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.

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**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.

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Both passages talk about experiences of travelling. Both are narratives that are in an engaging 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 this again after all these years. This shows that the writer is more interested in having his own experiences to remember future."

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The writer of text one uses descriptive detail.

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**Examiner Comments**

There is an attempt at context-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 exploitation of the different ways in which the two writers convey their experiences, set out in a comparative way, would have been required.

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**Marks awarded for the question or question parts**

4/15
Exemplar Question 1

Section A

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)

Mark Scheme

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
</table>
| 1               | One mark for any one of the following:  
- going to take a long time  
- nothing to do  
- the video on a continuous loop  
- passport check was quick and painless  
- unusual to be photographed and finger-printed.                                                                                     | (1)   |
Exemplar Question 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 fingerprinted. (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 fingerprinted. (Total for Question 1 = 1 mark)

1/1

Examiner Comments
An accurate answer is given.
Exemplar Question 1

Student Response C

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

Identify one point the writer makes

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

(Total for Question 1 = 1 mark)

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 he could see that it was going to take some time as the entire human capacity of our just was waiting in line in front of me.

(Total for Question 1 = 1 mark)

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)

Mark Scheme

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>One mark for any one of the following:</td>
<td>(1)</td>
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<tr>
<td></td>
<td>• Starbucks/McDonald’s</td>
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<tr>
<td></td>
<td>• warning signs about dodgy taxis</td>
<td></td>
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<td></td>
<td>• yellow taxis</td>
<td></td>
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<tr>
<td></td>
<td>• same type of cars as in Europe</td>
<td></td>
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<tr>
<td></td>
<td>• some vehicles are different/Jeeps/stretch limousines/vans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the skyline/Queensboro Bridge.</td>
<td></td>
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</tbody>
</table>
Exemplar Question 2

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.
Exemplar Question 2

Student Response C

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

State [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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reward responses that demonstrate how the writer presents his impressions of New York. Responses may include:</td>
<td>(10)</td>
</tr>
<tr>
<td></td>
<td>• the use of descriptive language to create a sense of unfamiliarity – ‘not quite what I was used to, being 29 floors up’</td>
<td></td>
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<tr>
<td></td>
<td>• repetition to create a sense of wonder – ‘The Midtown location was amazing’, ‘It’s also (to my ears) amazing’</td>
<td></td>
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<tr>
<td></td>
<td>• the use of typical New York features – ‘those yellow fire hydrants’, ‘newspaper vending machines’, ‘Walk/Don’t Walk’ signs</td>
<td></td>
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<tr>
<td></td>
<td>• excitement caused by familiar locations – ‘The feeling of being on a film set’</td>
<td></td>
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<tr>
<td></td>
<td>• the use of a simile to describe the level of the noise – ‘it’s like somebody turned the volume up’</td>
<td></td>
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<tr>
<td></td>
<td>• he is surprised by the uninhibited private conversations of the pedestrians – ‘fascinating insight into the private lives of New Yorkers’</td>
<td></td>
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<tr>
<td></td>
<td>• the way he makes the buildings sound impressive – ‘how mind-blowing New York architecture really is’</td>
<td></td>
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<tr>
<td></td>
<td>• 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’</td>
<td></td>
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<tr>
<td></td>
<td>• the use of colloquial and informal language engages the reader – ‘wow’, ‘The Big Apple’</td>
<td></td>
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<tr>
<td></td>
<td>• he creates a strong sense of location through the use of proper nouns – ‘Manhattan’, ‘Empire State Building’, ‘Queensboro Bridge’, ‘Rockefeller Center’</td>
<td></td>
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<tr>
<td></td>
<td>• the use of the first person creates a sense of realism/immediacy – many examples.</td>
<td></td>
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</tbody>
</table>
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.

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 lives 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 for 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 to show 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 going in the center. This shows 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 88 floors up as opposed to one.” This shows us that the buildings are very high, where a lot of effort was needed.

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.
Exemplar Question 3

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.

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, tall building 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, instead of creating them a clearer image and help the reader 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 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 is worth the struggle and worthy visiting.

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

To sum up, the reader uses a positive tone, with the right description to show how impressed he was and at the same time shows how make the reader impressed too!
"...you'll find something that you recognise or which looks familiar..."
Exemplar Question 3

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.

roundly. Imagine walking in a street and in every corner find a well-known person or even your own little model? or (people, actors, etc from your favorite)

then what is it?
Exemplar Question 3

Student Response C

3. Explain how 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 to the world’s biggest tertiary sector firms, emphasising just how developed, and service-based economy 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 visualise 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” moments. It made the passage come to life. I felt just how excited the writer was when he saw the iconic Manhattan. It emphasised just how beautiful and amazing place New
York is, by the reaction of this tourist writer. 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 fact, 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 voice to the inside thoughts of the writer. He had gone 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 his feelings of the writer come to life and visualize 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.
Exemplar Question 3

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.

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

Passage one is good since the writer provides a thorough and accurate description of what is actually going on in the novel and its position to the whole situation with the use of short sentences. For example, "The sun was out to do escape work." The writer neglects his position to thereader providing an idea to the reader of what is actually going on happened. Temptation and a difficult idea of a hard situation at life is passing through the mind of the reader.

Also passage one is good to see the various situations as with the use of short sentences and paragraphs. For example, "It had arrived." The idea of the following example gives temptation 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 he is drifting through the mind of the reader, so it shows that he feels it necessary to go to another place to experience the inside-outcome of New York and not his accurate impressions were.

Also the writer gives his impressions of New York through the one-developing and detail experience of what he is actually feeling. For example, "You'll see those yellow line hydrants, horse-drawn fire trucks, and store/don't don't! signs" the writer utilizes a crystal clear idea of what is going on here if it rises thru you. Having the writer to develop an idea of how actually raise the facts as it presents a bustling city with a lot of noise, and bustling through the scenes.

Also the writer gives his impressions of New York through the use of the second person. For example, "You'll see those yellow line hydrants, horse-drawn fire trucks, and store/don't don't! 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 it was there the writer offers him a crystal
Exemplar Question 3

[A passage of text discussing the expression of emotions through written works, specifically focusing on the setting and its impact on the narrative.]

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.

4/10
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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>One mark for any one of the following:</td>
<td>(1)</td>
</tr>
<tr>
<td></td>
<td>• inadequate (little) map</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• was 2 miles away</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• wasteland/factories/industrial units are in his way</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• chainlink fence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• it’s getting late</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• he’s not getting any nearer</td>
<td></td>
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<tr>
<td></td>
<td>• dual carriageway</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• embankment.</td>
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</tbody>
</table>
Exemplar Question 4

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 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.
Exemplar Question 4

Student Response C

4 In lines 1–19, the writer describes his journey to the _______. State one of the difficulties the writer experienced.

He was 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 writer found it difficult to be squeezing through holes in chainlink fences and pile placing her joy beaten meeting railway squids with brown unders.

(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)

Mark Scheme

<table>
<thead>
<tr>
<th>Question number</th>
<th>Answer</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>One mark each for any two of the following:</td>
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</tr>
<tr>
<td></td>
<td>• seasick</td>
<td></td>
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<tr>
<td></td>
<td>• crowded boat</td>
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<td></td>
<td>• busy duty-free shop</td>
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</tr>
<tr>
<td></td>
<td>• limited seating</td>
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<tr>
<td></td>
<td>• badly-behaved children</td>
<td></td>
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<tr>
<td></td>
<td>• bad weather.</td>
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</tbody>
</table>
Exemplar Question 5

**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 cramned 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 or them English, dementedly lively"

2. "Dementedly lively children" dementedly

(Total for Question 5 = 2 marks)

2/2

**Examiner Comments**

Two unpleasant experiences are recorded.
Exemplar Question 5

Student Response C

5 In lines 20–28, the writer describes the [Name] the writer finds [Reason].

1 [Graded response]

2 [Graded response]

(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 finds also unpleasant is also why these people with blue lips and burning hair were trying to arrange themselves there 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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Reward responses that demonstrate how the writer describes his thoughts and feelings about his trip to Dover. Responses may include: the writer’s use of optimism – ‘another promising day’; the use of sentence structure to convey his increasing concern over missing his ferry; the use of onomatopoeia to highlight his anxiety – ‘whimpering panic’; he is nervous about the ferry crossing – ‘a certain disquiet’; descriptive language to emphasise the chaos inside the ferry – ‘mayhem’, ‘demented lively’, ‘quickly found my way out again’; the anticipation of seeing Dover again after many years – ‘eager to see Dover again’; 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’; the use of personification to show how shocked he is by the changes in Dover – ‘more menacing’, ‘uncomfortably squeezed’; he feels as if he could be anywhere in England – ‘so indistinguishable’; he is relieved to finally get his bearings – ‘everything suddenly became clear’, ‘strode purposefully’; the extract ends on a happier note – ‘Cheered by this thought’; the use of the first person creates a sense of realism/immediacy – many examples.</td>
<td>(10)</td>
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### Exemplar Question 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>AO2</th>
<th>Understand and analyse how writers use linguistic and structural devices to achieve their effects</th>
</tr>
</thead>
</table>
| Level 1 | 1–2  |     | • Basic identification and little understanding of the language and/or structure used by writers to achieve effects.  
 |        |      | • The use of references is limited.                                                                |
| Level 2 | 3–4  |     | • Some understanding of and comment on language and structure and how these are used by writers to achieve effects, including use of vocabulary.  
 |        |      | • The selection of references is valid, but not developed.                                          |
| Level 3 | 5–6  |     | • 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.  
 |        |      | • The selection of references is appropriate and relevant to the points being made.                 |
| Level 4 | 7–8  |     | • 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.  
 |        |      | • The selection of references is detailed, appropriate and fully supports the points being made.    |
| Level 5 | 9–10 |     | • 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.  
 |        |      | • The selection of references is discriminating and clarifies the points being made.                |
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, "I was eager to see Dover again after all these years." This shows how excited the writer is for his trip and how much he enjoys it and that he does not regret about that trip.

Also, the writer uses an 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 writer's experiences in the past and how much he loved them. This trip was important for him.

In addition, he uses descriptive language to show how old the place was. For example, "it was covered in about eleven more layers of blue-green paint but otherwise unchanged". This shows how the writer sees the details of past places. Also, when he says that is "unchanged" it shows how the writer still loves that place even if it's very old, for him is the same.

Also, the writer uses advanced vocabulary to 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 create an image of
Exemplar Question 6

Lastly, the writer describes the architecture. For example, "there was a row of elegant Georgian terraces, there was 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.
Exemplar Question 6

Student Response B

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.

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 in this way is easier. We can see from first hand. Moreover, he uses sensory descriptive language, for instance "a small cry of pleasure speed the 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 how. Thirdly, his interesting plot with long understandable, easy vocabulary sentences like "cheered by this thought I strolled up the cobbled stone Road to the station and bought a ticket for the next train to London..." makes the doesn't move the reader get bored by struggling to understand what..."
he is trying to say but he actually tries to make it as easy and understandable as possible for us not to get bored and continue reading and understand his thoughts and feelings at the specific point.

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.

5/10
Exemplar Question 6

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.

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 confused he was, and anxious he was standing there, maybe even sweating. It emphasises just how he felt.

Furthermore, it uses strong, vivid 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 foliage road to the station.

At infront of the ship
Also it uses 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 stuck into my mind. In this way, the writer described the shopping centre, and made me remember this phrase.

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

**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.
The view with the use of his experience describes his feelings about his trip to France. The audience in the passage is adults and the main idea is touching and describes...

The view describes his thoughts and feelings about his trip with the use of the first person. For example, "In the morning, I arose to see the sun. I felt a little sick..."

In the following example, the writer offers a directional idea about getting ready and needed to be ready for his trip. He provides the idea of getting ready for the trip giving the sense of a directional line of things. The reader believes he is actually going to France. Giving the reader a

consistently

enough

The writer describes his thoughts and feelings about his trip with the use of short sentences. For example, "I was at sea on the boat." With the following example, the writer provides an emotional and descriptive idea of how his trip and his feelings were about the situation and about the trip that his feeling. Describing the reader who didn't like boats to have been the following trip...

The writer describes his thoughts and feelings through the use of long sentences. For example, "I saw the sun shining on the horizon and with a smile on my face, I said, "I had slept in those many years ago." The description of the following sentence gives an idea for comparison and connecting the reader to continue reading along on the idea of a magical dream. It has the place actually looks like and the feelings that the writer actually has as it is visiting through the horizon.

The writer describes his thoughts and feelings through the use of a descriptive writing. For example, "The town was quiet, the main roads were wide, and there were more people walking with traffic than I remembered, and there was now a Subway to the town center, which itself was unrecognizable. The view with the following points of view give an idea about the town's scenery and what the town actually looks like as it moves through the town. It is the point of view at the island that was not able to be recognized through his mind or through his trip. As in the following example, we are...
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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Responses may include the following points:</td>
<td></td>
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<tr>
<td></td>
<td><strong>Text One</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the writer conveys the experience as a positive one, for example: ‘really looking forward’, ‘spirits high’, ‘spectacular’, ‘wow’, ‘iconic’, amazing’</td>
<td></td>
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<tr>
<td></td>
<td>• he is apprehensive about the immigration process which starts negatively – ‘sweaty tunnels’, ‘a long time’ – but ends positively – ‘quick and painless’</td>
<td></td>
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<tr>
<td></td>
<td>• 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’</td>
<td></td>
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<tr>
<td></td>
<td>• he conveys how he is overwhelmed by ‘the sheer level of noise on the streets’</td>
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<td></td>
<td>• he conveys how enjoyable it was by using hyperbole – ‘mind-blowing’, ‘exceeded my expectations’.</td>
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<tr>
<td></td>
<td><strong>General points candidates may make on the whole of Text One</strong></td>
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<tr>
<td></td>
<td>• the text is broken up by sub-headings making it easier to read</td>
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<tr>
<td></td>
<td>• the use of positive language throughout conveys the writer’s enjoyable experience</td>
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<tr>
<td></td>
<td>• the use of a slightly colloquial/chatty style – ‘kicking in’, ‘check out’, ‘the real ‘wow’ factor’, ‘mind-blowing’ – makes the reader feel engaged</td>
<td></td>
</tr>
<tr>
<td>Question number</td>
<td>Indicative content</td>
<td>Marks</td>
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<td>-----------------</td>
<td>-------------------</td>
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<tr>
<td>7</td>
<td><strong>Text Two</strong></td>
<td></td>
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<td></td>
<td>• the writer of Text Two is equally positive at the start, with the use of ‘promising’</td>
<td></td>
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<tr>
<td></td>
<td>• 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’</td>
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<tr>
<td></td>
<td>• the way he lists his ideas, feelings and behaviour – ‘whimpering panic’, ‘dodging’, ‘clambering’, ‘breathless’, ‘like someone who’d just survived a mining disaster’ (simile)</td>
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<tr>
<td></td>
<td>• 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)</td>
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<td></td>
<td>• his reactions on arriving contrast with his experience on the ferry – ‘eager’, ‘strode’, ‘small cry of pleasure’</td>
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<td></td>
<td>• how he describes his disappointment at the changes to Dover – ‘vast and unbecoming’, ‘more menacing’, ‘unrecognisable’, ‘uncomfortably squeezed’</td>
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<td></td>
<td>• how he describes his mixed feelings at the end – ‘distractedly’, ‘unhappy’, ‘grumbling’, ‘strode purposefully’, ‘Cheered by this thought’</td>
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<tr>
<td></td>
<td><strong>General points candidates may make on the whole of Text Two</strong></td>
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<tr>
<td></td>
<td>• the use of negative language throughout conveys the unpleasant experience the writer had</td>
<td></td>
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<tr>
<td></td>
<td>• there is the use of humour which shows that the writer may see the funny side of the experience</td>
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<tr>
<td></td>
<td><strong>Points of comparison</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Text One is positive/Text Two is negative</td>
<td></td>
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<tr>
<td></td>
<td>• Text One is more informative/Text Two is about his personal experience</td>
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<tr>
<td></td>
<td>• Text Two uses humour</td>
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</tr>
<tr>
<td></td>
<td>• both texts are informal</td>
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<tr>
<td></td>
<td>• both texts are about arriving in a city/town</td>
<td></td>
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<tr>
<td></td>
<td>• both texts describe what the writers saw</td>
<td></td>
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<tr>
<td></td>
<td>• both texts convey clearly the writers’ ideas and experiences. Reward all valid points.</td>
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<tr>
<td>Level</td>
<td>Mark</td>
<td>AO3</td>
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<tr>
<td>-----------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
<tr>
<td>Level 1</td>
<td>1–3</td>
<td>• The response does not compare the texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Description of writers’ ideas and perspectives, including theme,</td>
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<tr>
<td></td>
<td></td>
<td>language and/or structure.</td>
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<tr>
<td></td>
<td></td>
<td>• The use of references is limited.</td>
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<tr>
<td>Level 2</td>
<td>4–6</td>
<td>• The response considers obvious comparisons between the texts.</td>
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<tr>
<td></td>
<td></td>
<td>• Comment on writers’ ideas and perspectives, including theme,</td>
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<tr>
<td></td>
<td></td>
<td>language and/or structure.</td>
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<td></td>
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<td>• The selection of references is valid, but not developed.</td>
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<td><strong>NB: candidates who have considered only ONE text may still achieve</strong></td>
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<td><strong>a mark up to the top of Level 2</strong></td>
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<tr>
<td>Level 3</td>
<td>7–9</td>
<td>• The response considers a range of comparisons between the texts.</td>
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<tr>
<td></td>
<td></td>
<td>• Explanation of writers’ ideas and perspectives, including theme,</td>
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<tr>
<td></td>
<td></td>
<td>language and/or structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The selection of references is appropriate and relevant to the</td>
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<tr>
<td></td>
<td></td>
<td>points being made.</td>
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<tr>
<td>Level 4</td>
<td>10–12</td>
<td>• The response considers a wide range of comparisons between the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>texts.</td>
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<tr>
<td></td>
<td></td>
<td>• Exploration of writers’ ideas and perspectives, including theme,</td>
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<tr>
<td></td>
<td></td>
<td>language and/or structure are used across the texts.</td>
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<tr>
<td></td>
<td></td>
<td>• References are balanced across both texts and fully support the</td>
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<tr>
<td></td>
<td></td>
<td>points being made.</td>
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<tr>
<td>Level 5</td>
<td>13–15</td>
<td>• The response considers a varied and comprehensive range of</td>
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<tr>
<td></td>
<td></td>
<td>comparisons between the texts.</td>
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<tr>
<td></td>
<td></td>
<td>• Analysis of writers’ ideas and perspectives, including theme,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>language and/or structure are used across the texts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• References are balanced across both texts; they are discriminating</td>
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<tr>
<td></td>
<td></td>
<td>and fully support the points being made.</td>
</tr>
</tbody>
</table>
Both passages talk about experiences of travelling. Both are narratives told 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 shows 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 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.

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.

(Passage A and passage B are about trips: 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 a lot of fun and some nice experiences that wants to 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
Exemplar Question 7

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.
Exemplar Question 7

Student Response C

7 Compare how the writers of Text One and Text Two unravel their ideas and experiences.
Support your answer with examples from both texts.

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 the paragraph that in that paragraph he could speak about his first impressions on the way from the airport.

Additionally, the writer used similies 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 bustling 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 fed 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 rhythmic 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 here 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.

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.
Exemplar Question 7

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 develop and inform the audience and stresses educe.

In text two the writer gives an idea through its experiences with the use of first person writing. For example, "I didn't recognise anything" to following example provide on idea and situation at whom present 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.
Exemplar Question 8

**Section B**

**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.

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

<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>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.</td>
<td></td>
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<tr>
<td></td>
<td><strong>What might be seen or experienced:</strong></td>
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</tr>
<tr>
<td></td>
<td>• skyscrapers (in clouds)</td>
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</tr>
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<td></td>
<td>• long queues</td>
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<td></td>
<td>• the vehicles</td>
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<tr>
<td></td>
<td>• the beautiful views</td>
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<td></td>
<td>• the strange environment (29 floors up)</td>
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<td></td>
<td>• seeing things familiar from films/TV</td>
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<tr>
<td></td>
<td>• the noise</td>
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<td></td>
<td>• crowds</td>
<td></td>
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<td></td>
<td>• noisy children</td>
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<td></td>
<td>• ugly modernisation</td>
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<tr>
<td></td>
<td><strong>What might be enjoyable:</strong></td>
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<tr>
<td></td>
<td>• the sights</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the views from where you stay</td>
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</tr>
<tr>
<td></td>
<td>• seeing lots of things you recognise from films/TV</td>
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</tr>
<tr>
<td></td>
<td>• overhearing strangers’ conversations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• the amazing buildings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• seeing familiar places</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What might be disappointing:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• waiting at passport control</td>
<td></td>
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<tr>
<td></td>
<td>• most cars are the same as at home</td>
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<tr>
<td></td>
<td>• how noisy it is</td>
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<tr>
<td></td>
<td>• problems getting to the terminal</td>
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<tr>
<td></td>
<td>• how crowded the ferry is</td>
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<tr>
<td></td>
<td>• how unpleasant many buildings are</td>
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<td></td>
<td>• many towns are very similar</td>
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<td></td>
<td>Reward all valid points.</td>
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</tbody>
</table>

(30)
<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>AO1 Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 0</strong></td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| **Level 1** | 1–2 | • Selection and interpretation of the given bullet points is limited.  
• Includes a small number of points with some relevance.  
• Demonstrates a limited ability to locate and retrieve information and ideas. |
| **Level 2** | 3–4 | • Selection and interpretation of the given bullet points is valid, but not developed.  
• Gives some relevant points.  
• Brings in some relevant information and ideas. |
| **Level 3** | 5–6 | • Selection and interpretation of the given bullet points is appropriate and relevant to the points being made.  
• Offers a reasonable number of relevant points.  
• Shows secure appreciation of information and ideas. |
| **Level 4** | 7–8 | • Selection and interpretation of the given bullet points is appropriate, detailed and fully supports the points being made.  
• Offers a good number of relevant points.  
• Makes well-focused comments about information and ideas. |
| **Level 5** | 9–10 | • Selection and interpretation of the given bullet points is apt and is persuasive in clarifying the points being made.  
• Offers a wide range of relevant points.  
• Presents well-focused comments with perceptive references to information and ideas. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| **Level 1** | 1–2 | • Communication is at a basic level, and limited in clarity.  
• Little awareness is shown of the purpose of the writing and the intended reader.  
• Little awareness of form, tone and register. |
| **Level 2** | 3–4 | • Communicates in a broadly appropriate way.  
• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.  
• Straightforward use of form, tone and register. |
| **Level 3** | 5–7 | • Communicates clearly.  
• Generally shows clear sense of purpose and understanding of the expectations/requirements of the intended reader.  
• Appropriate use of form, tone and register. |
| **Level 4** | 8–10 | • Communicates successfully.  
• Shows a secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader.  
• Effective use of form, tone and register. |
| **Level 5** | 11–12 | • Communication is perceptive and subtle with discriminating use of a full vocabulary.  
• Task is sharply focused on purpose and the expectations/requirements of the intended reader.  
• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices. |
### Exemplar Question 8

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>AO5 Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No rewardable material.</td>
<td></td>
</tr>
</tbody>
</table>
| **Level 1** | 1–2 | - Some basic punctuation is used.  
- Grammatical structuring shows some control.  
- Spelling of common words is usually correct, though inconsistencies are present. |
| **Level 2** | 3–4 | - Control of punctuation is mostly secure.  
- Grammatical structures are mostly accurate and used to convey meanings.  
- Spelling of a range of words is mostly accurate. |
| **Level 3** | 5–6 | - Punctuation is accurate, with a range of marks used to enhance communication.  
- A range of grammatical structuring is used accurately and effectively.  
- Spelling is almost always accurate, with occasional slips. |
| **Level 4** | 7–8 | - 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.  
- Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning.  
- Spelling of a wide and ambitious vocabulary is consistently accurate. |
Dear John,

Ireland is a wonderful place. You did not choose Dublin as a holiday destination. You will not regret it one bit.

You needn’t worry about the scenery. The scenery is there, like a picture frame of lush green fields and woods. The beautiful landscape comes to life. The stone cliffsides and contrast of rolling green hills and green grass is an ideal setting for a walk or bike ride. This experience would be more than just a vacation for the sights and scenery Ireland has to offer. It would be a nice change of pace from the stress you endure.

take daily. A fitting experience for you would be to attend St. Patrick’s Day while you are there. The clean and uniform streets of Dublin become awash with colour. The city switches from its usual sombre glow to a festive one. Drinking, singing, and dancing dominate the cityscape. The parades with floats of leprechauns and other celebratory figures run throughout the streets. The people, who are normally quite reserved and friendly, become much more social. The friendly people, enjoying the day, go into a jovial frenzy, enjoying the day with the utmost socializing with strangers and trying every possible avenue to enjoy themselves.
Exemplar Question 8

Ireland does not get negative publicity for being a boring country, dank scenery, being out death city life and what not. It is true that the heart of the cool city itself is quite fancied but in all honesty the peaceful city center is a nice change of pace.


Yours sincerely,

Abraham Abraham

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.
Exemplar Question 8

Student Response B

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

From: Shaikh Jawad Bin Islam
483rd 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' 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 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 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.
Exemplar Question 8

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—suffering from jet lag. Chances are, if you’re able to adjust early on, you can enjoy the nightlife of your destination while still 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

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**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.
Dear Timran,

It's very good news 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 me but I was still standing firm at the top clenching the railings. The experience at New York was unique.

You can also visit the countryside 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 full bulging with enormous buildings stand like they have emerged from the ground, and people are walking down the footpath attending to their own busy life careless of what others think. It was disappointing to realize how fast life was here.

Chill! There are a lot, hundreds of things that you can enjoy. I can guarantee 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 those street coffees just tasted good. Put this in your ‘to do’ list! My recommendation. There are many malls and parks and other places to visit such as the museum museums and the cinema.

Don’t take taxis much, walk throughout the city. You will see many interesting things 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 for different purposes.

I’m sure you are going to love the city. The night life there is amazing! So colourful and vibrant. You can go to the bars too!
Exemplar Question 8

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 I'man, 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 ‘skyscrapers’) and punctuation (eg ‘its’, with the apostrophe omitted)
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 you are 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. Each and every place is neat and clean and if you fell any dust on the ground, you should be fined up to 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, amusement parks, cinema hall and many entertainment places.
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 their is very strict. If you overdrive car 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 thing. OK! It's 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 Heldair
Section C

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)

OR

10. Write a story (true or imaginary) entitled ‘The Beginning’.  

(Total for Question 10 = 30 marks)

OR

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

(Total for Question 11 = 30 marks)
<table>
<thead>
<tr>
<th>Question number</th>
<th>Indicative content</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>As no audience is specified, the examiner is assumed to be the audience. Candidates are free to agree or disagree with the statement and may present a variety of arguments. 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. Examiners should be open to a wide range of interpretation.</td>
<td>(30)</td>
</tr>
<tr>
<td>10</td>
<td>No indicative content can be specified, since candidates may choose to interpret the title as they wish. Candidates should be rewarded for such qualities as a sense of drama, vivid description, excitement or suspense. NB: Explicit reference to the title may not be mentioned until the end of the story. Examiners should be open to a wide range of interpretation.</td>
<td>(30)</td>
</tr>
<tr>
<td>11</td>
<td>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. Candidates should be rewarded for their powers to evoke a sense of place and atmosphere, using effective vocabulary. Examiners should be open to a wide range of interpretation.</td>
<td>(30)</td>
</tr>
<tr>
<td>Level</td>
<td>Mark</td>
<td>AO4 Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences</td>
</tr>
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<tr>
<td>0</td>
<td>No rewardable material.</td>
<td></td>
</tr>
</tbody>
</table>
| **Level 1** | 1–4 | • Communication is at a basic level, and limited in clarity.  
• Little awareness is shown of the purpose of the writing and the intended reader.  
• Little awareness of form, tone and register. |
| **Level 2** | 5–8 | • Communicates in a broadly appropriate way.  
• Shows some grasp of the purpose and of the expectations/requirements of the intended reader.  
• Straightforward use of form, tone and register. |
| **Level 3** | 9–12 | • Communicates clearly.  
• Generally shows clear sense of purpose and understanding of the expectations/requirements of the intended reader.  
• Appropriate use of form, tone and register. |
| **Level 4** | 13–16 | • Communicates successfully.  
• A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.  
• Effective use of form, tone and register. |
| **Level 5** | 17–20 | • Communication is perceptive and subtle with discriminating use of a full vocabulary.  
• Task is sharply focused on purpose and the expectations/requirements of the intended reader.  
• Sophisticated control of text structure, skilfully sustained paragraphing as appropriate and/or assured application of a range of cohesive devices. |
<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th><strong>AO5</strong> Write clearly, using a range of vocabulary and sentence structures, with accurate spelling, paragraphing, grammar and punctuation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>No rewardable material.</td>
</tr>
</tbody>
</table>
| **Level 1** | 1–2  | - Some basic punctuation is used.  
- Grammatical structuring shows some control.  
- Spelling of common words is usually correct, though inconsistencies are present. |
| **Level 2** | 3–4  | - Punctuation is sometimes correct.  
- Grammatical structuring of simple and some more complex sentences is generally correct.  
- Spelling of simple words and more complex words is generally correct. |
| **Level 3** | 5–6  | - Control of punctuation is mostly secure.  
- Grammatical structures are mostly accurate and used to convey meanings.  
- Spelling of a range of words is mostly accurate. |
| **Level 4** | 7–8  | - Punctuation is accurate, with a range of marks used to enhance communication.  
- A range of grammatical structuring is used accurately and effectively.  
- Spelling is almost always accurate, with occasional slips. |
| **Level 5** | 9–10 | - 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.  
- Grammatical structuring is ambitious and assured, with sophisticated control of expression and meaning.  
- Spelling of a wide and ambitious vocabulary is consistently accurate. |
Exemplar Question 9

Student Response A (Question 10)

10. "The Beginning"

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 to report the news as it unfolded. The news headline "The Beginning", all in uppercase, letters, remained prominently displayed on every news channel.

All the people were carrying banners of white with the words "We have removed him" written on them. It was hard to imagine that we were actually looking at the White House, where all the hate I had seen, it was several years before the Civil War started. Now, it looked the same, not only the vast number of people around surrounding it made it look more the scene from a movie than actual reality.

Suddenly, he emerged, being dragged by his luxurious suit, by two of the captains of the revolutionary. 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.
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 poor 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 Bump, you have here are under arrest for your crimes against the United States of America.’

Before he could finish, the officer yelled, ‘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 the kings! Not those murderers and rapists who were before!’

Saying this, he fell as 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 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 wall using every dust of coal, every sacred
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 strongly agree that travelling is way more better than arriving because it broadens our mind.

While travelling, we expose ourselves towards new cultures, 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 and which is quoted with ‘Do not judge a book by its cover?’

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 societies can also clear the misconceptions and judgements towards them. It stops ourselves being so culture shocked. History is always best when its travelling from one place to another. It stops us from assuming things.

We treasure the memories and are explore to gain vast knowledge. We acknowledge the 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 makes us more different than judging or assuming them. Thus, it stops being racism, discrimination etc.
Exemplar Question 9

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

_The shades_

The gentle breeze sways the coconut tree, and the leaves of the banyan murmur a tune announcing the arrival of spring in the lagoon. The motherly shade of the banyan, with its arms wide open, welcomes me, waiting to embrace me with its affections. The place where I had spent a part of my life which I will never forget, the place which has an unerasable impression on me, still 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, on one vacation, I had made plans with my friends to ‘Borge’ that we 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 serene. But among them all, it is the motherly shade of the banyan tree, where I find my infancy back. I find myself to be secured and my turmoiling and stirring mind gets a soothing serenity.
I still remember that one night, while returning home, I was next to some boys who were chasing me in hot pursuit. Maybe those were the boys who were 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. To answer climbed the banyan tree, 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 shade of the banyan. The whole neighborhood came in and searched for me everywhere, until my dad found me snoring under the banyan shade of the banyan. Followed by some instant 'wake up — slaps' and rebukes, I was taken home all the way by the ear.

The place was underneath this shade that my guitar strings, my flute, my pen got a tune, my poetry, my strength to write on. It was this place that where I read, reviewed and criticized Tagore, Nazrul, Shakespeare, and Keats. I considered it to be my 'undeclared private property.' One day, I saw a 'nerd-looking'
Exemplar Question 9

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.
The Beginning

The Roberts were in a miserable state. They had no money. Sometimes they ate once a day and sometimes nothing for two or 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.

Before, the Roberts owned a four-storied manor in the northwest with five acres of land. They used to own four lovely three cars and a compound so large that they could play golf there! They had a large company and they lived a luxurious life.

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 just a problem until the miner had a downfall. Mr. Robert suffered a loss, but still continued gambling until he was bankrupt.

The whole family had to suffer because of this. The company was in numerous debts, and 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.

One day, during breakfast, when Mr. Robert was having tea and stole bread, the postman came with a notice.
In the morning, one day, during the breakfast, when Mr. Robert was having tea and stale bread, a notice came letter arrived upp. When he opened the letter, the first few lines stated that it was a legal notice. So, thinking that the notice was 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 had passed and left her something for her, an inherited inheritance. The whole family was so happy!

Upon attending the funeral, the Roberts were disappointed. Mrs. Robert's great uncle had left a shelf of books, a set of furniture, and a wooden box for them. They were very disturbed by the event, and they left the place.

When they reached home, they started to put the shelf 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 a necklace, a necklace made of diamonds! Mrs. Robert recognised it as the necklace of her great aunt, and it was worth millions!

And so it was the beginning of a new life for the Roberts, the beginning of a life in which they realised their mistake and 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.