experiences.  
Support your answer with examples from **both** texts. (15)

Both passages talk about experiences of travelling. Both are narratives ~~that are~~ in an entertaining tone. The writer of text one writes more about the people of the country he visited. For example "It's also amazing how people just do not care who hears their conversations. This show that he is interested in the culture of the countries and what people live in it. On the other hand the writer of text two talks about his experiences and the places he has visited. For example "I was eager to see Dover again ~~after~~ after all these years". This shows that the writer is more 'interested' in having his own experiences to remember future. The writer on text one uses descriptive detail

**4/15**

Marks awarded for the question or question parts

Examiner commentary on the student response

**Examiner Comments**

There is an attempt at content-based comparison and relevant references are made. This therefore deserves a mark in Level 2, even if it is not a complete response. To improve the quality of this response, for which 15 marks are available, a fuller exploration of the different ways in which the two writers convey their experiences, set out in a comparative way, would have been required.

## Section A

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### Exemplar Question 1

Read Text One in the Extracts Booklet, from *First Impressions - an Englishman in New York*, which is about a man's first experience of New York.

1. In lines 17-22 the writer describes the immigration process.  
Identify **one** point the writer makes about the experience.

(Total for Question 1 = 1 mark)

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### Mark Scheme

Question number	Answer	Marks
1	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• going to take a long time</li><li>• nothing to do</li><li>• the video on a continuous loop</li><li>• passport check was quick and painless</li><li>• unusual to be photographed and finger-printed.</li></ul>	(1)

## Student Response A

- 1 In lines 16–20 the writer describes the immigration process.

Identify **one** point the writer makes about the experience.

He found it unusual to be both photographed  
and finger-printed

(Total for Question 1 = 1 mark)

1/1

### Examiner Comments

An accurate answer is given.

## Student Response B

- 1 In lines 16–20 the writer describes the immigration process.

Identify **one** point the writer makes about the experience.

They were photographed and finger-printed

(Total for Question 1 = 1 mark)

1/1

### Examiner Comments

An accurate answer is given.

## Student Response C

- 1 In lines 16–20 the writer describes the immigration process.

Identify **one** point the writer makes ~~about the experience~~

The experience was of the Greek passport was  
painless and quick.

(Total for Question 1 = 1 mark)

1/1

### Examiner Comments

An accurate answer is given.

## Student Response D

- 1 In lines 16–20 the writer describes the immigration process.

Identify **one** point the writer makes about the experience.

One point the writer makes about the experience is that "It could see that it was going to take time as  
the entire human content of our jet was waiting in line in front of me."

(Total for Question 1 = 1 mark)

1/1

### Examiner Comments

An accurate answer is given.

## Exemplar Question 2

2. In lines 23-34, the writer leaves the airport and travels into the city.  
State **one** thing the writer sees.

**Total for Question 2 = 1 mark)**

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## Mark Scheme

Question number	Answer	Marks
2	One mark for any <b>one</b> of the following: <ul style="list-style-type: none"><li>• Starbucks/McDonald's</li><li>• warning signs about dodgy taxis</li><li>• yellow taxis</li><li>• same type of cars as in Europe</li><li>• some vehicles are different/Jeeps/stretch limousines/vans</li><li>• the skyline/Queensboro Bridge.</li></ul>	(1)

## Student Response A

- 2 In lines 21–30, the writer leaves the airport and travels into the city.

State **one** thing the writer sees.

Starbucks

(Total for Question 2 = 1 mark)

1/1

### Examiner Comments

An appropriate sighting is given.

## Student Response B

- 2 In lines 21–30, the writer leaves the airport and travels into the city.

State **one** thing the writer sees.

The writer saw the iconic Manhattan skyline

(Total for Question 2 = 1 mark)

1/1

### Examiner Comments

An appropriate sighting is given.



## Student Response C

2 In lines 21–30, the writer leaves the airport and travels into the city.

State ~~one~~ thing the writer ~~sees~~.

The writer saw a starbucks.

(Total for Question 2 = 1 mark)

1/1

### Examiner Comments

An appropriate sighting is given.

## Student Response D

2 In lines 21–30, the writer leaves the airport and travels into the city.

State **one** thing the writer sees.

The writer saw a Starbucks.

(Total for Question 2 = 1 mark)

1/1

### Examiner Comments

An appropriate sighting is given.

## Exemplar Question 3

3. Explain how the writer presents his impressions of New York.

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

**(Total for Question 3 = 10 marks)**

## Mark Scheme

Question number	Answer	Marks
3	<p>Reward responses that demonstrate how the writer presents his impressions of New York.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the use of descriptive language to create a sense of unfamiliarity – ‘not quite what I was used to, being 29 floors up’</li> <li>repetition to create a sense of wonder – ‘The Midtown location was amazing’, ‘It’s also (to my ears) amazing’</li> <li>the use of typical New York features – ‘those yellow fire hydrants’, ‘newspaper vending machines’, ‘Walk/Don’t Walk’ signs’</li> <li>excitement caused by familiar locations – ‘The feeling of being on a film set’</li> <li>the use of a simile to describe the level of the noise – ‘it’s like somebody turned the volume up’</li> <li>he is surprised by the uninhibited private conversations of the pedestrians – ‘fascinating insight into the private lives of New Yorkers’</li> <li>the way he makes the buildings sound impressive – ‘how mind-blowing New York architecture really is’</li> <li>he encourages the reader to share his experiences – ‘New York lived up to and in fact exceeded my expectations – it should be on everyone’s list of places to visit’</li> <li>the use of colloquial and informal language engages the reader – ‘wow’, ‘The Big Apple’</li> <li>he creates a strong sense of location through the use of proper nouns – ‘Manhattan’, ‘Empire State Building’, ‘Queensboro Bridge’, ‘Rockefeller Center’</li> <li>the use of the first person creates a sense of realism/immediacy – many examples.</li> </ul>	<b>(10)</b>

## Student Response A

- 3 Explain how the writer presents his impressions of New York.

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

(10)

The writer finds it strange when people walk and don't care what other think about them. ~~They~~ For example, "It's also amazing how people just do not care who hears their conversations". This way the writer represents the character of the city by describing the personality ~~that gives~~ of people that live in New York. He tells us his impressions but also tell us about the city.

Also the writer uses descriptive detail ~~to help~~ for ~~us~~ example "a few big jeeps, a couple of stretch limousines". This helps us to create an image as well as understand how the streets of New York City are full of cars. He wants us to see what he sees.

In addition the writer uses ~~adverbs~~ adverbs to shows his impressions. For example "The views when circling the city and coming in to land at JFK airport are spectacular". This makes us understand how impressed he is from the views of New York city before even ~~arriving~~ going in the center. This show us how amazing New York is.

Also The writer ~~shows the character of~~ talk about the services of New York. For example "There was little to do except wait". This way the writer shows us how good the services are and that they listen

to your demands immediately.

Something else I noticed is that the writer tell us about the architecture. For example "The view from the living room was certainly not quite what I was used to, being 89 floors up as opposed to one". This shows us that the buildings are very high, where a lot of effort was needed.

**6/10****Examiner Comments**

This is a Level 3 response to the question on the writer's impression of New York, as it demonstrates clear understanding and has appropriate examples. The comments are not sufficiently developed to move it into Level 4, for which a closer analysis of language and structure would be required.

## Student Response B

- 3 Explain how the writer presents his impressions of New York.

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

(10)

Marla Joanna

The writer presents his impressions of New York by including that everyone can understand someone that is new, just came in New York as "they keep looking up all the time". We can understand how fascinated the writer is, as he never saw such a huge, <sup>tall</sup> buildings before, an image of how tall a building is, is created.

Moreover the writer ~~uses~~ by the use of metaphor presents his impression about the architecture, which calls "mind-blowing", we can see how impressive buildings and skyscrapers are! It makes the reader create an image of how they may be like and wonder what makes them such out of this world. Metaphors are used in order to make the reader not bored, ~~keep them read~~ create them a clearer image and ~~at the same time~~ understand better what the reader tries to say, for example how magnificent walls, buildings were.

In addition the reader uses sensory language, "in fact exceeded my expectations"



the reader can "walk into the writer's shoes" and feel the excitement ~~the~~ New York gave him. Not only he was surprised, not only it was as good as he expected, but it was even better! It gives to the reader and writer the feeling that New York for sure worths the struggle and worths visiting.

The writer also separates the passage into categories by the use of subheadings, the style in which the passage is ~~readed~~ written is more eye catching, "The skyscrapers" "The feeling of being on the film sets" it shows how impressed the writer was about the specific topics, and also wants to emphasise how ~~see~~ skyscrapers were, what feelings are the feelings ~~in~~ being on a film set, interesting things that will never leave his memory!

To sum up, the reader uses positive tone, with the right description to show how impressed he was and at the same time ~~show~~ ~~how~~ make the reader be impressed to! "...you'll find something that you recognise or which looks familiar

round". Imagine walking in a street  
and in every corner find a well known  
person or even your raw model? or  
people actors from your favourite  
TV show. If this isn't impressive  
then what is it?

6/10

**Examiner Comments**

This is a response which shows a clear understanding of the way in which the writer shows his impressions of New York and makes appropriate references. The comments on how the writer refers to the architecture are made well, with analysis of metaphor.

## Student Response C

### 3 Explain how the writer presents ~~the city of New York~~

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

(10)

The writer presents his impressions of New York with the use of long sentences, for example "the first sight to greet... and a McDonalds." Using this long sentence it made me comprehend just how exciting New York was. The first thing he came into was due of the world's biggest tertiary sector firms, emphasising just how developed, and serviced-based economy ~~was~~ New York had.

furthermore, the writer uses descriptive writing to show us his impressions of New York for example "On the way I noticed how most Americans drive... running surveillance." with this way, it made me visualize the roads of New York I felt I was really standing there and staring at the amazing limousines and big jeeps.

Additionally, the writer uses powerful words, for example "wow moment". It made the passage come to life. I felt just how excited the writer was when he saw the iconic Manhattan <sup>skyline</sup>. It emphasised just how beautiful and amazing place New



York is, by the reaction of this tourist/visitor.  
Also, the writer uses ellipsis, for example "I had arrived..." With this technique it made me, the reader take part in his story and think about what will happen next. It left it upon my mind to visualize just how amazing his experience was when he crossed the Queensboro Bridge.

In addition ~~lastly~~, the writer uses punctuation to help him describe his journey. ~~For example "New York - that they & for example "it's also (to my ears) amazing... person or on the phone"~~ Using brackets, it gave us the inside thoughts of the writer. He had seen amazing just how people not care who hears their conversations.

Lastly, it uses first person narration. For example "I could see". Using this it made the passage and the feelings of the writer come to life and visualise his actions.

8/10

**Examiner Comments**

Thorough understanding is shown, with references which support the points that are made. The response engages with the writing, looking at specific techniques in a thoughtful way. A little more perceptive development of the points would have taken this response into Level 5.

## Student Response D

3 Explain how the writer presents his impressions of New York.

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

(10)

Passage one is a good passage for the writer to present his impressions of New York. In passage one the audience has access and the purpose is to inform.

Passage one is good since the writer provides a transportation and overall description of what is actually going to happen and his position to the whole situation with the use of short sentences. For example "There was little to do except wait". The writer reflects his position to the reader providing an idea to the reader of what is actually going to happen. Transportation and a difficult idea of a hard situation of life is passing through the mind of the reader.

Also passage one is good to see the various situation as with the use of short sentences and clauses. For example "I had arrived". The idea of the following example gives transportation and makes the reader question the emotions, the ideas and the difficult situation the writer is actually involved. With the following example a variety of sad feelings is drifting through the mind of the reader as it shows that it is hard to go to another place to experience the harsh atmosphere of New York and what his overall impressions are.

Also the writer gives his impressions of New York through the awe-inspiring and detail experience of what he is actually facing. For example "You'll see those yellow five hydraulic newspaper vending machines and Walk/Don't Walk signs" the writer reflects a crystal clear idea of what a person is going to face if it rises New York. Moving the writer to obtain an idea of how actually New York is as it presents a bustling city with a lot of noise and buzzing through the streets.

Also the writer gives his impressions of New York through the use of the second person. For example "You'll see those yellow five hydraulic newspaper vending machines and Walk/Don't Walk signs". The writer with the following example can give an idea for the reader to become part of the story and develop the idea of what it looks like to be there and as if it was there the writer offers him a crystal

clear view.

Also the review presents its impressions of New York with the use of alliteration. For example

"With the sun setting" The review here gives the writer the idea of how it looks like and what an amazing view it is actually see if someone is in New York and has the sunset along with the beautiful skyline across to show how lucky a person actually is.

4/10

#### Examiner Comments

There is some sound understanding and valid reference to the text is made. The candidate's points are not always supported in a fully secure way, but there is relevance.

## Exemplar Question 4

**Read Text Two in the Extracts Booklet, from *Notes from a Small Island*, which is about a journey the writer makes to Dover in England.**

- 4.** In lines 1-22, the writer describes his journey to the ferry terminal.  
State **one** of the difficulties the writer experienced.

**(Total for Question 4 = 1 mark)**

## Mark Scheme

Question number	Answer	Marks
4	<p>One mark for any <b>one</b> of the following:</p> <ul style="list-style-type: none"> <li>• inadequate (little) map</li> <li>• was 2 miles away</li> <li>• wasteland/factories/industrial units are in his way</li> <li>• chainlink fence</li> <li>• it's getting late</li> <li>• he's not getting any nearer</li> <li>• dual carriageway</li> <li>• embankment.</li> </ul>	<b>(1)</b>

## Student Response A

4 In lines 1–19, the writer describes his journey to the ferry terminal.

State **one** of the difficulties the writer experienced.

He found himself squeezing through holes  
in chainlink

(Total for Question 4 = 1 mark)

1/1

### Examiner Comments

A correct example of a difficulty is given.

## Student Response B

4 In lines 1–19, the writer describes his journey to the ferry terminal.

State **one** of the difficulties the writer experienced.

"I arrived ~~late~~ breathless and late"

(Total for Question 4 = 1 mark)

0/1

### Examiner Comments

The point about the writer's arriving 'breathless and late' is not a valid one, as it does not refer to difficulties faced by the writer.

## Student Response C

4 In lines 1–19, the writer describes his journey to the [redacted].

State **one** of the [redacted]s the writer experienced.

He <sup>was</sup> squeezing through holes in chainlink fences.

(Total for Question 4 = 1 mark)

1/1

### Examiner Comments

A correct example of a difficulty is given.

## Student Response D

4 In lines 1–19, the writer describes his journey to the ferry terminal.

State **one** of the difficulties the writer experienced.

The view found is difficult to be squeezing through holes in chainlink fences and pile placing his  
day broken missing railway corridors with broken windows

(Total for Question 4 = 1 mark)

1/1

### Examiner Comments

A correct example of a difficulty is given.

## Exemplar Question 5

5. In lines 23-32, the writer describes the ferry crossing.  
Name **two** things the writer finds unpleasant.

(Total for Question 5 = 2 marks)

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## Mark Scheme

Question number	Answer	Marks
5	One mark each for any <b>two</b> of the following: <ul style="list-style-type: none"><li>• seasick</li><li>• crowded boat</li><li>• busy duty-free shop</li><li>• limited seating</li><li>• badly-behaved children</li><li>• bad weather.</li></ul>	(2)

## Student Response A

5 In lines 20–28, the writer describes the ferry crossing.

Name **two** things the writer finds unpleasant.

- 1 That the boat was crammed with people
- 2 That it was cold, the weather was bad

(Total for Question 5 = 2 marks)

**2/2**

### Examiner Comments

Two unpleasant experiences are recorded.

## Student Response B

5 In lines 20–28, the writer describes the ferry crossing.

Name **two** things the writer finds unpleasant.

- 1 "~~The boat was crammed with people,~~  
~~all of them English~~" ~~dementedly lively~~
- 2 "~~dementedly~~ lively children" ~~children~~

(Total for Question 5 = 2 marks)

→ "~~the~~ The boat was crammed with people"

**2/2**

### Examiner Comments

Two unpleasant experiences are recorded.



## Student Response C

5 In lines 20–28, the writer describes the [redacted]

Name [redacted] the writer finds [redacted]

1 .....

2 .....

(Total for Question 5 = 2 marks)

0/2

### Examiner Comments

No response.

## Student Response D

5 In lines 20–28, the writer describes the ferry crossing.

Name **two** things the writer finds unpleasant.

1 The writer finds unpleasant the fact that the boat was crowded with people.

2 The writer find also unpleasant is also they where people with blue lips and dancing hair were trying to convince themselves that because the sun was shining they couldn't possibly be cold.

(Total for Question 5 = 2 marks)

1/2

### Examiner Comments

One point is clearly made and fully relevant. The second, however, does not quite score the point, as the example given does not quite indicate the writer's sense of things being unpleasant.

## Exemplar Question 6

6. How does the writer describe his thoughts and feelings about his trip to Dover?  
You should support your answer with close reference to the passage, including **brief** quotations.

(Total for Question 6 = 10 marks)

## Mark Scheme

Question number	Indicative content	Marks
6	<p>Reward responses that demonstrate how the writer describes his thoughts and feelings about his trip to Dover.</p> <p>Responses may include:</p> <ul style="list-style-type: none"> <li>the writer's use of optimism – 'another promising day'</li> <li>the use of sentence structure to convey his increasing concern over missing his ferry</li> <li>the use of onomatopoeia to highlight his anxiety – 'whimpering panic'</li> <li>he is nervous about the ferry crossing – 'a certain disquiet'</li> <li>descriptive language to emphasise the chaos inside the ferry – 'mayhem', 'dementedly lively', 'quickly found my way out again'</li> <li>the anticipation of seeing Dover again after many years – 'eager to see Dover again'</li> <li>the use of contrasts: he was pleased that some things had not changed – 'small cry of pleasure', 'The view out to sea was likewise unchanged'; he was miserable – 'plodded distractedly', 'unhappy', 'grumbling'</li> <li>the use of personification to show how shocked he is by the changes in Dover – 'more menacing', 'uncomfortably squeezed'</li> <li>he feels as if he could be anywhere in England – 'so indistinguishable'</li> <li>he is relieved to finally get his bearings – 'everything suddenly became clear', 'strode purposefully'</li> <li>the extract ends on a happier note – 'Cheered by this thought'</li> <li>the use of the first person creates a sense of realism/immediacy – many examples.</li> </ul>	(10)

Level	Mark	<b>AO2</b> Understand and analyse how writers use linguistic and structural devices to achieve their effects
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Basic identification and little understanding of the language and/or structure used by writers to achieve effects.</li> <li>• The use of references is limited.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.</li> <li>• The selection of references is valid, but not developed.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Clear understanding and explanation of language and structure and how these are used by writers to achieve effects, including use of vocabulary and sentence structure.</li> <li>• The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Thorough understanding and exploration of language and structure and how these are used to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is detailed, appropriate and fully supports the points being made.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>• Perceptive understanding and analysis of language and structure and how these are used by writers to achieve effects, including use of vocabulary, sentence structure and other language features.</li> <li>• The selection of references is discriminating and clarifies the points being made.</li> </ul>

## Student Response A

6 How does the writer describe his thoughts and feelings about his trip to Dover?

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

(10)

The writer shows how impressed he was from the views of the trip. ~~For example using~~ For example "I was eager to see Dover again after all these years". This shows how excited the writer ~~is~~ is for his trip and how much he enjoys it ~~without~~ and that he does not regret about that trip.

Also the writer uses <sup>an emotional</sup> ~~the~~ ~~emotional~~ tone to show us how emotional he is about seeing again parts of his past. For example "and with a small cry of pleasure spied the shelter I'd slept in those many years ago". This shows the writers experiences in the past and how much he loved them. This trip was important for him.

In addition he uses descriptive ~~used~~ language (10:47) to show how old the place was. For example "it was covered in about eleven more layers of bio-green paint but otherwise unchanged". This shows how ~~the~~ the writer sees the details of ~~sp~~ places. Also ~~the~~ when he says that is "unchanged" it shows how the writer ~~is~~ still loves that place even if its very old, for him is the same.

Also the writer uses advanced vocabulary to ~~do~~ describe the sea. For example "though the water was bluer and more glittery than when I'd last seen it." This shows that the writer sees the place more beautiful than before and makes us ~~understand~~ create an image of

the sea.

Lastly the writer describes the architecture. For example "there being a row of elegant Georgian terraces, there was now a vast and unbecoming brick apartment block". This shows to us that the writer was sad that the old architecture was now changed and that it turned into something ordinary than something different

7/10

**Examiner Comments**

Some thorough understanding and detailed references indicate that this merits a mark in Level 4, although the analysis would have needed to be sharper to make it worthy of the next Level. The comments pick out some good examples of effective language.

## Student Response B

10:47

Maria Loanne

6 How does the writer describe his thoughts and feelings about his trip to Dover?

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

(10)

The writer describes his thoughts and feelings about his trip by the use of first person narration "I found myself squeezing through holes..." the reader can see his feelings and thoughts clearer, crystal clear, and ~~easy~~ in this way is easier. ~~We can see from first hand~~ Moreover, he uses sensory, descriptive language, for instance "a small cry of pleasure spied the shelter..." a better image is created, the writer can see how happy and excited the writer was that his eyes were filled with tears of joy, ~~we can imagine~~ ~~himself~~ Thirdly his interesting plot ~~and~~ with long understandable, easy vocabulary sentences like "cheered by this thought, I strolled up the Forestone Road to the station and bought a ticket for the next train to London". ~~Makes the~~ Doesn't make the reader get bored by struggling to understand what

he is trying to say but he actually  
tries to make it as easy and as  
understandable as possible for us not  
to get bored and continue reading  
and understand his thoughts and  
feelings at the specific point.

**5/10****Examiner Comments**

Some clear understanding and comment but it is not always sufficiently developed. It just meets the Level 3 descriptors on the 'best fit' principle, with some valid points about how Bryson sustains the reader's interest.



## Student Response C

6 How does the writer describe his thoughts and feelings about his trip to Dover?

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

(10)

The writer describes his thoughts and feelings about his trip to Dover using long sentences. For example "In the morning... promising day." Giving me this statement it gave me his program. It emphasised just how fast he was acting in order to catch his daily program.

Additionally, he uses descriptive writing. For example "I arrived breathless and hot". Giving me this sentence, it was like being there, visualizing his tired face. How congested he was and anxious. He was standing there maybe even sweating. It emphasises just how he felt.

Furthermore, it uses ~~strong~~, ~~loud~~ words indicating action. For example "I strolled". Giving me such words in made me feel like I was actually there and staring him, and his movement. It described with precision his movements, as here, he was strolling up the Folkestone Road to the station.

in front of the ship



Also it uses ~~the~~ alliteration. For example 'shopping street'. Using this words, it made the phrase more memorable. As I was reading, it 'popped out' of the paper and stucked into my mind. In this way, the writer described the shopping centre, and made me memorise this phrase.

It used first person narration. For example "I boarded the ship". ~~Using this~~ But this way, it gave me an inside of how he acted and felt throughout the passage. It showed me his movement onto the ship.

4/10

**Examiner Comments**

Some understanding, so worth a Level 2 mark. However, the candidate loses focus on thoughts and feelings, and approaches the question as being purely about writing techniques.

## Student Response D

The writer with the use of his experience describes his feelings about his trip to Devon. The audience in the passage is adults and the main idea is to inform and describe.

The writer describes his thoughts and feeling about his trip with the use of the first person. For example "In the morning, I breakfasted early, settled my bill and stepped out to another promising day. With the following example the writer offers a directional view about getting ready and settled to be ready for his trip. It provides the idea of getting ready for the trip giving the sense of a directional line of the things that the reader believes that he is actually going to follow. Giving the reader a cozy line and temptation to continue.

The writer describes his thoughts and feelings about his trip with the use of short sentences. For example "I got stuck on wailing boats." With the following example the writer provides an emotional and descriptive idea of how much his true feelings were about the situation and about the trip that he is taking. Reproaching the readers who don't like boats to don't take the following trip.

The writer describes his thoughts and feelings through the use of long sentences. For example "I strolled into the Currier along Marine Parade and with a small cry of pleasure sped the shales I had strolled in those many years ago." The description of the following sentence gives an idea for temptation and attracting the reader to continue reading about an idea of a crystal clear view of how the place actually looks like and the feelings that the writer actually has as he is strolling through the Marine.

The writer describes his thoughts and feelings through the use of a descriptive writing. For example "Tavernish Street, the main thought road to use, was wide and now mixing with traffic that I remembered and there was now a subway to the town centre, which itself was unrecognizable." The writer with the following point of view gives an idea what the writer actually spots and what the writer actually recalls as he travels through the small island and what places of the island were not able to go recognised through his mind and through his trip. As if the following example we are

able to see what it is actually focused on the writer's mind.

Also the writer expresses his feelings and thoughts with the use of the second person. For example "You could be anywhere really". The writer gives an idea for the reader to become part of it and to be summarised through his whole experience and what what his overall idea of being in a place like this it is. Also it offers the opportunity to become part of the reader of the story and try to avoid any further description for the situations that it is going to be followed.

**4/10****Examiner Comments**

This is a response meriting a mark in Level 2, as some relevant comment on language is offered and there are valid references. To have moved the mark beyond Level 2, it would have been necessary to give a fuller analysis of the way in which effects are achieved to describe thoughts and feelings: there is perhaps over-reliance on sentence length, whether short or long.

## Exemplar Question 7

Refer to **BOTH Text One AND Text Two** to answer the following question.

7. Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from **both** texts.

(Total for Question 7 = 15 marks)

## Mark Scheme

Question number	Indicative content	Marks
7	<p>Responses may include the following points:</p> <p><b>Text One</b></p> <ul style="list-style-type: none"> <li>the writer conveys the experience as a positive one, for example: 'really looking forward', 'spirits high', 'spectacular', 'wow', 'iconic', 'amazing'</li> <li>he is apprehensive about the immigration process which starts negatively – 'sweaty tunnels', 'a long time' – but ends positively – 'quick and painless'</li> <li>his attention to the detailed description of many familiar features to help the reader feel included – 'yellow taxis', 'fire hydrants', 'skyscrapers', 'Walk/Don't walk signs', 'Empire State Building', 'Rockefeller Centre'</li> <li>he conveys how he is overwhelmed by 'the sheer level of noise on the streets'</li> <li>he conveys how enjoyable it was by using hyperbole – 'mind-blowing', 'exceeded my expectations'.</li> </ul> <p><b>General points candidates may make on the whole of Text One</b></p> <ul style="list-style-type: none"> <li>the text is broken up by sub-headings making it easier to read</li> <li>the use of positive language throughout conveys the writer's enjoyable experience</li> <li>the use of a slightly colloquial/chatty style – 'kicking in', 'check out', 'the real 'wow' factor', 'mind-blowing' – makes the reader feel engaged</li> </ul>	

Question number	Indicative content	Marks
7	<p><b>Text Two</b></p> <ul style="list-style-type: none"> <li>the writer of Text Two is equally positive at the start, with the use of 'promising'</li> <li>he conveys an experience that quickly deteriorates – 'inadequate little map' with a catalogue of negative language to describe the way to the terminal – 'bewildering wasteland' (metaphor), 'derelict factories', acres of waste ground' (hyperbole), 'jagged concrete', 'rusting railway carriages' (alliteration), 'broken windows'</li> <li>the way he lists his ideas, feelings and behaviour – 'whimpering panic', 'dodging', 'clambering', 'breathless', 'like someone who'd just survived a mining disaster' (simile)</li> <li>his experience of the ferry crossing is unnerving and exaggerated – 'certain disquiet', 'crammed', 'hordes of dementedly lively children', 'people with blue lips and dancing hair' (metaphor)</li> <li>his reactions on arriving contrast with his experience on the ferry – 'eager', 'strode', 'small cry of pleasure'</li> <li>how he describes his disappointment at the changes to Dover – 'vast and unbecoming', 'more menacing', 'unrecognisable', 'uncomfortably squeezed'</li> <li>how he describes his mixed feelings at the end – 'distractedly', 'unhappy', 'grumbling', 'strode purposefully', 'Cheered by this thought'</li> </ul> <p><b>General points candidates may make on the whole of Text Two</b></p> <ul style="list-style-type: none"> <li>the use of negative language throughout conveys the unpleasant experience the writer had</li> <li>there is the use of humour which shows that the writer may see the funny side of the experience</li> </ul> <p><b>Points of comparison</b></p> <ul style="list-style-type: none"> <li>Text One is positive/Text Two is negative</li> <li>Text One is more informative/Text Two is about his personal experience</li> <li>Text Two uses humour</li> <li>both texts are informal</li> <li>both texts are about arriving in a city/town</li> <li>both texts describe what the writers saw</li> <li>both texts convey clearly the writers' ideas and experiences.</li> </ul> <p>Reward all valid points.</p>	(15)

Level	Mark	<b>A03</b> Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed
	0	No rewardable material.
<b>Level 1</b>	1–3	<ul style="list-style-type: none"> <li>The response does not compare the texts.</li> <li>Description of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The use of references is limited.</li> </ul>
<b>Level 2</b>	4–6	<ul style="list-style-type: none"> <li>The response considers obvious comparisons between the texts.</li> <li>Comment on writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is valid, but not developed.</li> </ul> <p><b>NB: candidates who have considered only ONE text may still achieve a mark up to the top of Level 2</b></p>
<b>Level 3</b>	7–9	<ul style="list-style-type: none"> <li>The response considers a range of comparisons between the texts.</li> <li>Explanation of writers' ideas and perspectives, including theme, language and/or structure.</li> <li>The selection of references is appropriate and relevant to the points being made.</li> </ul>
<b>Level 4</b>	10–12	<ul style="list-style-type: none"> <li>The response considers a wide range of comparisons between the texts.</li> <li>Exploration of writers' ideas and perspectives, including theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts and fully support the points being made.</li> </ul>
<b>Level 5</b>	13–15	<ul style="list-style-type: none"> <li>The response considers a varied and comprehensive range of comparisons between the texts.</li> <li>Analysis of writers' ideas and perspectives, including theme, language and/or structure are used across the texts.</li> <li>References are balanced across both texts; they are discriminating and fully support the points being made.</li> </ul>

## Student Response A

- 7 Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from **both** texts.

(15)

Both passages talk about experiences of travelling. Both are narratives ~~that are~~ in an entertaining tone.

The writer of text one writes more about the people of the country he visited. For example "It's also amazing how people just do not care who hears their conversations. This show that he is interested in the culture of the countries and what people live in it.

On the other hand the writer of text two talks about his experiences and the places he has visited. For example "I was eager to see Dover again ~~after~~ after all these years". This shows that the writer is more interested in having his own experiences to remember in the future.

The writer on text one uses descriptive detail to ~~show~~

4/15

### Examiner Comments

There is an attempt at content-based comparison and relevant references are made. This therefore deserves a mark in Level 2, even if it is not a complete response. To improve the quality of this response, for which 15 marks are available, a fuller exploration of the different ways in which the two writers convey their experiences, set out in a comparative way, would have been required.



## Student Response B

7 Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from **both** texts.

(15)

Passage A and passage B are about trips the one in New York and the other in a small island. Passage A is written to inform whereas passage B is written to entertain.

To begin with, passage A tries to pass his ideas and experiences by writing in first person narration. "I was already thinking about coming back"; We can see that his first thought when he first left from New York was when he will return back again, by this thought we can understand that he had ~~an~~ fun and some nice experiences that wants to ~~be~~ live again.

Secondly, passage A uses a positive and efficient positive tone to show his ideas and experiences.

"It's also (to my ears) amazing how people..." We can see how surprised ~~and~~ he was by the people of New York that didn't care to



~~she~~ make their private life, not private at all. We can imagine walking on a street and hear everyone talking about a different personal person.

~~the~~ On the other hand passage B achieves to pass his ideas and experiences by his descriptive sentences. // The whole town centre seems uncomfortably squeezed by busy roads... we can see how annoyed but at the same time surprised the writer was by the population and the busy streets that people couldn't even move.

5/15

**Examiner Comments**

There is a clear attempt at comparison but it is undeveloped. The suggestion that the two passages have different purposes is a worthwhile one, and there is an attempt to show differences in tone and descriptive techniques, though this would have needed to be more fully amplified for a higher Level mark.

## Student Response C

- 7 Compare how the writers of Text One and Text Two <sup>give</sup> their ideas and experiences.

Support your answer with examples from **both** texts.

(15)

Both passages are about travelling experiences. Both aiming to inform and entertain.

The Text one had an array of techniques like subtitles. For example "The view on the way from the airport". Using this subtitles throughout the passage, it was more organized and I knew what was about to follow in each of the paragraphs. I knew from here that ~~it~~ in that paragraph he would speak about his first impressions on the way from the airport.

Additionally, ~~he uses~~ the writer used similes. For example "as high as the skyscrapers poked through the clouds as we descended". Using this technique it emphasised the height at which they were, as high as the skyscrapers but also the height of this hulking buildings, they were as high, as planes flew.

Furthermore, it used alliteration. For example 'circling the city and coming'. Using these phrase, three continuous words being spelled heard the same, it made it more memorable to me (the phrase) and stood out as I

was reading the text.

Pass Text two used figures for example "2 miles". Using this figures it made it more interesting since it emphasised just how further the ferry terminal was in reality, in comparison with the map.

In addition, it used personification. For example "dancing hair". The hair cannot actually dance, so by giving them life human movement, it made me visualise their rhythmical movement & due to the air.

Lastly, it used image. The image shown on page 10 made the text more interesting. It made me feel like I was there too, staring at that ferry.

Also, it used his memory & as a help to make the text more personal. For example "with traffic than I remembered". Using this sentence it emphasised & the writer's confusion as to whether the roads differ to the west.

7/15

**Examiner Comments**

The opening sentence directly compares the two texts. This is followed by a range of points with examples, although sometimes the comparison is implicit.

## Student Response D

7 Compare how the writers of Text One and Text Two convey their ideas and experiences.

Support your answer with examples from **both** texts.

(15)

In my opinion both passages are well developed according to ideas and experiences. Both passage is to describe and inform and the audience are actually adults.

In text two the writer gives an idea through his experience with the use of first person writing. For example "I didn't recognise anything" the following example provides an idea and situation of what overall position the writer is and

**1/10**

### Examiner Comments

There is very little here: the answer is clearly not finished, perhaps because time ran out. The candidate needed to remember that this is the question with the highest marks in Section A, and hence to leave enough time for a full and sustained response.

## Section B

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### Exemplar Question 8

- 8.** A friend of yours is going abroad for the first time.

Write a letter to your friend explaining what it might be like.

You should include:

- what might be seen or experienced
- what might be enjoyable
- what might be disappointing.

Think carefully about the purpose of your letter and the audience for whom it is intended.

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**(Total for Question 8 = 30 marks)**

## Mark Scheme

Question number	Indicative content	Marks
8	<p>A suitable register for a letter to a friend should be adopted. Candidates should address all areas. The following are some points that candidates may make but there are other possibilities.</p> <p><b>What might be seen or experienced:</b></p> <ul style="list-style-type: none"> <li>• skyscrapers (in clouds)</li> <li>• long queues</li> <li>• the vehicles</li> <li>• the beautiful views</li> <li>• the strange environment (29 floors up)</li> <li>• seeing things familiar from films/TV</li> <li>• the noise</li> <li>• crowds</li> <li>• noisy children</li> <li>• ugly modernisation</li> </ul> <p><b>What might be enjoyable:</b></p> <ul style="list-style-type: none"> <li>• the sights</li> <li>• the views from where you stay</li> <li>• seeing lots of things you recognise from films/TV</li> <li>• overhearing strangers' conversations</li> <li>• the amazing buildings</li> <li>• seeing familiar places</li> </ul> <p><b>What might be disappointing:</b></p> <ul style="list-style-type: none"> <li>• waiting at passport control</li> <li>• most cars are the same as at home</li> <li>• how noisy it is</li> <li>• problems getting to the terminal</li> <li>• how crowded the ferry is</li> <li>• how unpleasant many buildings are</li> <li>• many towns are very similar</li> </ul> <p>Reward all valid points.</p>	(30)



Level	Mark	AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives
<b>Level 0</b>	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is limited.</li> <li>• Includes a small number of points with some relevance.</li> <li>• Demonstrates a limited ability to locate and retrieve information and ideas.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is valid, but not developed.</li> <li>• Gives some relevant points.</li> <li>• Brings in some relevant information and ideas.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.</li> <li>• Offers a reasonable number of relevant points.</li> <li>• Shows secure appreciation of information and ideas.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.</li> <li>• Offers a good number of relevant points.</li> <li>• Makes well-focused comments about information and ideas.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>• Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.</li> <li>• Offers a wide range of relevant points.</li> <li>• Presents well-focused comments with perceptive references to information and ideas.</li> </ul>



Level	Mark	<b>A04</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	5–7	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Generally shows clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	8–10	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• Shows a secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	11–12	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices.</li> </ul>

Level	Mark	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• Some basic punctuation is used.</li> <li>• Grammatical structuring shows some control.</li> <li>• Spelling of common words is usually correct, though inconsistencies are present.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>• Control of punctuation is mostly secure.</li> <li>• Grammatical structures are mostly accurate and used to convey meanings.</li> <li>• Spelling of a range of words is mostly accurate.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>• Punctuation is accurate, with a range of marks used to enhance communication.</li> <li>• A range of grammatical structuring is used accurately and effectively.</li> <li>• Spelling is almost always accurate, with occasional slips.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>• Control of the full range of punctuation marks is precise, for example by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation.</li> <li>• Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning.</li> <li>• Spelling of a wide and ambitious vocabulary is consistently accurate.</li> </ul>

## Student Response A

Dear John,

I know Ireland is a wonderful place: You did not a wonderful thing choosing Dublin as a holiday destination. You will not regret it one bit.

~~Don't worry about the~~ The scenery is there is like a picture frame of lush ~~and~~ hills and ~~the~~ beautiful landscape come to life. The ~~the~~ steep cliffsides and contrast of rolling waves and ~~the~~ serene green grass is an ~~relaxant~~ ~~relaxant~~ ~~entire~~ of relaxation for the soul. ~~For~~ This getaway would be more than just a vacation for the sights and experiences that Ireland has to offer it would be a nice change of pace from the stress you under-

-take daily. A fitting experience for you would be to attend St. Patrick's day while you're there. The clean <sup>drab</sup> and uniform streets of Dublin become ~~as~~ awash with colors, ~~from~~ the city switches gears from a mechanical <sup>clockwork</sup> city to a fairytale. Drinking, singing and dancing dominates the cityscape. The ~~parades~~ <sup>parades</sup> with floats of Leprechauns and other celebratory figures run throughout the streets. The people, who are normally quite cheerful and friendly ~~then~~ go into a jovial piety, enjoying the day to the utmost socializing with strangers and trying every possible avenue to enjoy themselves.

Ireland does get negative publicity for being a boring country, drab scenery, boring or boorish city life and what-not. It is true that the heart of the ~~east~~ city itself is quite fashionable but in all honesty the peaceful city center is a nice change of place. My tip? Grab a cup of coffee and sit in the park ~~and~~ contemplating life. ~~Have~~ Have an amazing time John. Don't forget to send pictures.

Yours sincerely  
Mahathir Mahumand.

**28/30****Examiner Comments**

AO1 – The candidate successfully draws on ideas from the two texts, while avoiding being dependent on them for content or context. The choice of Ireland as a destination is successful, with a convincing sense of place. The Interpretation of the bullets is apt and persuasive, with a wide range of relevant points.

AO4 – The writing is sharply focused and sophisticated - a lively response.

AO5 – Technically, the writer shows sophisticated control and ambitious vocabulary, which communicates very effectively, despite a few technical slips.

## Student Response B

To: Jonathan Paul  
171 Street, Hex Ave.  
New York, NY, 11432

For From: Shaikh Jawad Bin Islam  
43rd St., Jade Ave.  
New York, NY, 13562

Dear John,

How are you? Fine, I hope? I am doing well but a little bit under the weather. Nothing too serious.

Listen, I heard you plan to go abroad this year. I understand that it can be a bit difficult for you (even nerve-racking for that matter) but it's

nothing, really, to be afraid of. We were all 'first-timers' <sup>once</sup> in our life ~~once~~ and, honestly, most of us were too distracted enjoying ourselves to be actually afraid of it! Think of it like your first time going to school. The ~~minute~~ fear stops gnawing within you the ~~minute~~ <sup>moment</sup> you start making friends.

Anyway, if you're still scared, here's a few tips and tricks I picked up during a few of my 'foreign endeavours':

1. Try to steer clear from ~~be~~ a back seat. More often than not, you'll end up being the last to leave which can easily translate to a few more hours waiting at the immigration hall. Do yourself, and your legs, a huge favour.



2. Most airports have their own taxi terminals. Use these instead of shady cabbies that might offer cheaper rates. It's always better to be safe than sorry.

3. Try to avoid ~~sleeping~~ succumbing to the jet lag. Chances are, if you're able to adjust early on, you can enjoy the nightlife of your destination

while still <sup>being able to get</sup> ~~getting~~ a good night's sleep.

Anyway, other than this, try to visit the tourist destinations of your country when you can. Take a break the following day (so as to not exert yourself too much) before resuming your adventures once more. Oh, and don't fret too much about the language barrier. I have ~~that~~ often found that a puzzled look, followed by a warm smile, can often do wonders in this world!

Your Friend,  
Jawad

24/30

**Examiner Comments**

AO1 – Ideas are for the most part drawn from Text 1, but there is coverage of a reasonable number of relevant points.

AO4 – The candidate writes a successful and effective letter, with a secure sense of audience and purpose, established quickly through the direct and engaging opening.

AO5 – The writing is accurate and sometimes ambitious.

## Student Response C

11-B/3, Danus Salam

Tower, Nipun, Dhaka

Dear Imran,

It's very good to hear that you are going abroad for the first time and I know you are very excited. New York is a great city, at least I've enjoyed it a lot.

New York is not only about Time Square, there's Empire State buildings, the fast city life and more. What has been most mesmerizing to me was standing at the top of Empire State building and watching the

sunset as skyscrapers raced to beat you but I was still standing firm at the top clenching the railings. The experience at New York was unique. You can also visit the country sides and be lost in the nature and imagining the humming of bees and butterflies sweeping by, but New York city is a place where you enjoy the city life.

Do you remember John? You can stay at his apartment if you want. The last time I went to New York I stayed with him.



The city is ~~for~~ bulging with enormous buildings stand like they have emerged from the ground, and people ~~at~~ walking down the footpath attending to their own busy life careless of what others think. It was disappointing to realise ~~to~~ how fast life was here.

Chill! There are a lot, hundreds of things that you can enjoy. I can guarantee and that every once in a while you will find yourself in a place which will be vaguely familiar. Don't panic. Most of New York, especially Manhattan, ~~and~~ are filmed in most movies. I found it really funny. One thing I really liked were the street coffee!

I mean, I had coffee a lot but these street coffees ~~felt nice~~ tasted good. Put ~~this~~ this in your 'to do' list! My recommendation, there are many malls and parks and other places to visit such as the ~~measium~~ museums and the cinema. Don't take taxis much, walk throughout the city. You will see many interesting thing such as the "Walk / Don't walk" Signs that we always see in movies. If you have the time, talk to different people. New York city is full of people from different countries who ~~come here~~ <sup>go there</sup> for different purposes. I'm sure you are going to love the city. The night life ~~there~~ is amazing! So ~~color~~ vibrant and colourful. You can go to the bars too!

It's going to be a great trip believe me.  
People who like to travel always have New  
York at the top of their 'places to visit' list.  
And Imkan, Don't forget to bring chocolates for  
me!

Your friend,  
Rafid

**20/30**

**Examiner Comments**

AO1 – The response touches on the third bullet point about potential disappointments, but there are a reasonable number of relevant points, drawing on the source materials in an appropriate way.

AO4 – The candidate has written a letter that communicates successfully, with a sound awareness of audience and purpose.

AO5 – The writing is mostly accurate, but with occasional slips of both spelling (eg 'skyscrappers') and punctuation (eg 'its', with the apostrophe omitted)

## Student Response D

(30)  
23/10/16  
~~Geeta~~  
Rayerbazar, Dhaka

Dear, Rahim

It's been a nice pleasure to hear about that you are going to UK. I also knew that it was your first time in travelling to abroad. I had been there for the first time three years to study in South Wales. So I prefer some information of the place where are you going and it will help you a lot there.

So, you decided to travel to London. At this so, the people in their citizen is so strong and there each and every rule should be maintained. Not so Bangladesh like there. There, each and every place is neat and clean and if you fell any dust on the

ground, you should be fined upto 10 to 20 pounds. Their the nature, the trees, the flowers, the birds looks so beautiful that you are like in the heaven. Their food is pure and full fresh. In Bangladesh, every food is not good. But I can guarantee to you about the food there that even green vegetables and fruits are fresh with no formalin like Bangladesh. There are many beautiful parks, amuzement parks, cinema hall and many entertainment places.



There the police forces and night guards are friendly with each good person but if you broke the law, you will be taken to jail. The laws in there is very strict. If you overdrive cars in the night, the police force will arrest you. There, the houses like bungalow, is amazing, beautiful! Though I had been living there for three years for studying, I knew how will be the houses there. At night the whole street becomes silent and there are many horror stories in the street. I heard some of them.

But the crime is greater than Bangladesh. There, in day, in a narrow street, every time I saw they are fighting and firing. Ohh! Its so ridiculous. I have never see this like in Bangladesh.

As well as, I am telling you, each country have good and bad things. We have to live between these things. We have to survive for food, for education, for our future. Thank You.

Your best friend,  
Dipto Halder

8/30

**Examiner Comments**

AO1 – The candidate makes some relevant points but expression impedes clarity, as the meaning is not always conveyed in a way which is easily understood.

AO4 – The communication is broadly appropriate, but again weaknesses of expression impede clear understanding. There is some grasp of purpose and an awareness of audience is shown.

AO5 - Although there is much accurate spelling there are problems with grammatical control and expression.

## Section C

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### Exemplar Question 9

**Write approximately 400 words on one of the following:**

**EITHER**

- 9.** 'To travel is better than to arrive.' Discuss.

**(Total for Question 9 = 30 marks)**

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OR

- 10.** Write a story (true or imaginary) entitled 'The Beginning'.

**(Total for Question 10 = 30 marks)**

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OR

- 11.** Describe a place that has made an impression on you.

**(Total for Question 11 = 30 marks)**

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## Mark Scheme

Question number	Indicative content	Marks
<b>9</b>	<p>As no audience is specified, the examiner is assumed to be the audience.</p> <p>Candidates are free to agree or disagree with the statement and may present a variety of arguments.</p> <p>Content may include references to: it depends where you are going; how you are getting there; who you are travelling with; why you are travelling; what mode of transport is being used.</p> <p>Examiners should be open to a wide range of interpretation.</p>	<b>(30)</b>

Question number	Indicative content	Marks
<b>10</b>	<p>No indicative content can be specified, since candidates may choose to interpret the title as they wish.</p> <p>Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense.</p> <p>NB: Explicit reference to the title may not be mentioned until the end of the story.</p> <p>Examiners should be open to a wide range of interpretation.</p>	<b>(30)</b>

Question number	Indicative content	Marks
<b>11</b>	<p>Candidates may have quite a wide choice of places – real or imaginary. They may refer to whole neighbourhoods, towns, villages or a street. It may be a small or large area, indoors or outdoors. They may describe a building or a room. The place may have personal or spiritual significance.</p> <p>Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary.</p> <p>Examiners should be open to a wide range of interpretation.</p>	<b>(30)</b>

Level	Mark	<b>AO4</b> Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences
	0	No rewardable material.
<b>Level 1</b>	1–4	<ul style="list-style-type: none"> <li>• Communication is at a basic level, and limited in clarity.</li> <li>• Little awareness is shown of the purpose of the writing and the intended reader.</li> <li>• Little awareness of form, tone and register.</li> </ul>
<b>Level 2</b>	5–8	<ul style="list-style-type: none"> <li>• Communicates in a broadly appropriate way.</li> <li>• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.</li> <li>• Straightforward use of form, tone and register.</li> </ul>
<b>Level 3</b>	9–12	<ul style="list-style-type: none"> <li>• Communicates clearly.</li> <li>• Generally shows clear sense of purpose and understanding of the expectations/requirements of the intended reader.</li> <li>• Appropriate use of form, tone and register.</li> </ul>
<b>Level 4</b>	13–16	<ul style="list-style-type: none"> <li>• Communicates successfully.</li> <li>• A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</li> <li>• Effective use of form, tone and register.</li> </ul>
<b>Level 5</b>	17–20	<ul style="list-style-type: none"> <li>• Communication is perceptive and subtle with discriminating use of a full vocabulary.</li> <li>• Task is sharply focused on purpose and the expectations/requirements of the intended reader.</li> <li>• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices.</li> </ul>



Level	Mark	<b>A05</b> Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation
	0	No rewardable material.
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>Some basic punctuation is used.</li> <li>Grammatical structuring shows some control.</li> <li>Spelling of common words is usually correct, though inconsistencies are present.</li> </ul>
<b>Level 2</b>	3–4	<ul style="list-style-type: none"> <li>Punctuation is sometimes correct.</li> <li>Grammatical structuring of simple and some more complex sentences is generally correct.</li> <li>Spelling of simple words and more complex words is generally correct.</li> </ul>
<b>Level 3</b>	5–6	<ul style="list-style-type: none"> <li>Control of punctuation is mostly secure.</li> <li>Grammatical structures are mostly accurate and used to convey meanings.</li> <li>Spelling of a range of words is mostly accurate.</li> </ul>
<b>Level 4</b>	7–8	<ul style="list-style-type: none"> <li>Punctuation is accurate, with a range of marks used to enhance communication.</li> <li>A range of grammatical structuring is used accurately and effectively.</li> <li>Spelling is almost always accurate, with occasional slips.</li> </ul>
<b>Level 5</b>	9–10	<ul style="list-style-type: none"> <li>Control of the full range of punctuation marks is precise, for example by the deployment of semi-colons, pairs of commas or dashes to indicate apposition or interpolation.</li> <li>Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning.</li> <li>Spelling of a wide and ambitious vocabulary is consistently accurate.</li> </ul>

## Student Response A (Question 10)

10.	'The Beginning'
	<p>My eyes were transfixed on the television screen before me. I had never seen so many people in one place before, their cheering sounded more like they were coming from around me than from the television speaker. With the people came teams of reporters, all trying <sup>desperately</sup> to report the news as it unfolded. The news headline <sup>new black red</sup> 'The Beginning', all in uppercase letters, remained prominently displayed on every news channel.</p> <p>All the people were carrying <sup>large</sup> banners of white with the words 'We have <sup>in</sup> trampled him' written on them. It was hard to imagine that <del>we were</del> I was actually looking at the White House, <del>where all the</del> The last I had seen it was several years before, before the Civil War started. Now, <del>it</del> it looked the same, <del>not only</del> the vast number of people <del>around</del> surrounding it made it look more the scene from a movie than actual reality.</p> <p>Suddenly, he emerged, being dragged <sup>the collar</sup> by his <del>luxurious</del> suit, by two of the captains of the revolutionaries. The crowd cheered happily when they discovered that the dictator-turned-president had been captured alive. They were not happy because he was alive, they were happy because he would be tried for all his deeds by a special court.</p>

He tried desperately to escape from the grasp of the guards, but it was of no effect. The guards, who had lost their jobs, their homes, their citizenship because of the man they had seized were not going to let go of him easily. The

The cameras shifted out to the front yard, where the man was duly brought. One person then said,

'Mister Rump, you have ~~there~~ are under arrest for your crimes against the United States of Amer..'

Before he could finish, the <sup>cuffed</sup> <sup>yelled</sup> ~~man~~ <sup>spoke</sup> out, 'Crimes?! You call the things I did to make America great crimes?! You do not know even a tiny bit of how I made this country great! I made <sup>the</sup> kings! Not those murderers and rapists who were before!' Saying this, he fell, as <sup>one of</sup> the guards had lost his temper and knocked him out cold with his rifle butt.

I knew he had committed the crimes he was accused of. I ~~know~~ knew because I was a victim of those crimes. He had made every Mexican man and woman ~~who were~~ leave US soil, even if it meant that their children would become ~~numbered~~ in an orphanage; even though they had parents. He also made the Muslims leave, branding them 'terrorists' and 'extremists'. He also built his god-forsaken ~~the~~ wall using every dust of coal, every sacred

drop of oil and every breath of gas that the country had. In his eyes, he had made America great again, but all he did was start a Civil War. The war

The war had ~~was~~ was ending now. The crowd cheered wildly as he fell. ~~As~~ He fell, onto the dust he had travelled, and America had a new beginning. ~~It~~ <sup>America</sup> was made great again.

29/30

**Examiner Comments**

AO4 – The candidate has produced a sharply focused and sophisticated piece of writing on the topic ‘The Beginning’, the quality of which merits a Level 5. The approach is an unusual one, with some fascinating parallels drawn.

AO5 – The writing is accurate and the vocabulary ambitious. Communication is vivid and effective.



## Student Response B (Question 9)

9) "To travel is better than to arrive"

I ~~ag~~ strongly agree that travelling is way more better than arriving because it broadens our mind.

we

While travelling, we expose ourselves towards new culture; accepting their norms of life. We exhibit the taste buds of that are common in their society probably most wildly known like tripes, brain, fried insects etc.

Besides, their clothing ~~can~~ may or may not be enough for us to define their culture. One must always experience the soul under the cover rather than judging the people with their clothing ~~to~~ which is quoted with 'Do not judge a book by its cover'

~~As~~ People are more open with the people they are travelling with so they are more sociable with the people of the other country than their own.

Moreover, knowing about their cultural

people  
events and ~~social~~ status can  
etc clear the misconcep misconceptions  
and judgements towards them.

It stops ourselves being so culture  
shocked. History is always bent  
when its travelling from one  
place to another. It stops  
us from assuming things.

We treasure the memories and  
explore to gain vast knowledge.  
We acknowledge the <sup>new</sup> events occurred  
in the past which were ignored  
while studying.

We get motivated to their society  
and culture and acknowledge their  
standard ways of living.

When it comes to travelling, it  
m.

Knowing people in person is far  
more different than <sup>from</sup> judging or  
assuming them. Thus it stops being  
racism, discrimination etc.

Travelling can allow us to improve  
in reflexes. It makes us more  
self-dependant. It should be a  
part and parcel of our life.

Hence travelling allows us to learn,  
acknowledge ~~and~~ a wide variety of  
culture and people and I recommend  
every people to travel ~~as~~ since  
it's something that's forever  
embedded in someone's heart and  
mind.

**15/30****Examiner Comments**

AO4 – The candidate's discussion of whether it is better to travel than to arrive contains some reasonable ideas, but these are not always very strongly argued and would benefit from stronger development.

AO5 – The writing contains some accurate spelling and punctuation. However, these are accompanied by some errors of grammar and examples of unclear expression, which mean that the ambitious and thoughtful ideas do not always come across as effectively as they might.



## Student Response C (Question 11)

11) Describe a place that has made an impression on you.

~~The shades~~

The gentle breeze sways the coconut trees and the leaves of the banyan murmur a tune announcing the arrival of spring in the ~~big~~ soothing lagoon. The motherly shades ~~out~~ of the banyan, with its arms wide open, ~~me~~ welcomes me, waiting to embrace me with its affections. The place ~~where~~ where I had spent a part of my life which I will never forget, the place which has an unerasable impression on me, ~~she~~ flashes in front of my eyes.

I still remember walking about in the small forest beside the lake. My days of vacation were all spent to quench my wanderlust, making dad's eyebrows twitch. I remember, ~~one~~ on one vacation, I had made plans with my friends to 'borge' ~~a~~ that we ~~were~~ were lost, and then got really lost and we, ourselves found our way back. Maybe the place doesn't want me to get in danger, as it is so dear to me. But among them all, it <sup>is underneath the</sup> the motherly shades of the banyan tree, where I find my infancy back, I find myself to be secured and ~~by~~ my ~~for~~ tumbling and stirring mind gets a soothing serenity.

I still remember that ~~one~~ night, while returning home, I ~~was~~ sensed some ~~boy~~ boys were chasing me in hot pursuit. Maybe these were the boy boys ~~who~~ ~~who~~ one of them of whom got beaten up by me. They were coming to settle the scores. I was finding a place to hide, but I did not need to find any. I ~~was~~ climbed the banyan tree, at which at night, turns on a ghostly impression, so the boys did not dare to go any further. From then onwards, I had felt as secured here as I am in my mother's lap. One day, after my last exam, I, forgetting all about returning home, played all day long, until falling fast asleep under the soothing shades of the banyan. The whole neighbourhood came in and searched for me everywhere until my dad found me snoring under the banyan shades of the banyan. Followed by some instant 'wake up-slaps' and rebukes, I was taken home all the way by the ear.

~~The place~~ It was underneath this shade that my guitar strummed the strings of my guitar got a tune, my flute got a note, my pen got 'his' strength to write on. It was this place that where I read, reviewed and criticised Tagore, Nazrul, Shakespeare and Keats. I considered it to be my 'undeclared private property.' One day, I saw a 'nerd-looking'



spectacled girl, rude-looking girl sitting underneath the tree banyan, which I considered to be mine. I was really jolly cross at this and after saying some sharp words, I left the place, deciding never to come back again. But, due to an ~~only~~ unexplainable attraction towards her and the banyan, I came everyday and gazed at her from a distance. After a year, I proposed her to marry me.

Now, at the time of the dusk of our lives, we both come, hand in hand, to ~~under~~ sit underneath the banyan, and let the breeze kiss us on our face, welcoming us back to the place which ~~had~~ had, has, and will be an unforgettable place for me.

20/30

**Examiner Comments**

AO4 – Although the writing becomes more narrative than descriptive, there is a reasonably clear and effective sense of the importance of the place selected because of the impression it had made on the writer.

AO5 – The candidate has produced a response which is mostly accurate, but with some slips.

## Student Response D (Question 10)

Q. 10.	<u>The Beginning</u>
	<p>The Roberts were in 'miserable state. They had no money. Sometimes they ate once a day and sometimes nothing for two to three days. They lived in a flat of two rooms, the all thirteen members of the family. Mr. Robert worked odd jobs and Mrs. Robert did household chores at other people. But it was not like this before.</p>
	<p>Before, the Roberts owned a four-storied manor in the northwest with five or six acres of land. They used to own 2 twenty three cars and a compound so large that they could play golf there! They had a large company and they lived a luxurious life.</p>
	<p>It all began when Mr. Robert got addicted to gambling and that was it. He gambled day and night, without the knowledge of his family. It was not a problem until the market had a downfall. Mr. Robert suffered a loss, but still continued to gamble until he was bankrupt.</p>
	<p>The whole family had to suffer because of this. The company was in numerous debts, and so to pay them, the Roberts sold their manor and plot of land and moved to the small flat. By then, Mr. Robert had gave up gambling upon the realisation of his mistake.</p>
	<p>One day during breakfast, when Mr. Robert was having tea and stale bread, the postman came with a notice.</p>

One day <sup>in the morning</sup> ~~during the breakfast~~, when Mr. Robert was having tea and stale bread <sup>for breakfast</sup>, a ~~notice came~~ letter arrived. When he opened the letter, the first few lines stated that it was a legal notice. So, thinking that the notice ~~was~~ <sup>was</sup> from one of the creditors, Mr. Robert threw it away in disgust. Mrs. Robert was cleaning the house nearby. She picked up the letter and, after reading it, leaped up in joy! It stated that her great aunt's uncle had passed and ~~as~~ he had no children, so she had left something for her as his <sup>inherited</sup> inheritance. The whole family was so happy!

Upon attending the funeral, the Roberts were disappointed. Mrs. Robert's great uncle had left <sup>a few</sup> shelves of books, a set of furniture and a wooden box for them. They were very ~~dishearted~~ <sup>disappointed</sup> by the event. So they left the place.

When they reached home, they started to put the stuff in the house. While moving the wooden box, it fell from Mrs. Robert's hands and broke down, revealing its contents. Inside the box, there ~~was~~ was a necklace, a necklace made of diamonds! Mrs. Robert recognised it as the necklace of her great aunt, and it ~~was~~ <sup>was</sup> worth millions!

And so it was the beginning of a new life for the Roberts, ~~so~~ the beginning of a life in which they realised their mistakes ~~and~~ and ~~not to rep~~ <sup>not to repeat</sup> learnt from them. It was the beginning of a happy life for them.

**16/30**

### Examiner Comments

AO4 – There are some reasonably clear ideas, but their expression could sometimes be livelier and more arresting, to merit a higher Level.

AO5 – The writing is mostly secure, but with some errors.