



# **Examiners' Report**

## **June 2024**

**Int GCSE English Language 4EA1 01**

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## Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions (Q) 01-07 of Paper 1 of the International GCSE English Language A, linear version.

The specification consists of three components:

Paper 1: Non-fiction texts and Transactional Writing – 60% (this examination)

Paper 2: Poetry and Prose Texts and Imaginative Writing – 40% (examination) OR

Paper 3: Poetry and Prose Texts and Imaginative Writing – 40% (coursework)

There is also an optional Spoken Language Endorsement (non-examination assessment).

Non-fiction Texts and Transactional Writing is assessed through an examination lasting 2 hours and 15 minutes, with a total of 90 marks. The paper is organised into two sections each worth 45 marks.

### Section A: Non-fiction

This section is worth a total of 45 marks, tests reading skills and is based on an unseen passage (Q01-Q03) and a text from the International GCSE English Anthology (Q04), with a total word count of approximately 2000 words. Q05 asks candidates to compare the two texts. In this series, the unseen extract was adapted from *Tin Bath Tournament* by Ben Fogle, in which he describes taking part in the World Tin Bath Championships in the Isle of Man. The Anthology text was the extract from *A Game of Polo with a Headless Goat* by Emma Levine, in which she gives an account of a donkey race that she observed in Karachi, Pakistan.

The texts worked extremely well together; examiners noted that candidates responded with interest and engagement and one examiner reported that 'the unseen text was very accessible and allowed candidates of all abilities to respond to it.'

Candidates are advised to spend about 1 hour and 30 minutes on this section.

### Section B: Transactional Writing

This section, also worth a total of 45 marks, offers candidates a choice of two transactional writing tasks. A particular form will always be specified and for this series the two tasks were to write a review of a memorable event (Q06) or to write the text for a speech giving views on the statement that 'Too much emphasis is, perhaps, placed on the idea of winning. It can be just as important to take part and try hard.'(Q07)

The Assessment Objectives (AO) for this paper are:

AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (Q01, Q02, Q03)

AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects (Q04)

AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed (Q05)

## Section B: Writing

AO4: Communicate effectively and imaginatively. Adapting form, tone and register of writing for specific purposes and audiences (Q06 or Q07)

AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation (Q06 or Q07)

This is an untiered specification and the choice of texts and questions set are such that all candidates are able to access the paper and to show their abilities in reading and writing. The vast majority of candidates sitting the paper in this series responded very positively to all questions.

It was clear that candidates were all able to show some understanding of the ideas in the unseen text, which examiners felt offered candidates at all levels the opportunity to write about a range of connections. One examiner noted that 'I got the impression that many connected with and enjoyed the Ben Fogle extract.'

Candidates had been prepared well and all had, at varying levels, acquired and developed the skills of interpretation and analysis. Many examiners felt that the standard of writing across both Q06 and Q07 was often very high, with many Level 4 and Level 5 quality responses.

## Question 1

This question, which tests the skills of selection and retrieval, is intended to serve as a straightforward way into the paper and build confidence on the part of the candidates. There are five possible answers and almost all of the candidates were able to gain the two marks available. Most candidates seemed to focus efficiently on the key words, which answered the question directly with 'sun', 'clouds' and 'brisk breeze' tending to be the most popular choices. A few gave quotations that were overly long, showing less selection.

The important advice for this question is to look at the line references given and to select single words or short phrases from the passage, not to attempt to use own words and not to spend time giving comment or explanation, which cannot be rewarded here.

On the few occasions where both marks were not achieved, this was usually because the candidate had not looked at the correct lines and gave words and phrases from line 1. Examiners noted that 'a palette of greys' from line 1 was sometimes selected. A few responses selected adjectives from the lines such as 'illuminating' or 'sparkling' but these were describing the effects of the weather, rather than the weather itself.

If the given lines were simply copied out in full, then no marks could be awarded because no skills of selection had been demonstrated.

There was a "brisk breeze."

There had been a "recent downpour."



**ResultsPlus**  
Examiner Comments

The candidate has selected two correct quotations and so gains both marks.

Total: 2 marks



There is no need to write in complete sentences when answering this question. The quotations on their own would have been sufficient for the marks.

'The sky was a palette of grays'

~~When~~ 'The sun burst through a small gap in the clouds'



The quotation on the first line is incorrect because, although it describes the weather, it does not come from the appropriate part of the text.

The second quotation includes two valid points and so two marks could be awarded.

Total: 2 marks



Underline the line references for the question, to ensure that the chosen quotations come from the correct part of the extract.

Brisk breeze

Sparkling



A mark is gained for the first quotation. However, 'sparkling' describes the effect of the rain on the cobblestones and does not describe the weather.

Total: 1 mark



Ensure you read the whole question carefully.

brisk breeze

grey-and-white



Two correct quotations have been selected. 'Grey-and-white' on its own is sufficient.

Total: 2 marks

breeze

downpour



**ResultsPlus**  
Examiner Comments

This response demonstrates that single words may be sufficient to gain marks. Two appropriate words have been selected and both marks awarded.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Sometimes a phrase may be needed to make a point but it is worth noting that single words, judiciously selected, may be enough.

## Question 2

This question moves on from Q01 by directing candidates towards a larger section of the text. Nearly all candidates achieved the full four marks for this question, which requires them to select and interpret information.

For this examination the question asked candidates to look at lines 41-51 and describe what happens. Examiners noted that the majority of candidates were able to select the relevant information and 'most made a commendable effort to use own words and were awarded four marks'. Examiners noted a range of different approaches to answering the question: some used bullet points to distinguish between points; some wrote brief, straight-to-the-point responses and others wrote much longer responses that covered many more points than were needed. There was still a number of candidates who used the same approach as for Q03 and included supporting quotations, which are not required for this question. Most did not adopt an AO2 approach (as has happened in past series) but those who did so were generally able to gain four marks.

There was a good range of possible points that could be made; the points that appeared most frequently were about Fogle beginning well but soon getting into trouble and his attempts to put things right again. In addition to the points on the mark scheme, candidates might make their own valid points, which would also be rewarded.

It was clear that candidates had almost all clearly understood the events taking place. Where candidates did not score full marks, it tended to be because they did not follow the instruction '**In your own words**' and too much of their response was lifted from the text. Others lost marks because they repeated points or because they referred to the wrong part of the text.

Examiners reported that, as always, the most successful approach employed by candidates was to make at least four clear discrete points. If these are set out separately then it can help both the candidate and the examiner to see at a glance how many points have been made. It is important to remember that the question asks candidates to 'describe' and therefore, although it is not necessary to write at length, it is not acceptable to simply list very brief points. The response must be written in **full and complete sentences** that clearly demonstrate understanding and secure interpretation. It is important that the given lines are read closely and carefully.

- He was joint first in a race but ~~he started to~~ <sup>something happened</sup> ~~slow down~~ to his boat making him slow down.
- Water started flooding into his boat until the vessel was half full.
- He fell backwards out of his boat into the water.
- He was trying to grab his boat preventing it from submerging.



**ResultsPlus**  
Examiner Comments

The candidate has set out their points clearly. All are valid and, in fact, five points from the mark scheme (bps 1, 2, 4, 8, 13) have been made, earning this response maximum marks.

Total: 4 marks



**ResultsPlus**  
Examiner Tip

Set your points out on separate lines.

This can:

- can help you to check your answer
- direct the examiner to the different points that you have made

In lines 41-51, the oceans tide takes away Ben's strength, leading to him stumbling into the seas arms. He is then left stranded out in the centre of Peel Harbour.



This is a very brief response in which the candidate has made a real effort to use their own words.

The statement that the sea 'takes away Ben's strength' is awarded as an own point and credit is also given for bp11. The final point is inaccurate, because Ben Fogle is not actually 'stranded'.

Total: 2 marks



Check that you have made the correct number of points and that all relate to what happens within the given lines for the question.

The writer was doing extremely well and was right next to ~~some~~ ~~one~~ of the most skilled competitor there, however he started to ~~slow~~ ~~the~~ ~~pace~~ decrease in speed as he noticed that he was unintentionally filling his vessel with water from the sea. This causes him and his vessel to gain more mass and start sinking until the very brim of it is in line with the surface of the sea - although he tries to adjust his position to even out his weight, this is not helpful and, in fact, makes the situation ~~so~~ worse. The vessel fills with water and the writer feels this on the lower areas of his body. He attempts to save himself and get out of the situation ~~however~~ but, despite his attempts, the vessel slips over and into the sea (with him inside). Now the salty water from the sea is in the writer's nose as he is submerged, and he hears the crowd laughing at him whilst still trying to keep his vessel afloat.

(Total for Question 2 = 4 marks)



This is a very full response and the candidate has covered many of the points in the mark scheme (bp 1, 2, 4, 6, 7, 9, 10, 11, 12, 13). Full marks are earned.

Total: 4 marks



Time management is a very important exam skill; be careful that you do not spend too long on this question, making far more points than are needed to gain four marks.

### Question 3

This is the final AO1 question; it is worth 5 marks and, like Q02, requires candidates to show their understanding of the text by selecting and interpreting ideas and information. For this examination, they were asked to look again at lines 64-74 and explain the writer's thoughts and feelings.

In Q03, candidates are told that they 'may support' their points 'with **brief** quotations' and the vast majority did so, to good effect. Examiners noted that the question 'had a high success rate' with many candidates scoring full marks, having been taught to select quotations carefully and explain the content, rather than the language.

Successful candidates often worked methodically through the set section of the text identifying key points; there were very few who looked at information that was not in the relevant lines. Many candidates adopted the very useful approach of making five clear points. Sometimes these were set out separately on the page, written in full and complete sentences and supported by relevant brief quotations. One examiner noted that those candidates who put their points on separate lines 'were well-advised to do so as they seemed to be clearer about the expectations of the question'.

Examiners were concerned that some candidates invested too much time on this question, writing detailed accounts of Fogle's feelings and how awful his childhood must have been. Whilst it was rewarding to see how inspired and engaged they had been by the extract, it is essential that they allow sufficient time for the more challenging higher-tariff questions that come later in the paper.

Quite a large number of candidates used the word 'nostalgia' to refer to Fogle's memories of childhood, although in this instance his memories were not fond ones, but rather traumatic. However, his embarrassment and subsequent feelings of humiliation were well-understood by nearly all candidates, as was the fact that he felt unwell at the end.

Some candidates relied on integrated quotations to make a point but explanations are needed to act as evidence of understanding and quotations should be used to support these points. For example 'Ben Fogle feels 'like a child again, paddling alone'' simply uses the quotation to try to make the point. However, 'We know that Ben Fogle's experience of coming last in the race brings back childhood memories of isolation as he says 'I was a child again, paddling alone' offers some interpretation and shows understanding. Where some candidates did not achieve full marks it was because they repeated a point (such as just stating that Ben Fogle is embarrassed) or simply rephrased it slightly.

A few candidates expected long quotations with no comment to act as evidence of their own understanding, but answers including overlong quotations very rarely gained full marks. A few other candidates lost marks because they commented on actions such as that he came last or that he fainted rather than thoughts or feelings

In summary, as in previous series', the best answers used a good balance of short quotation and some interpretation, paid attention to how many marks the question was worth and made five clear and discrete points, often set out separately which, as with Q02, can be useful both to candidate and examiner.

fogle thinks his stubbornness is beneficial.  
'Stubbornness is a powerful trait. It has served me well.'

fogle felt like he was a young boy. 'I was a child again.'

fogle was ashamed of himself. 'humiliated and defeated'

fogle felt sick after the race. 'A wave of nausea overwhelmed me.'

fogle felt there was a problem. 'But something was wrong.'



In this response, points are set out clearly and separately.

The first four points are valid, supported by appropriate quotations and cover bps 5, 6, 8, and 9. The final point, however, comes from line 61 and so is outside of the given line references; this answer therefore achieves four marks.

Total: 4 marks



Check that all of your points come from the line references given for the question.

The writer's thoughts becomes quite negative as he loses hope. ~~The word~~ "helplessly" "My constant failure to achieve anything." Fogle does not encourage himself but begins to degrade his actions and can only think of his failures as he disregards his successes. ~~Then~~ Since he had failed, he felt nervous and embarrassed, ~~at~~ "my cheeks were flushed" but his determination which he described as "Stubbornness" is a powerful trait". Here he builds his confidence as he now feels determined to get to the finishing line. The writer ~~remi~~ connects his loneliness at ~~se~~ sea to his childhood. "I was a child again, padding alone" which is a sad thought as he was the last unfinished competitor. The feeling of crossing the finishing line can be joyous but the writer feels "humiliated and defeated" as he was the ~~last~~ last one and the only one that had endured through immense struggles. The writer feels quite seasick and disorientated as his lack of energy when "I dragged my tin bath" and "staggered forwards". At this point, Fogle feels quite ill and his ~~phys~~ poor physical state caused him to "~~at~~ passed out" which shows the strain and pressure the writer had.



This is a very full response that makes many points (bps 2, 4, 5, 6, 8, 9, 10) and so gains maximum marks.

Total: 5 marks



This is a good and detailed answer but it provides more than is needed for full marks. It is not necessary to fill the page to gain five marks.

Ben gives us a small insight into what his childhood was like. In line 64 he says 'It is moments like this that plunge me helplessly back into my childhood and my constant failure to achieve anything.' This shows how Ben feels like he can't achieve anything, even if he tries.



**ResultsPlus**  
Examiner Comments

This response only makes reference to the first sentence of the extract but does manage to make two rewardable points relating to the quotation, that:

- Fogle is reflecting on his childhood
- he feels that he cannot achieve anything

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Re-read all of the given lines and aim to make five points.

Ben Fogle feels humiliated at ~~5~~ having capsized again, as seen in this line, 'My cheeks were flushed...'

Fogle feels obstinate, <sup>about getting to the end of the race</sup> '... as once again I clambered abroad...'

Fogle feels weakened, <sup>towards the end of the race</sup> '... only a few hundred meters ~~left~~ but it felt like an ocean.'

Fogle feels bitter about himself losing in the race, ~~he~~ timped '... the last over the line. Humiliated and defeated.'

Fogle feels mocked by the spectators, 'I dragged... to more laughter from the crowd.'



**ResultsPlus**  
Examiner Comments

Five points have been set out clearly in this answer and all are rewardable including bps 4, 3, 7, and 8 and the final own point. The candidate makes a clear statement and supports each one with an apt quotation.



**ResultsPlus**  
Examiner Tip

The approach used by this candidate is a good one to emulate.

## Question 4

This question is on Text Two, the Anthology text, and is assessed for **AO2**: Understand and analyse how writers use linguistic and structural devices to achieve their effects. It is therefore a more challenging and discriminatory question and is worth 12 marks divided over five levels.

In this examination, candidates were asked how the writer, Emma Levine, uses language and structure in the extract from *A Game of Polo with a Headless Goat* to interest and engage the reader.

This piece contains a very wide range of features of language and structure as exemplified in the mark scheme, but examiners were advised that these are just examples of possible points that could be made. Any valid points that candidates made that were securely rooted in the text would be rewarded. There does not need to be an equal number of points on language and structure, but both should be addressed as, indeed, they were, by nearly all candidates. It was evident that most candidates had been well-taught, with one examiner noting that ‘the thoroughness with which Q04 was often completed is a credit to the centres’ meticulous preparation’.

Whilst most candidates had a sound knowledge of the text, there were some who spent too long commenting on the title. They did not seem to realise that it is the title of a collection of accounts of unique sports that Levine sought out on her travels through Asia and does not relate directly to the events in the Anthology extract.

Some candidates examined the writer’s westernised viewpoint as revealed through the use of the term ‘Wacky Races’ and the reference to ‘Formula One without rules’ and felt that her tone might now be considered as condescending at times. Most, however, acknowledged that Levine does not intend her observations to be interpreted as negative but rather to reveal her fascination with what she saw.

Clearly, Levine is giving an outsider’s viewpoint. Centres need to guide candidates away from expressing judgements or opinions of the events described using pejorative language that might suggest some cultural insensitivity. An example of where a candidate dealt with Levine’s perspective well when analysing the commonly-selected phrase ‘Formula One without rules’ is given here:

*“Formula One’ denotes wealth, professionalism and something technologically advanced. It is clear to the reader that this donkey race is none of these things, which is why Levine juxtaposes the declarative by writing ‘without rules’. This engages the reader as the danger of the event becomes clear to them. Perhaps Levine crafts this metaphor in order to show how incomparable the event is as nothing in Western society is truly similar.’*

Examiners commented that the majority of responses offered at the least some understanding of the text. At the lower levels, candidates either identified features of language (and sometimes structure) but offered little explanation of their effect eg 'the writer used a metaphor which is interesting' or described and made general comments such as 'this makes the reader want to read on'. At this level, responses often lacked focus on the question, provided a narrative summary or dealt with only a limited part of the text.

Mid-level candidates tended to work through the text, made a sound range of points and selected apt textual references for support. However, often they did not move on to analyse closely the impact or connotations of individual words and phrases, or fully consider the effect of the structural features. Where sound points about language were made, they often covered the hyperbolic use of 'eternity', the onomatopoeia in the list of sounds and the writer's use of the colloquial term 'lads'.

Relevant points were made about structure including the use of *In medias res*, the build-up of anticipation, anticlimactic events, sudden changes, short sentences and repetition. Candidates who attempted to write about paragraph lengths sometimes did not move beyond making generic statements.

The most successful responses dealt with the whole passage and produced nuanced accounts, selecting their textual references judiciously from throughout the text. One examiner wrote that 'this extract inspired some sophisticated analysis'. To achieve the higher levels, candidates need to ensure that they develop and explore their points in detail rather than trying to make as many points as possible.

Often, at this level, candidates were able to analyse closely the connotations and impact of particular words and phrases and offer alternative interpretations, rather than stating a point as if it were an absolute fact. These candidates were precise and discriminating in their use of quotations, linking different parts of the text. The best responses demonstrated a sensitive and perceptive understanding, dealt with a good range of ideas from throughout the text and interwove their discussion of language and structure, seeing the two as working symbiotically to convey meaning.

There were still some candidates who spent too long on unnecessary introductions and conclusions that simply repeat the points already made; the focus should be on making a range of relevant points, not reiterating those already covered. Examiners noted that, again, a number of candidates used extra sheets of paper to complete their answer to this question; this should not be necessary and candidates who write at great length here may risk running out of time for the higher tariff questions.

In the text the writer uses dialogue ~~as it~~ ~~as it~~ as it says "oh yes, that's no problem." and slight humour more towards the end of the text. The writer uses sensory imagery in lines 20-21 to describe the noise 'horns tooting, bells ringing, and the special rattles used just for this purpose (like maracas)', this draws the readers attention as they imagine the sounds. At the end of the text it says "But i don't even have my licence yet because I'm underage!" which is humorous but also ironic as throughout the extract we can see he was a reckless driver.



The candidate shows some understanding of a number of examples of the use of language and structure (dialogue, humour, sensory imagery) and supports with valid references, but is unable to offer more than comment.

The point about irony in the final sentence shows the candidate trying to develop ideas more fully and begins to move towards explanation; this response is an example of secure Level 2 quality.

Level 2

Total: 4 marks



Try to explain exactly what your selected quotations relate to in the passage and aim to make a few more points.

Emma Levine uses humor to engage her readers. When she watches the donkey race, she describes it as "wacky Races" this shows she finds the donkey race very amusing. Emma also shows how exciting the race is by "suddenly fired up with enthusiasm" reinforcing the excitement of the race. This would engage the reader and keep them reading to find out what happens in the race.

Emma also describes the danger to the reader "This was guaranteed one with no rules!" This explains the danger all the donkey jockies were in, and this would further increase the tension for the reader. Knowing an accident ~~you~~ could possibly happen in this dangerous race.

Emma also mentions some of the sound in the text which would immerse the reader and make them feel more apart of the

starg. The noise Emma described was "horns tooting, bells ringing, and the special rattles". This makes the race sound even more wacky and the race seems more cartoonish.

As the race continues Emma goes on to mention the skill of her young driver Yagrob who is very skilled even though he is young. How Yagrob has "nerve of steel" Emma says this to show her reader that Yagrob is more than just a skilled driver.

Emma near the end of the text describes what went down after the race as the officials and the jockies did not know who had clearly won the race this would create more tension for the reader and cause distress.

Emma finishes the text off with some humor as Yagrob had found it fun driving but "I don't even have my licence yet because I'm underage". This leaves the text on a positive note.



The candidate makes a range of appropriate points about the use of 'humour', 'danger' 'sound' and offers some clear understanding.

Occasionally, the explanation is not really focused on the use of language or structure and there are some narrative elements. The points, although supported by relevant references, are not really developed. This response sits firmly in the middle of Level 3.

Level 3

Total: 6 marks



It is good practice to make points relating to the beginning, middle and end of the text as this response does, but aim to develop ideas fully.

In the beginning of the extract, the writer describes the scenery of the donkey race, and stated that 'the lads remained confident'. This suggests that they are sure that they will see the donkeys, unlike the writer, Emma, who was losing faith. This is significant because the boys earlier on were known to never have had interest in this sport, and the verb 'remained' gives the reader a hint that the race is approaching, hooking them in.

Later on in the extract after the race has started, the writer uses the technique of listing <sup>and sensory language</sup> in lines 21 to 24 to emphasise ~~the~~ what she experiences at that exact moment. As seen, the 'noise of the approaching vehicles grew; horns tooting, bells ringing'. The use of the asyndetic listing, listing without conjunctions, combined with sensory language to describe the 'ringing' and 'tooting' overwhelms the reader with multiple senses to take in and imagine. Emma Levine has deliberately chosen to put semicolons before the listings of senses to create a short pause, preparing the reader with many interesting descriptions to picture in their head. This

engages the reader to the plot, and forces them to read along to picture the image of the scenario the writer is currently in.

We see later on that Levine describes the driving and the whole crowded situation to be 'survival of the fittest'. This suggests that there is a sense of danger and potential threats to this kind of activity, engaging the reader by making them wonder if everything ends well. The significance of the reader calling it 'survival of the fittest' instead of just saying 'there were lots of danger' is that ~~at~~ the majority of people may associate survival of the fittest with animals in the wild hunting and competing for food, which mirrors the situation Levine is in where they are all competing for a spot in the vehicles. As the dangers are not directly listed but are rather implied between the descriptions, it interests the reader as they will hopefully be able to picture the potential threats of reckless driving.

In this same paragraph, Yaqoub, one of the drivers in this donkey race, was described to have his 'language ~~more~~ growing more colourful' as vehicles tried to cut in front. This implies that the donkey race is very fast paced and is filled with aggression, even with the phrase 'growing more colourful' not directly stating what's happening. The use of the metaphor in the phrase, and by comparing

his language to be growing colours demonstrates that the writer is seeing his vocabulary expand 'in colours' due to the tension in this race of people cutting in front. Similarly, this creates imagery of aggression in the readers mind, allowing them to know what it's like to participate in the race.



The candidate shows a clear, and, at times, thorough, understanding and makes a number of relevant points about the use and effect of listing, sensory language and the use of a semi-colon.

It is clear that the idiom 'colourful language' has not been understood, but there is some exploration of the implications of 'survival of the fittest'.

This response meets all of the Level 3 criteria and there is some exploration which lifts it into Level 4.

Level 4

Total: 8 marks



The ending of the extract is quite significant but has not been covered here; try to include the most important parts of the whole text in your answer.

In a ~~game~~ 'A Game of Polo with a Headless Goat', this extract by Levine uses language and structure to create a tense situation.

The extract starts in media res - with no formal introduction, just starting with 'We bore off to find the best viewing spots'. This could reflect the lack of order the race would have. This is further emphasised in the direct speech: 'Oh yes, that's no problem.' - as it could serve as a dramatic irony as this confidence will later be contrasted with the chaos of the race. Levine is also indicated to be quite unaware of the events - with the use of the metaphor 'Wacky Races'. This comparison with a western media reflects how she's in unfamiliar terrain & territory in Pakistan - making the passage more exciting.

The passage also seems to be quite entertaining. The use of the word 'lads' repeatedly introduces a colloquial tone. This allows the readers to associate with the writer and her friends. There is also a the humorous

description of 'a villager on a wobbly bicycle' which serves as a comedic break to the building tensions. These both reflect the humorous attitude of the text, which makes it more engaging for the reader.

The final build up to the race develops tension in a manner to maintain the reader's engagement. The description of the vehicles 'roaring' suggests a near violent nature - which would reflect the intensity of the race. The 'revving up of the engine' finally signifies motion from the writer which excites the reader further.

The passage uses large amounts of aural imagery to convey to the reader the chaotic nature. The tricolon of 'horns tooting, bells ringing and the special rattles' suggests an overwhelming and claustrophobic nature of the sound. This is further exemplified by the fact that 'all cheered and shouted'. It demonstrates how the chaotic nature is embodied by all readers in the race. These all create a sense of tension.

Yaqoob is revealed to be extremely skillful in his motions. The verb 'swerve' has the implications of purposeful control which contrasts with the chaos previously seen. The phrase 'survival

of the fittest' with implications of a metaphorical death indicates these skills are a necessity. This is further demonstrated by the tricolon of 'a sharp flick ...; quick reflexes ...; and an effective horn'. These all indicate a level of preparedness - and the listing reflecting on the level of perfection needed to survive - creates a tense situation making the situation more engaging.

The anticlimactic ending also makes the extract intriguing. The short sentence 'the race was over' results in a complete change in expectations for the reader. These expectations are subverted with the short sentence 'And then the trouble ~~is~~ began'. This immediately re-ignites the tension, suggesting the events are not over. The quick listing of clauses in 'Voices were raised, fists were out and tempers rising' - supports this, as its speed reveals a volatile nature of the situation - raising the tension and hence the reader's interest.

The ending reveals further to us as the fact that Yaqoob is 'underage' ~~is~~ demonstrates further the lawless nature of the race. There is also a juxtaposition between the boys - who 'Both found this hilarious' - and Levine, who viewed it as narrowly avoiding danger. Ending with that final idea, creating a striking finish and an interesting end for the reader.



This response contains a wide range of interesting points.

The candidate is discriminating in their selection of references and offers analysis of a range of language and structural features. These include the fact that the extract opens *In media res*, the use of tone and humour, a close focus on, and analysis of, the use of 'roaring', aural imagery, the implications of the verb 'swerve' and the ending of the extract.

There is perceptive, detailed analysis and this response fulfils all of the Level 5 criteria.

Level 5

Total: 12 marks



Writing down how much time should be spent on a particular question can be useful in assisting time management.

## Question 5

This question provides the only assessment in the specification of **AO3**: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

This question is the most demanding of those in Section A and, with 22 marks distributed between five levels, carries almost half of the total marks available for reading. It is extremely important that candidates allow sufficient time for a developed response. Perhaps because of time constraints, there were a few candidates who did not attempt the question or who wrote very brief responses and thereby missed the opportunity to gain a significant number of marks. Careful time-management is crucial for success in this examination. Candidates should factor in time to plan with care the points that they wish to make, in order to ensure that they have a wide and balanced range.

Examiners recognise the challenge of the question but feedback from examiners showed that the unseen passage worked extremely well with the Anthology text and gave candidates at all levels the opportunity to identify a range of comparisons. One examiner reported that there was 'some very impressive comparison on show, with some candidates able to illustrate a remarkably wide range of thoughtful ideas, supported by balanced quotation from each text, and really impressive analysis of both the unseen and seen texts'.

Examiners reported that there was sometimes a tendency to list points of comparison rather than explain/explore. This might stem from taking words like 'varied' or 'comprehensive' in the mark scheme to mean 'lots' rather than 'of various kinds'. Some candidates made a brief plan, which often contributed to a more thoughtful, exploratory approach, based on key elements of similarity or difference rather than an explanatory, chronological approach to the texts.

At the lower end, candidates tended to focus on obvious links between the texts such as both being about races, one being a race in the water whilst the other was on land, both being first-person accounts. Often these answers gave a point, perhaps supported by a quotation but with no development, quickly moving on to making another point.

Some candidates at this level retold the events of each text, sometimes with greater emphasis on one text, rather than focusing on comparison or examining the perspectives and experiences of the narrators. Yet others wrote about one text at some length before moving on to the next, without really drawing any links between the two. Some candidates wrote about two completely different elements of the texts, where no useful comparison could be drawn.

The more successful responses focused almost immediately on comparing specific details of the extracts and looked at the writers' perspectives as well as their ideas. Many candidates identified the essential differences between Fogle as a participant and Levine as an adventurous observer, with some pointing out that she did become a participant in the second race of those following the donkey race.

Examiners noted that a good proportion of candidates wrote about Fogle's use of pathetic fallacy at the start, linked this to his mood and a sense of foreboding and used it as a point of contrast to Levine's scene-setting. Good contrasts were drawn between preparation for the races and their outcomes. Examiners reported that candidates seemed to enjoy and engage with Text One, often exploring it in some depth. However, they must be careful not to spend too long on one text and risk losing the element of balance between the two, that is required for higher-level marks.

At the top level, responses included perceptive analysis of settings/atmosphere, language, structure, purpose and tone and explored the nuances and subtleties of the extracts. There was often astute analysis of the contrast between Fogle's self-deprecation and his negative and emotional experience, with Levine's lively and enthusiastic recount.

Candidates also made perceptive points about the use of juxtaposition in each text in terms of creating tension, the use of sound to intensify atmosphere and the idea that both narrators felt like outsiders. Good points about the nature of the crowds and their impact on proceedings worked well. In the response below the candidate looked skilfully at the effect of the two writers' use of language in depicting the crowd at their event:

*'Both writers describe the crowds as somewhat hostile. In Text One, Fogle uses the zoomorphism 'roar of the crowd' to make them seem cold and brutal and suggests they have reverted back to harsh, primal instincts. Similar to this, in Text Two, Levine uses a semantic field of danger with 'volatile', 'swallowed' and 'nasty' demonstrating the hostility of the people.'*

Overall, the range of comparisons, depth of comment on both ideas and perspectives and the use of appropriate references were all discriminators at this level and one examiner noted that 'there has been some beautiful exploration of language and comparison that is quite astounding for a student to produce in such a limited time'.

There are different ways to approach this question, but examiners noted that the most successful responses made each point a valid and appropriate comparison with supporting references from both extracts; this led to the balance required for marks within Levels 4 and 5. Where candidates dealt with one passage at length before moving on to the second, they often did not make many actual points of comparison.

Feedback from examiners suggested that use of references can still be variable. Some candidates used references within an almost entirely narrative response and offered no real comment, others selected relevant quotations but then did little more than paraphrase them, rather than offering any further explanation or expansion. More successful responses were able to select pertinent words/phrases within the lines being discussed, embed them effectively within their own sentences and, if looking at language features, offer some astute analysis and make pertinent links between the texts.

It is important to remember, though, that language and structure are only two of the possible elements that can be considered. Some candidates became side-tracked into exploring these features of each text separately, at the expense of drawing out comparisons. Where candidates focus on the writers' use of language and structure, the most successful responses effectively link these elements to the ideas and perspectives.

Differences	similarities
accomplish something text 1: did it for himself	both end up feeling
text 2: did it to see a donkey race.	embarrassed
text 1: he was happy then turned sad	
text 2: was feeling shy then happy	

In text 1 the writer had ~~started to~~ used stubbornness to help him by failing repeatedly but still wanting to carry on. "my constant failure to achieve anything" this shows that even though he may not be the greatest greatest at that sport he will continue even throughout failing and he shows that through the text. Moreover text 2 does not show the amount of failure or regret as text 1 fail as much as text 1 but they fail a lot worse than all of Ben's fogles attempt, this is shown by the quote "there was a new pile-up... the cart tumbled" this makes the reader want to read on, to and has engaged the reader.

Both text end up feeling embarrassed this is shown by the quote "chanting of the crowd, My cheeks were flushed with embarrassment as i dambled about the tiny ~~bat~~ bath" this shows that he how many times he had had to try again the crowds chanting and laughter was making him embarrassed, in text 2 it says "Nearly one hour later i was beginning to feel rather silly" this shows that they both was feeling judged as they had both accomplished

*nothing even though they are both greatly skilled.*



**ResultsPlus**  
Examiner Comments

The response begins with a useful-looking plan but the candidate does not cover all points in their answer.

The candidate looks at how Fogle uses his own stubbornness and tries to develop this a little, but the point about failure is not quite clear.

A better comparison is drawn between Fogle feeling 'flushed with embarrassment' and Levine '[feeling] rather silly'.

This is a brief response that has attempted to compare texts. It is more secure on Text 1 than Text 2 (the Anthology text). A mark in the lower part of Level 2 is appropriate.

Level 2

Total: 6 marks



**ResultsPlus**  
Examiner Tip

A brief plan can be very helpful but take time to revisit it.

Tick off the points that you have made, to ensure you have not missed anything important in your answer.

'In Bath tournament' presents his experience as disappointing and humiliating. This is further demonstrated through his feelings throughout the text. Ben Fogle discusses his pre race nerves a lot 'Nervously, I made my way to the water's edge' this shows the audience that it means a lot to him. Fogle tried to keep his focus and keep his eyes on the main goal. 'All focus is on winning at all costs'. Throughout the text we start to notice that disasters are happening and his nerves are taking over him. 'Before I knew it, I began to fumble backwards', this demonstrates to the audience that his experience could be very different to how he imagined. Fogle talks about his feeling of loneliness throughout the race and he talks about ~~the~~ having this feeling as a child. 'Moments like this plunge me helplessly back to my childhood'. This makes the audience feel helpless and guilty. At the end of the text Fogle discusses the pure humiliation he felt during that race. 'My cheeks were flushed with embarrassment'.

~~Whereas in~~

Whereas in 'A game of polo with a headless goat' the writer presents her experience as exciting and an opportunity to see things she's never seen before. This attitude is shown all the way through the text. At the beginning Emma sets a very enthusiastic and energetic tone. 'The two lads who had never been interested in this Karachi sport were suddenly fired up with enthusiasm'. This creates a very exciting tone and it starts her experience off in a joyful way. Emma felt as though she was perhaps starting to lose hope but just as she felt like this she saw two approaching donkey carts. 'Just as I was assuming that the race had been cancelled we spotted two approaching donkey carts'. This demonstrates to the reader that Emma wants to experience this. Throughout the text Emma sets the scene of what the atmosphere is like and the culture. 'The noise of the approaching vehicles grew; horns tooting, bells ringing, and the special rattle used for this purpose'. The strong imagery here helps the reader visualize what it's like and it makes the reader feel like they're there with Emma. At the end of the text Emma talks about the violent scene. 'And then the trouble began' the tension build up here shows that

emma isn't used to this type of behaviour.  
emma's experience remains positive and hope-  
ful the whole way through. They both found this  
hilarious, but i was glad he hadn't told me  
before'. This shows that she is just grateful  
to have been able to have this experience.



This response looks at all of Text 1 followed by all of Text 2.

Reading through, it is up to the examiner to draw out some implicit points of comparison which cover the start of each text, what happens 'throughout the text', effect on the reader and the end.

For Text 1 valid points are made about Fogle's perspective: he feels disappointed and humiliated, the race is important to him, he is overcome with nerves and the race turns out differently from how he expected.

Relevant references are used and the response makes points across the whole text. Quotations substantiate points throughout.

In Text 2, the candidate makes a range of points about Levine's perspective: she is excited and interested to see something new, has an energetic tone, then later starts to lose hope.

Attempts to link points to the possible impact on the reader are quite generic, but again, the whole text is covered and there are quotations throughout.

The lack of explicit and clear comparisons keeps this response at the lower end of Level 3.

Level 3

Total: 10 marks



The best approach to this question is to make every point one of clear and explicit comparison.

Both Fogle and Levine present their perspectives in completely different ways as Fogle was competing in the race he was writing about, while Levine was a journalist attempting to ~~spec~~ spectate. That being said both extracts are about a humorous, unorthodox type of race which both writers acknowledge.

Fogle presents his ideas in a different way to Levine as he becomes nostalgic during his race and feels "plunged helplessly into his childhood" as his plan begins to go awry. On the other hand Levine does not feel nostalgic, as she is too caught up and focused on the current event that is unravelling in front of her.

Both extracts see the writers trying to be funny and light hearted. Levine uses lexis such as "wacky" and "wobbly" to bring

come fun into the story, where as Fogle uses the idea that he had just ~~to~~ "sowed the atlantic" but is now struggling to stay afloat in this humorous event.

However, both extracts end poorly with the donkey race falling apart at ~~it~~ its climax with a big argument that erupts and Fogle falling unconscious due to hypothermia. Both writers see these ~~events~~ events as tough ways to end such comical events.

Both writers present their perspectives of the races as a kind of battle. Fogle describes the start of the race as "the opening salvo of battle." Here Fogle is comparing the ~~the~~ event to warfare. Levine uses the lexical choice "anarchic" to describe her ~~X~~ race, showing that she sees it as anarchy.



Unlike the previous response, this one compares the texts all the way through.

The response points out that, whilst Fogle is a participant, Levine is a spectator; however, both texts are about 'humorous, unorthodox' events.

The use of the word 'nostalgia' is unclear but the candidate understands that Fogle's childhood was unhappy.

The response discusses the humour achieved through language (Levine) and situation (Fogle).

The unfortunate endings of each event are considered and a comparison drawn between Fogle's battle analogy and Levine's mention of anarchy.

All of the Level 3 criteria are met.

Level 3

Total: 13 marks



To achieve a mark in Level 4, aim to explore and develop points of comparison.

Game of Polo  
~~Star Trek~~

Tin Bath

plan:

- both have untested/unsafe vehicles
- both ~~have~~ set the scene in first paragraphs ✓
- active verbs ✓
- both are races ✓
- "swallowed by crowd" vs "tumbled into sea"
- both determined ✓
- won vs lost

TONE

Both writers write in first person and in past tense, describing ~~the~~ exciting and nerve-racking races they have taken part in. In ~~the~~ "A Game of Polo", Levine isn't the person actually racing but is recording the race from inside "the boot" of the car whereas in 'Tin Bath Tournament', Fogle is actually a contestant in the race. Furthermore, Fogle employs jargon such as "harbour", "stem" and "counterbalance" ~~to describe~~ which show his competence and experience in racing in the sea whereas Levine is experiencing the event for the first time so does not employ any jargon as he has no experience.

Both writers set the scene for the reader by having three descriptive paragraphs at the beginning of their extracts. Having no action ~~at the start~~ <sup>at the start</sup> ~~the reader~~ <sup>the reader</sup> ~~is~~ <sup>is</sup> nervous and excited for the race to start.

In Foster's opening paragraph, he states "the sky was a palette of greys", using pathetic fallacy to foreshadow "his failure in the race as the <sup>cloudy sky</sup> ~~grey~~" creates a desolate atmosphere. The grey sky could also be seen as boring and monotone which would contrast to the exciting race later in the extract.

In 'Tin Bath Tournament' the ~~extract~~ ~~writer's~~ ~~tone~~ ~~turns~~ ~~from~~ ~~nervous~~ ~~and~~ ~~cautious~~ ~~in~~ ~~the~~ ~~beginning~~ ~~to~~ ~~humiliated~~ ~~and~~ ~~hopeless~~ ~~whereas~~ ~~contrastingly~~, 'A Game of Polo...' starts off nervous ~~but~~ but then turns to an excited and competitive tone. 'Tin Bath Tournament' has a more negative tone and 'A Game of Polo' seems ~~to~~ ~~employ~~ ~~a~~ ~~more~~ ~~positive~~ ~~outlook~~.

In 'Tin Bath Tournament', Fogle uses active verbs such as "hauled" and "clung" to portray the desperation and ~~determination~~ ~~he~~ ~~felt~~ ~~during~~ ~~the~~ ~~race~~. ~~Similarly~~, Lewis also uses active verbs such as "dive" and "swerved" ~~to~~ but to describe the competitive and unsafe driving in the race. ~~Both~~ ~~writers~~ ~~use~~ ~~active~~ ~~verbs~~ ~~to~~ ~~make~~ ~~the~~ ~~reader~~ ~~believe~~ ~~he~~. Both writers use personification. In 'Tin Bath Tournament', Fogle describes how "adrenaline floods through the body and fills the ears" which shows how adrenaline drained out the noise of the crowd and forced

him to focus on ~~winning~~ winning, depicting his competitive and determined personality. Levine employs zoomorphism of "vehicles roaring", giving the vehicles animalistic traits to make them seem dangerous, creating the idea that they are predators chasing down the prey and reinforcing the competitive and loud atmosphere.

Both writers use similar techniques to create a vivid image of the race for the reader. In 'Tin Bath Tournament', the writer compares the start of the race to "the opening salvo of battle" <sup>also</sup> employing a semantic field of war by using words such as "foes" and "speared" to produce an intense and unnerwing ~~the~~ image for the reader. In "A Game of Polo...", Levine compares the race to "Formula One without rules" to create an image the reader can relate to which immerses them ~~into~~ into the competitive race.



This response begins with a list of relevant points of comparison and moves on to explain that Fogle is a competitor whilst Levine is a spectator. Fogle's experience is seen as the reason for his use of jargon.

The scene setting of both extracts is mentioned but the response only makes a developed point about Text 1.

The changes in the tone of each text are outlined and the response details each writer's use of active verbs.

Personification in Text 1 is aligned with zoomorphism in Text 2.

The final paragraph considers similes and Fogle's semantic field of war plus Levine's reference to 'Formula One without rules.'

Quite a wide range of points is made, with comparison kept to the fore throughout.

There is exploration of ideas and perspectives (compare the final paragraph of this response with that of the previous answer) with references mostly balanced, which leads to a mark towards the top of Level 4.

Level 4

Total: 17 marks



Aim to include evidence from both texts to support each point.



the writer both describe how they were 'neck and neck' which creates a sense of deep engagement. hevine uses aural imagery to describe the chaos of the race ('horns tooting', 'bells ringing' and 'special rattles'). This too asyndetic list describes how everything was happening simultaneously. ~~For~~ hevine also uses the ~~as~~ description of 'cloud of jinxes' ~~which~~ and ~~the~~ dust' which symbolises the idea of a magical ~~position~~ potion. Meanwhile, Fogle describes how he was initially making 'good headway' but very quickly started to '[slow] down'. The short simple declarative sentence, 'something was very wrong' conveys his disbelief and panic during his experience. Before this however, he was excited by the idea of a 'bottle'. This metaphor conveys the idea of hard work and effort, but also the danger. Fogle similarly also describes the chaos by ~~can~~ using aural imagery of the 'clicking ~~long~~ halyards' but he was '[focused]'. Therefore, both writers depict the initial chaos of the event.

Both writers describe how the final endings of the race ~~where~~ were not expected. ~~hevine~~ Both writers depict of how the ending was premature and abrupt. While hevine depicts the underwhelming event as 'the cart tumbled over' just before the race had finished, Fogle ~~also~~ depicts how he 'flipped upside down'. hevine uses the short simple declarative sentence, 'the race was over' to describe how the race was very quickly over. Similarly, Fogle also uses two short simple declarative sentences to describe his shock and disbelief at this ending. He says that 'It was not good', and that 'Something

was very wrong' Moxar, while Levine's depiction of the ending of the race is described in a reasonably short paragraph, Fogle's ending is ~~more separate~~ in a longer paragraph, and included in the same paragraph the air was described in:

In both races, texts, the writers describe how the crowd's reactions shaped the atmosphere of the race. ~~While~~ In Levine's text, the men 'stand' on their cars, they are 'strutting' 'hanging' and 'perched' and they 'cheered' and 'shouted'. The use of continuous tense in 'standing' and 'hanging' conveys the relentless nature and ongoing excitement of the crowd. Meanwhile, Fogle uses the metaphor to 'describe the roar of the crowd' but the 'noised [were] muffled'. Fogle then depicts the escalation of the crowd's noise, as when he falls in he could ~~hard~~ hear their 'gales of laughter'. The image of 'gales' suggests idea of very heavy winds, that have escalated from the 'brisk breeze at the beginning' and ~~that~~ this links to the pathetic fallacy ~~at the end~~ in the opening paragraph as the sky was a 'palette of grey' and the ocean was 'gun-metal'. The use of the black colour imagery perhaps is foreshadowing the later events of the race that he capsizes in. The crowd then further escalates to a 'roar of laughter' and 'chanting'. The constant references to the crowd convey their constant presence. ~~At the~~ Hence, while in Levine's text, the crowd are depicted as a positive, encouraging and happy energy, in Fogle's text, the crowd are ~~to~~ depicted as persistent and an evil ~~entity~~ entity that make Fogle feel humiliated.



is very dry, functional and prosaic, which could also foreshadow  
is later disappointment of the sequence of events.



**ResultsPlus**  
Examiner Comments

The candidate makes a varied and comprehensive range of comparisons, although some points are less developed than others.

The response begins with considering Fogle as participant versus Levine as spectator and moves through points about both writers' use of language and structural features.

The response also covers the unexpected endings, the focus on the crowds, ideas on the respective tone and atmosphere of each text and moves through to the writers' feelings and perspectives at the end of the races.

Pertinent references have been selected to support the points made and this response is worthy of a mark firmly within Level 5.

Level 5

Total: 20 marks

## Question 6

This question, asking candidates to write a review of a memorable event which they had seen or experienced, produced some varied and interesting real-life stories. One examiner observed that 'there was some impressive reviewing, with concerts, holiday destinations and sporting events being the most common choices'.

This was, however, the less popular question and it may be that some candidates were not as secure about the nature of the task. There was a tendency at lower levels for candidates' responses to become almost entirely narrative, with little attempt to offer thoughts about why the event was memorable or any significant judgements. It became clear that greater focus had been given to the first bullet point of suggested content, rather than the second. It is important to remember that all writing tasks on this paper are intended to be transactional. One examiner noted that 'responses at all levels were often interesting, poignant and personal but a lack of understanding of the purpose and form let some candidates down'. An awareness of the conventions of the given form, as well as an awareness of audience, can help candidates to make appropriate language choices, which will lead to apt register and tone.

Less successful responses tended to recount an event in a straightforward and factual manner, with limited use of strategies to engage the reader. Where opinion was offered, it was not always linked directly to the event but to elements like the weather. There was usually an obvious structure although paragraphing and control of punctuation were weaker features.

There were some candidates in the mid-range who spent too much time on the build-up to, or the aftermath of, the event rather than focusing on the main moments of significance. Responses at this level were often chronologically-structured and contained more focus on description (often clear and developed) than evaluation, although there might be some useful suggestions offered to readers or a 'star-rating' added at the end. Whilst paragraphing and spelling were generally sound, examiners noted a prevalence of comma-splicing and a limited range of punctuation.

At the top level, candidates produced lively, articulate and very convincing reviews, often with engaging touches of humour, that could well have earned a place within a magazine! One examiner reported the pleasure of marking responses 'that managed to capture that beautiful middle-ground between writing to inform and writing to entertain that is characteristic of the best reviews' and was delighted to find 'the odd Jay Rayner or Michael Billington coming through'. These responses were not only detailed and sophisticated in their description but made sustained efforts to review different elements of the event and provided advice and recommendations.

My memorable event that I have ~~experienced~~ experienced was the wedding of my mum and my step dad. Even though I was only about nine when they got married I can ~~ferm~~ remember pretty much all the details and everything that happened that day. My mum decided on a white and royal blue colour theme, me, my older sister and auntie had long blue dresses with a flowly style and a sort of sparkly diamond clip, my mum's dress had pearls on the top of her dress and I remember how much I wanted to wear the same dress for my own wedding day. I also remember my Poppy crying as he walked his oldest daughter down the aisle. I remember watching my mum and step dad taking all their wedding's photos and seeing how happy they were. This day is one of the strong lasting memories I have of my step dad when he was still healthy, I believe it was only about three years later we found ~~out~~ <sup>OUT</sup> about his cancer and I have a picture in my head of him on their wedding day.

When he was his healthiest. I can remember him and my brother in matching suits with a matching blue tie, and at the reception they sneaked off outside to the lounge chairs. The ~~recep~~ reception was so pretty, it was August they got married and the wedding ~~was~~ weather was gorgeous there was a little water fall fountain in the front of the fountain, and cute little benches they were like a gazibo, and before we headed inside to the actual event we took an overview photo with all the guests in their best smart clean clothes, make-up and hair all done, with big wide smiles for the photo's. When we finally went inside the staircase had the flowers my mum had picked out intertwined in a elegant effortless way around the spiral banister connected to the stairs leading up to where the reception would be held.

After speeches, more photo's and food my mum and step-dad had their first dance. I remember me and my sisters dancing crazily along to the music with my nan. All of the guests yapping

and dancing away with drinks in hand, children running around like wild ~~and~~ animals, blowing bubble's everywhere, speaking to old and new friends, my Mum making sure she spoke to everyone ~~at least~~ at least once, and also making sure she had every last photo she wanted at least three times over. By the end of the night I was so exhausted from the early wake up call to the late night drive home, that the moment we arrived home with my nan and Pop, I got into my PJ's climbed into my bed and fell fast asleep.



There is clear communication and appropriate use of form, style and register.

The response includes a description of a memorable event and offers some opinion, though no judgement. This is quite a narrative approach with the writer as observer.

There is a clear structure with an overview, plus details of clothing and dancing and those attending the wedding, in order to maintain the reader's interest. A poignant note is introduced regarding the step-dad ('when he was still healthy') but the candidate does not dwell on this here. There is development and connection of ideas – though it lacks paragraphs – and a range of vocabulary ('elegant', 'entwined', 'exhausted'). The spelling is quite accurate and there is some variety in sentence structures. Overall, the response sits securely within Level 3 for each AO.

Level 3

Total: 25 marks



Pay close attention to the given form of a piece of writing; in this case a review should include some opinion/judgement.

Tanah Ainah Eco Resort is a truly memorable place to spend a holiday. I stayed there with my family for only a few nights, but it was an unforgettable experience. The resort is made up of small <sup>wooden</sup> buildings surrounded by the ~~jungle~~ <sup>rainforest</sup> of Malaysia. During the night, we slept in one of these buildings next to a gushing river where wild fish swim. During the day, we went on jungle treks with the guides and other tourists staying at the resort.

One of the reasons I found this experience so memorable is because we were constantly surrounded by nature. I could always hear the insects chirping and ~~everywhere I could~~ <sup>see plants and trees</sup> everywhere. It was a <sup>calming,</sup> welcome break from the noise of cars and the sight of buildings when you are in a city. This allowed me to truly appreciate nature.

The resort was also completely unique and I have never stayed anywhere like it. The buffet-style meals allow you to taste Malaysian cuisine, and the rainforest is so different to the forests in the UK. The experience expanded my horizons, allowing me to learn more about the country of Malaysia by experiencing it for myself.

However, probably the most unforgettable part of this experience was when I overcame my fears and decided to jump off a platform into a pool of water below. After seeing the rest of my family take the jump, I decided to do the jump as well. ~~But then~~ <sup>after</sup> I climbed the steps up to the platform, ~~took~~ <sup>while</sup> preparing myself for the jump. But when I stood on the platform and looked down, the pool seemed much further away. I stood on the platform for some time, debating whether to jump. When I finally summoned my courage and jumped into the pool, it was the most memorable part of my stay at the resort. It helped to boost my bravery and confidence, which is why I will always remember my experience of Tanah Ainah Eco Resort.



This response has been produced by a confident writer who has shown the ability to communicate successfully and clearly throughout and offers some opinion and judgement.

The response is arranged into four paragraphs and follows a clear structure with details about the resort, the surrounding nature, the rainforest, and the experience of jumping into the pool from a height. Each paragraph is introduced deliberately ('One of the reasons'; 'However, probably the most unforgettable part'), there is a range of deliberately constructed sentences and quite a wide vocabulary with mostly correct spelling ('gushing', 'treks', 'unique', 'expanded', 'debating').

Overall, the response meets all of the Level 3 criteria for both AOs and just begins to meet those in Level 4. Had the ideas been more fully developed, a mark more securely into Level 4 would have been possible.

Level 4

Total: 30 marks



For marks securely within Level 4 aim to develop ideas and consider how to craft sentences for effect.

I had been waiting for this day for so long. It had been booked in my calendar. I was counting down the days and it was finally here - my concert. Today was the day when I would finally see Harry Styles live in concert. Wembley Stadium.

My sister, Fran, and I had been waiting 6 months for this day. We had so many plans to do. We set off on the 2 hour train ride to London ~~at~~ Paddington Train station from our house. I would ~~go~~<sup>circus</sup> the train ride a 6/10 - as it was far too busy and overwhelming - so we had to stand for ~~the~~<sup>most</sup> of the ride. ~~It~~ If you ever stumble upon an opportunity like this - I would suggest taking a car instead, if you would like to be able to sit down. It was a chaotic experience.

We had got off at the train station - and made our way to Camden Market - whilst wearing our concert attire: Sparkly skirt, cowboy boots and a t-shirt. It was a very long walk\* - I would recommend comfy footwear as my feet were beginning to ache & I could feel some blisters on their way. After walking around at the market, I saw this

lovely painting - and was tempted to buy it, but my sister discouraged me, so I did not as I would've had to hold it the whole time.

As time went by, we were walking around the market and all of a sudden it started to heave with people - there was ample room to walk. I had gotten very overwhelmed, very warm, and wanted to cry. So Fran and I decided to leave the market. I would give this experience an ~~8~~ eight out of ten - and suggest that if you ~~do~~ get the chance to go, you should as it is very picturesque, but I advise you to go on a sunny day.

It was time. The concert was getting near, so Fran and I were making our way. We went to the metro and got on - we were on for 3 stops which isn't too bad but if you had the opportunity at taking the overground, I would pick that - as it seemed to be a calmer, organised environment.

We had made it to the stadium. The opening act had just been on and now it was Harry's turn. I could feel the crowd's anticipation. All the crowd was sparkly & pink. I had never felt so safe before, ~~fit~~ in an environment filled with people I didn't know.

And there he was. The Harry Styles had taken the stage - I could hear everyone's screams and cheers. He was playing all the songs I loved. If you have the opportunity to go to this tour, I would go as this experience was already like something I had never seen.

It was getting dark now. His encore was about to begin. 'Sign of the Times' began to play. I could feel the tears streaming down my face. My sister was crying too. To hear this song live, was a dream. It was a surreal experience and I had never been apart of anything like it. Then the fireworks started. You could hear the cheers of the crowd. I wished I could live in this moment forever - watching my favourite singer, singing my favourite song. And then the concert was over.

That was it.

Everybody frantically started leaving. I was in the standing pit section and if there is one ~~the~~ thing you were to take away from this review, it would be to get a seated ticket instead as it is the less stressful choice.

on the train ride home, it was very hectic. I could barely breathe. You could hear children screaming, ~~and~~ and a few people crying. I would definitely suggest ~~that~~ waiting until everybody had started to leave before you do.

The day was finally over. The day I waited for - and it was everything I dreamed of.

\* a 20 minute walk, to be precise.



This response is approaching the top end of Level 4 for both AOs.

It is deliberately structured with an introductory paragraph, a train journey, a visit to a market, the main event itself – the concert – the train journey home again.

Throughout, there are review elements with judgement about each aspect of the day and suggestions to readers as to how they might improve their experience on a similar outing.

There are some deliberate uses of sentence construction such as the single sentence paragraph, 'That was it.' to mark the end of the concert.

The response uses a wide vocabulary, which is correctly spelt on the whole ('surreal', 'frantically', 'overwhelming', 'chaotic').

The reader of the review is kept in mind both with the suggestions and also the engaging description of the concert itself – 'I wished I could live in this moment forever'.

Overall, there is a secure realisation of the task and effective use of style, tone and register.

Level 4

Total: 35 marks



Note how in this response there is very clear evidence that this is a review with judgements, opinions, recommendations and advice all included.

## Question 7

This task was by far the more popular of the two writing questions and invited candidates to write the text for a speech expressing views on the statement 'Too much emphasis is, perhaps, placed on the idea of winning. It can be just as important to take part and try hard'. There was a strong sense from examiners that this task was approached well and with confidence, that many candidates enjoyed writing their speeches and demonstrated passion and sincerity in the expression of their views. As one examiner noted: 'They were a joy and a privilege to read'.

Most candidates took the stance that winning was not the most important thing, putting together encouraging, and often uplifting, speeches. However, there were some entertaining (and often witty) pieces that took a contrary opinion and argued passionately for the idea that winning is far more important than taking part and that the 'everyone is a winner' attitude helps no one.

At the lower end, candidates sometimes lost sight of the form, took quite a narrow view of winning as applying solely to sporting competitions and seemed unsure of their own opinions when trying to consider opposing views. Some responses at this level were limited by candidates' erratic control of punctuation and a lack of clear, overall structure.

At the mid-level, candidates employed a suitable tone and register and most had a very clear idea of what the form required, although one examiner pointed out that candidates could consider moving away from the 'Good evening/afternoon, I am here to speak about...' openings. They might, perhaps, reflect on how use of a question or strong statement or brief anecdote might be more engaging or impactful. There are alternative ways of indicating that the writing is meant to be a speech eg with direct address to the audience.

Again, there were plenty of sporting stories and 'quotations' from inspirational figures but also a broader look at what winning might mean in different areas of life as suggested by the first bullet point of the question. There were frequent references to famous 'winners' both sporting and in the world of technology but more engaging were those that wrote about a moment of personal or believable triumph eg the candidate who won a speaking competition or someone who proved to their family that they were capable of more than expected. Sometimes imagined 'facts' and 'statistics' were included but these, along with the aforementioned 'quotations', need to be used sparingly and judiciously. Devices such as lists of three and rhetorical questions were commonly used to good effect.

At the top end, one examiner said that 'I enjoyed some pieces that had a very stylish and mature circularity, ending with a reference back to an earlier point, and I felt encouraged by the humanity of much of the writing'. Candidates spoke about winning on a larger scale (overcoming illness or difficulties, taking on new challenges, feeling happy and fulfilled at home or work) and looked at how what is meant by 'winning' may change throughout a person's life.

Some candidates explored how people can learn from failure and how many eventual winners have arrived at that point after numerous disappointments. Others talked about progress/development being more important than winning and expressed perceptive ideas about the need to focus on the things that really matter, rather than trophies and certificates. At this level, responses were eloquent and sophisticated and used appropriately challenging vocabulary and a variety of well-crafted sentence structures – often a discriminator.

### **Final feedback on the writing questions:**

To achieve the highest level in AO4, writing needs to be 'perceptive', 'subtle' and 'sophisticated' and there should be a clear focus on the appropriate form.

For AO5, candidates should consider the ordering of their ideas, write in clear paragraphs and aim to link them effectively. There needs to be accuracy but also a 'strategic' use of an 'extensive vocabulary'. Candidates should not avoid using an ambitious vocabulary because they fear making spelling errors. They should also aim for an assured and controlled use of a range of carefully-crafted sentence structures 'to achieve particular effects'. Those who did achieve higher-level marks frequently opened their piece with an intriguing question, a powerful statement or a short sentence and proceeded to explore and develop their ideas with fluency, clarity and enthusiasm.

Hello my name Lexie. I am writing  
~~about~~ a speech about ~~spor~~  
~~spor~~ winning might be in many  
ways.

~~First firstly~~  
~~Firstly~~ I am going to talking  
about Sports. In sports you can  
win in the different sports like  
playing hockey, net ball, ~~base~~  
running race. There is all different  
sports the can you play. There is  
10 sports that you might be  
interest in. Any ~~see~~ sports can  
be important to you because  
you try hard and you enjoy it.  
§

Secondly you can put your self  
down for a sport that you can  
do for sports day & then we  
can see what house has ~~to~~  
win the event but sport where

you can have Fun and ~~so~~ Sports is a ~~so~~ you try to win ~~against~~ against other house and doesn't matter who wins and ~~so~~ who ~~so~~ loses.

When you play Sports at School you ~~so~~ got Hockey, netball, ~~tennis~~ tennis and also rugby. Sports is good because you play as a team like Hockey it where you play with each other and how you can ~~so~~ play ~~so~~ against other school that you never played before and you can have ~~so~~ fun with your friends and hockey is where you have to know the rules ~~so~~ example you can't let the ball ~~so~~ touch your feet and how ~~so~~ the D you have to be careful because you could get a short ~~so~~ corner. And you can all still win ~~so~~ have a short corner because you can work together hard but still have ~~so~~ fun with each other.

The benefit of taking part is where where you can win in different things and how can have a game against each other and also you can win in house because we do it is that you are playing different things to win the house activities and doesn't matter if you lose or not.

For the best benefit is that you are doing sports for your house or different thing that you can do like playing house rugby or house football because you have a chance of winning against the other house and you might not have a chance of winning them house activities that you are doing for house time but you can always cheer your house on when they are doing anything for house time. All that matters is that you are doing your best in them activities, that you are doing and never give up.

When Benign is that you can do your  
is by putting yours self forward  
for ~~stare~~ something that you never  
do before and then you know then you  
can see if you are good or not but  
you might win but you can do your  
~~best~~ best • something you can sing  
up to you are good at then you  
might win against the other ~~a~~ person  
that you are play against or a sport  
school you are playing ~~against~~  
against or it could be a horse that  
you are playing and that you might  
might win ~~a~~ ~~of~~ against them.



This candidate tries hard to respond to the requirements of the question: the opening paragraph establishes that this is a speech about winning, although the range of ideas considered is rather limited by the relatively narrow focus on playing school sports.

There is some lack of clarity at times, as the candidate finds it difficult to convey points, but there is some awareness of purpose and reader, with straightforward use of form, tone and register.

The piece has a fairly simple structure, but the ideas are ordered and paragraphs are used.

Although there are spelling errors, some of the vocabulary used is spelt correctly, but control of punctuation is not consistent. Marks for both AOs are placed in the middle of Level 2.

Level 2

Total: 13 marks



Taking time to make a brief plan can help you to organise your writing.

Good morning teachers and fellow classmates, I am glad to ~~delivered~~ deliver a speech about "Winning ~~who~~ and Participations" today.

Have you tried to take part in a competition, ~~but not getting~~ ~~but~~ <sup>yet</sup> did not get any award? I am sure we all did. ~~In~~ In our journey of being a student, our school gives us ~~an~~ thousands of opportunities to engage in <sup>contest</sup> competitions, workshops... but is it important to win any ~~metals~~ metal?

I had an unforgettable experience about a mathematic competition when I was <sup>in the</sup> ~~the~~ age of six. I was <sup>so</sup> ~~more~~ confident in math<sup>s</sup>, <sup>as I was the top student of math class</sup> so I requested my mother to let me take part in <sup>it</sup>. However, ~~when~~ when I opened ~~my~~ the test paper, I ~~is~~ freaked out. My ~~to~~ ~~to~~ brain was totally empty as I knew none of them! ~~The~~ ~~Over~~ Overwhelming with panic,

I completed the competition with my shaking and sweaty hands. And obviously, I didn't get any award from that competition. ~~It was such a ~~mem~~ memorable experience that nurtures me to become a~~ I learnt from this experience that I should always be humble ~~and~~ and get well-prepared before I enter any competition. It was such a thoughtful ~~and~~ and meaningful ~~experiencom~~ experience, which ~~not~~ nurtures me to become a young ~~mathetiti~~ ~~mathetiti~~ mathematician who gets gold medal in the UK National Mathematic Olympiad. Therefore, ~~I believe~~ ~~that~~ ~~de~~ ~~it~~ will define winning as learning and improving yourselves through ~~the~~ an experience.

~~As well as the courage of~~

~~To part~~ Apart from gaining ~~ex~~ experience and improve, the attitude of take part in participation is also very important. As well as what you gain from participation, ~~Nevertheless,~~ <sup>Apart from gaining experience,</sup> I ~~reward~~ ~~with~~ a group of friends who share the same hobby as ~~me~~ mine — fond of doing math~~s~~ questions. ~~Take part in contest, events.~~ <sup>con.</sup> ~~knowing more~~ ~~about~~ ~~some~~ ~~capacity~~ of ~~knowing~~ <sup>gaining</sup> ~~some~~ knowing knowledge we used to not know~~ing~~ ~~it~~ ~~it~~. After ~~we~~ ~~can~~ ~~take~~ part in these competitions, I realised that both ~~these~~ ~~companion~~ ~~and~~ ~~friend~~ ~~whom~~ ~~discussing~~ ~~with~~ ~~friends~~ Discussing and investigating with them are

meaning ~~that~~, I can learn ~~from them~~ <sup>from them while</sup> ~~and~~ ~~become~~ broadening my horizon, ~~about the~~ for example I <sup>improve</sup> ~~improved~~ ~~it~~ a lot in physics, because they are ~~good~~ good at it and we ~~with~~ ~~take~~ <sup>talk</sup> about how to calculate pressure ~~when we~~ <sup>when we</sup> ~~are~~ meet a similar question in a math paper.

~~Asw.~~ As well as gaining friendships and learn from experience, ~~the~~ ~~courage~~ <sup>being</sup> ~~to be~~ brave ~~is~~ is also what I benefit from ~~take~~ participations. ~~Some things~~ Sometimes, we may feel ~~at~~ uncomfortable or in confident when we face something new or challenging ~~our~~ ~~is~~ ourselves. Yet, courage is all ~~that~~ we need ~~to~~ to step out of our comfort zone, ~~and~~ After that, you will see a brand new ~~was~~ self, like the recent astronomy game I ~~partici~~ <sup>took</sup> ~~take~~ part in. Although I was not good at it, I appreciate my bravery of ~~the~~ participation.

~~Small step~~ <sup>small step of</sup> Every small step of changes ~~can~~ <sup>can</sup> build ~~make~~ up a better self, ~~guiding~~ <sup>guiding</sup> us to be a better person. I believe that if we try to ~~grab~~ grab every opportunities we get, taking part in ~~any~~ any competitions ~~or~~ or workshops, we can gain ~~what we want~~ more than ~~just~~ <sup>a medal</sup> ~~just~~ a medal. So why don't we ~~action~~ take actions now?

Thank you for ~~listening~~ listening.



This candidate communicates clearly with a sustained sense of audience and purpose and uses an appropriate form and register throughout.

The inclusion of an anecdote adds to the interest of the piece. Paragraphing helps to make meaning clear and there is an attempt to adapt and craft some sentences; although occasional syntactical errors do sometimes impact fluency, they do not impede clarity.

Marks for this response have to be awarded on a best-fit basis and it is given full marks within Level 3 for both AOs.

Level 3

Total: 28 marks

plan =

- ① intro - it's not about winning, but taking part.
- ② what is winning - why is it so important intrinsic + extrinsic
- ③ what r benefits - a prize glory - are you not comfortable with yourself., fame.
- ④ what does it mean to you currently, vs. later.
- ⑤ how adults would view vs. us.

} same p.9

Good morning everyone, I wanted to start off by posing to you a statement - 'it's not about the winning but the taking part'. ~~Her~~ Now, I would like you to have a think for a moment how does this make you feel? Angry? Irritated? Annoyed? This used to be ~~how~~ what I thought and I'm sure the majority of you in ~~th~~ here would agree. After all what's the point of taking part if you ~~can't~~ don't stand a chance at winning?

Well that's a very good question, but actually there are many reasons, to improve as a person, for example exams, yes, I said the dreaded word. Exams! You don't want the first exam you sit to be your final exam do you? You want to be able to use ~~at a~~ knowledge from previous tests and exams to help you learn from ~~yourself~~.

so you can perform the best in the real thing.  
your mistakes? Well this analogy relates to life  
as well. As the first time you try something  
it never goes perfectly. For example, last year I  
tried for England hockey but didn't get in - so I  
failed, I didn't win. But ~~no~~ - I learnt. I learnt  
from my mistakes, I improved my weaknesses  
and this year I can proudly say I'm a  
member of the squad and have been  
able to represent my country on multiple  
occasions. ~~Also~~ <sup>moreover,</sup> a benefit to taking part is  
also saying that you have done it, it gives  
you peace of mind and you have accomplished a  
goal. For example the London marathon that happened  
recently, ~~millions~~ <sup>thousands</sup> of people took part in it, ~~including~~  
my sister. ~~Not~~ <sup>admittedly,</sup> she didn't win not even close.  
I think she came 117,097. Yet she still accomplished  
something and completed a goal, as sometimes  
it's about the journey and not the final result.

Now, on the contrary to this I would like to  
ask what the benefits of winning are? Yes,  
you win a prize, you get the glory, you  
get the compliments! But what benefit does that  
have? In fact <sup>apparently</sup> it has a negative effect as a  
recent study from the University of Michigan  
has found that with nothing to win and no ~~reward~~

reaction from others once they do so, they end up being more demonized <sup>and don't learn as much</sup> than if they didn't win. Surprising, right? Apparently, it's due to ~~the~~ if a person constantly requires and is driven off of an extrinsic result than it means they don't learn or improve as their ~~&~~ intrinsic motivation system is weak.

Following on from this I would like to ask you what winning means at different stages of your life? I think I could say pretty confidently that everyone in this room was thinking that winning means more to you when you're younger than when you are an adult. Well why is this? Apparently, this is due to ~~you~~ ~~the~~ children subconsciously disagreeing with what parents believe, so they go against the idea that winning isn't everything? So why don't we agree with this idea be the change in our generation and go against ~~are~~ subconscious normalities.

So, now I ask you - has this changed your ~~view~~ view? Of course I'm not saying that you shouldn't try to win, but you ~~would~~ at least you are now aware that there are more benefits to the process than the winning.

itself. And that you are aware that you improve more by not winning than winning, which is often a key point that's easily disregarded in this modern day society.



The candidate aims to engage the reader straight away with a series of questions in the opening paragraph and then goes on to discuss some interesting ideas stimulated by those questions.

An anecdote is used effectively to illustrate the argument that the candidate is developing.

There is a secure realisation of purpose and use of register is particularly effective.

The mark for AO4 is firmly within Level 4.

Ideas are managed and there is quite a wide vocabulary, but errors in spelling and punctuation keep this at the bottom of Level 4 for AO5.

Level 4

Total: 33 marks



Consider what strategies you could use to engage your reader right from the start.

Good afternoon everyone, for those of you who don't know me already my name's Skye, and today I'll be talking to you about winning. Now we all like to win, myself - being fiercely competitive included - but in the society of today is too much emphasis placed on winning? In my eyes, it certainly is. ~~Now~~ I'm not denying that winning is important, it fosters a sense of pride and accomplishment in people - sometimes on a national level - , motivates people to achieve their goals and aspirations, and can even - in some cases - change people's lives, as a result of the esteem, riches and fame that it can ~~bring about~~ ~~bring about~~ bring about, but winning most definitely isn't everything.

Recently, I partook in a public speaking competition. Before the day of the competition, the prospect of competing had been looming over me for weeks - I was direly nervous and, truthfully, was willing some sort of national emergency to materialise (another pandemic, perhaps?) so that the competition was called-off. If only I was so lucky. The day of the competition approached and came, as did the hour, minute and second that I was scheduled to speak. Before I knew it, I was up. Gingerly, I stood up - ~~with a lump~~ ~~the~~, with a lump the size of saturn stuck in my throat and a pulsating ringing creating a cacophony in my ears. And then I spoke. To my surprise, the speech went perfectly - better than I ever could have anticipated. I didn't stumble on my words, or pause between paragraphs, and I didn't even refer to my visual cues. I was elated. Half an hour later, the results of the competition came in... I had placed third. ~~Despite~~ In spite of this placement, and in spite of not winning, I was pleased - I felt proud of myself, and was overtaken by a feeling of accomplishment unlike anything I had experienced before. I hadn't won, but I sure felt as though I had.

The takeaway of this story shouldn't be my stage-fright, or stark mediocrity at public speaking, but rather the fact that winning looks different for everyone - my definition of a win and your definition of a win will likely differ. Winning isn't a concrete phenomenon, quantified by gold medals and shiny trophies and songs of praise, but - on the contrary - is wholly individualistic, and can also be measured in terms of one's sense of achievement.

Some may say that, by denouncing the value of winning, I'm encouraging and permitting mediocrity. From my own experience, I know that this isn't the case at all. In actuality, by placing less of an emphasis on winning and the status and accolades that accompany it, and instead focusing on the taking part, I'd argue that you're allowing people to focus more on the match, tournament or competition over its outcome. You're letting people focus more on competition itself, thus allowing them to do their best and facilitating achievement as opposed to mediocrity. Placing an overwhelming emphasis on winning also discourages people from taking part in the first place - I'm sure many of you have been discouraged from trying something new out of <sup>fear of</sup> failure. I know I have, on many occasions. By taking the onus of winning, you're relieving people of this fear and allowing them to pursue their interests. In actuality, you're helping to bring about competition, as opposed to precipitating a lack of it.

Next time one of you are scared to do something on account of you not wanting to lose, remember that losing can be transformative. My aforementioned 'loss' instilled me with great confidence and self-belief, by augmenting my estimation of myself. It gave me valuable skills to lean on in competitions going forward.

Next time you're scared to do something, remember 'winning isn't everything'.



The candidate poses a question in the opening paragraph and provides a possible answer in a skilfully constructed start to this assured – and at times sophisticated – response.

An anecdote is used thoughtfully and effectively to illustrate the argument being developed and the candidate presents a range of perceptive and subtle points.

Communication is perceptive as the candidate manipulates a range of complex ideas.

An extensive vocabulary is used and there is some sophisticated crafting of sentence structures.

This response sits securely within Level 5 for both AOs.

Level 5

Total: 43 marks



Note how the candidate uses personal experience as a link to a wider theme.

## Paper Summary

1. Based on their performance in this paper, candidates are offered the following advice:
  - Be aware of the different assessment objectives to ensure that you focus your answers specifically on the varying question requirements.
  - Highlight the relevant lines in the text for Q01-03 to ensure that your answers come from the correct part.
  - Answer Q02 in your own words as far as possible; do not copy out large chunks of the text. Aim to make four clear and distinct points. They can be set out separately but must be written in full and complete sentences.
  - You should make five clear points for Q03; brief quotations can be used to support these points but quotations without explanation are not sufficient. Do not spend time analysing the language of the quotations. Points can be set out separately but must be in full and complete sentences and offer some interpretation.
  - Do not waste time on a general introduction or summative conclusion in Q04 – every sentence should be earning marks. Consider the effects of language and structure features within the context of the given extract in this question. Ensure that you focus on the question and avoid simply giving an overview; highlighting key words in the question can help.
  - Make a range of comparative points in Q05. Rather than simply compare the ideas or events within the texts, try to link similar elements such as content, theme, tone, purpose, narrative voice, language and support points with relevant quotations or textual references. Ensure that references are balanced across both texts.
  - Take time to make a brief plan for the higher tariff questions (Q05 and Q06 or Q07) and use it. Consider the given form and audience for the writing task and use these to inform register and tone. Try to use a wide vocabulary and varied sentence structures. Think carefully about how you can engage the reader right at the start and consider how you will end. This will help you to produce a structured, cohesive and complete piece of writing. Allow time to proof-read in order to achieve the highest possible degree of accuracy.
  - Read all instructions carefully. Consider the marks allocated to each question and plan your time accordingly so that you are able to attempt every question. Try not to spend too much time on the low-tariff questions.
  - Take great care with handwriting so that it is legible and avoid using a very thick pen: this can obscure letter formation and the ink can smudge or leak through into subsequent pages.

## **Grade boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

