

Examiners' Report

June 2025

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 1-7 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 (Questions 1-3) and a text from the International GCSE English Anthology (Question 4) with a total word count of approximately 2000 words. Question 5 asks candidates to compare the two texts. In this series, the unseen extract was adapted from *Dance Delight* by Emine Saner in which she writes about her meeting with Rose Ayling-Ellis, who is deaf. The Anthology text was the extract from *Young and Dyslexic? You've got it going on* by Benjamin Zephaniah in which he describes his experience of dyslexia. The paper worked well and many responses were a real pleasure to read. Examiners were impressed by the quality of the work that they marked and centres are to be congratulated for all the careful preparation that was carried out for this exam.

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 the text for a speech in response to the statement 'In our lives, there are certain people or things that inspire us.' (Question 6) or to write a guide for staff at schools suggesting ways in which they can make school life a positive experience for their students. (Question 7).

The Assessment Objectives for this paper are:

Section A: Reading

AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (Questions 1-3)

AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects (Question 4)

A03: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed (Question 5)

Section B: Writing

A04: Communicate effectively and imaginatively. Adapting form, tone and register of writing for specific purposes and audiences (Question 6 or 7)

A05: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation (Question 6 or 7)

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.

The two texts worked very well together and offered plenty of points of comparison and one examiner noted that 'there were some lovely comments on the inspirational messages of both writers'.

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 Questions 6 & 7 was often very impressive; ideas were explored and examined with a good degree of maturity and insight and one examiner reported how 'both writing questions allowed candidates to showcase a range of written skills'.

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, almost all of whom were able to gain the two marks available. The question directed candidates to lines 1-4 of the unseen text and asked them to select two words or phrases that describe how people reacted to Rose dancing in the park.

The important advice for this question is to look at the line references given and to select words or 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 very few occasions where both marks were not achieved, this tended to be because the candidate had selected material from outside the line references or because they had misread the question and selected words or phrases that described Rose herself, for example 'delighted' or 'infectious happiness'. It is also essential that there is some degree of selection, so copying out the whole of the given lines will not earn marks.

The following questions are based on Text One and Text Two in the Source Booklet.

Text One: Dance Delight

- 1 From lines 1–4, select **two** words or phrases that describe how people reacted to Rose dancing in the park.

1 "they clapped and cheered along"

2 "People stopped and watched as she started dancing"



In this answer, the quotations cover four rewardable points: line 1 contains bullet points 4 and 5 from the mark scheme and line 2 contains bullet points 1 and 2.

2 marks



It is important to select carefully from the given lines. This answer contains more than is required for both marks.

The following questions are based on Text One and Text Two in the Source Booklet.

Text One: *Dance Delight*

- 1 From lines 1–4, select **two** words or phrases that describe how people reacted to Rose dancing in the park.

1 clapped

2 cheered



Two correct words are selected: bullet points 4 and 5 from the mark scheme.

2 marks



This response exemplifies how single words, judiciously chosen, may be sufficient to gain both marks.

The following questions are based on Text One and Text Two in the Source Booklet.

Text One: *Dance Delight*

- 1 From lines 1–4, select **two** words or phrases that describe how people reacted to Rose dancing in the park.

1 so delighted

2 unable to resist her infectious happiness



The first point is incorrect as it describes Rose rather than the people. Bullet point 3 from the mark scheme is made in the second line.

1 mark



Be sure that you have actually answered the question. Underlining key words, in this case 'how people reacted', can be useful.

The following questions are based on Text One and Text Two in the Source Booklet.

Text One: Dance Delight

- 1 From lines 1–4, select **two** words or phrases that describe how people reacted to Rose dancing in the park.

1 Shocked

2 Inspired



Unfortunately, the candidate has used their own words to describe how the people reacted but the question requires the selection of 'two words or phrases' from the given lines, so no marks could be given for this response.

0 marks



Ensure that you choose appropriate words or short phrases from the given lines to answer this question.

Question 2

This question moves on from Question 1 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 17-28 and describe Rose's experience on the dance show.

Examiners noted that the majority of candidates were able to select the relevant information and most candidates received full marks. It appeared that many candidates had been well-prepared and clearly understood that this is a straightforward 'retrieval of information' question. There were many possible points to be made; the majority of candidates picked up on Rose's determination, the level of challenge she faced, the emotional highs and the significance and impact of her participation on the show as its first deaf contestant. Many candidates tried to ensure full marks by including an additional fifth point.

Candidates who did not achieve full marks sometimes repeated points, made fewer than four points or used quotations to make their points. There was evidence in a very small number of responses of indiscriminate copying from the passage, changing only one or two words into 'own words' or simply missing out selected words. A few candidates failed to focus on the given lines and provided more of an overview. It is important to remember that this question has the instruction **'In your own words'** and many candidates made admirable attempts to choose relevant points and describe them in their own way. Examiners were surprised, however, at the number of candidates who wrote 'deaf' as 'death' which, whilst recognisably an error and obviously not penalised, did lead to some odd-sounding comments.

Overall, there were fewer candidates who adopted an AO2 approach but, where they did, they tended to spend a long time making just two or three rewardable points. Examiners were concerned that these candidates may not have had sufficient time to spend on the later, higher-tariff questions. Candidates who sat the paper onscreen also often wrote far more than was required.

Examiners reported that, as always, the most successful approach employed by candidates was to make at least four clear discrete points. Some candidates wisely decide to include an 'extra' point' in case one proves not to be rewardable. If points are set out separately then it can help both the candidate and the examiner to see at a glance how many 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.

2 Look again at lines 17–28.

In your own words, describe Rose's experiences on the dance show.

~~Rose was the most likely to win the show~~

- Rose did a dance with a silent section in order to represent the deaf community
- Rose cannot really hear the music so she adopts a unique method of learning and counting the steps in her head
- She has had a good experience with her coach who changes the training ^{method} due to her disability
- Rose received heartfelt messages from members of the deaf community and has been emotionally moved by them



The first point in the response comes from outside the given line references and so cannot be rewarded. However, bullet points 1,5,8,9,10 are subsequently covered in the candidate's own words.

4 marks



Check line references carefully.

2 Look again at lines 17–28.

In your own words, describe Rose's experiences on the dance show.

Rose says she has had a "life changing" experience which gives the impression that being on the dance show must have been a very pivotal moment in her life. She also mentions that she is "glad that it's happening" which portrays a sense of longing to dance in the show, ~~and a love for~~ dance. It could also ~~be~~ convey her happiness that deaf people are being included in media.



Although the candidate has included some unnecessary quotations, bullet points 6 and 11 are covered in their own words ('a very pivotal moment' and 'happiness that deaf people are being included in media').

2 marks



Remember that quotations should not be used in response to this question as the instruction is to answer '**In your own words**'.

2 Look again at lines 17–28.

In your own words, describe Rose's experiences on the dance show.

Firstly, Rose is determined as she repeats the steps until she knows them.

Secondly, learning the steps is challenging as she is deaf. Thirdly, the journey of her dancing has been emotional and she doesn't want to leave it.

Finally, she feels proud as she has challenged stereotypes of deaf people and proven them wrong.



Bullet points 2,3,7,11 have been made in this clear and focused response.

A few words from the text have been incorporated into the answer, but most of this is in own words that demonstrate a clear understanding of Rose's experiences.

4 marks



This response shows how full marks can be gained concisely. Setting out points separately can help an examiner distinguish which parts of the mark scheme have been addressed.

Question 3

This is the final AO1 question; it is worth 5 marks and, like Question 2, 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 29-40 and explain what we learn about Rose's time at school.

In Question 3, candidates are told that they 'may support' their points 'with **brief** quotations' and the vast majority did so to good effect. Examiners noted that many candidates scored full marks on this question and most demonstrated a secure understanding of what was required. As with Question 2, it was noted that candidates who sat the paper onscreen often wrote far more than was required and must ensure that they do not spend too long on low-tariff questions.

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 but where this happened there were references to Rose dancing in the park or the impact of the silent dance, neither of which are about her experiences at school. Many candidates adopted the very successful approach of making five clear points, sometimes set out separately on the page, written in full and complete sentences and supported by relevant brief quotations. Most showed a good understanding of Rose's experiences at school (although some mistakenly thought that she received no support); popular points made often focused on the first part of the extract with references to Rose for the most part enjoying her time at school but finding challenges and knowing she was fortunate to have a mother who supported her and ensured she, unlike most of the other deaf children, had help in class.

Some relied on integrated quotations to make a point but explanations are really required to act as evidence of comprehension and quotations should be used to support these points. For example, stating that Rose 'didn't get bullied' simply uses the quotation to try and make the point. However, writing 'Rose says she 'didn't get bullied' which suggests that she was not mistreated at school' offers some interpretation and shows understanding.

Where some candidates did not achieve full marks it was because they made fewer than five valid points, repeated a point or went outside of the given lines. A few expected long quotations with no comment to act as evidence of their own understanding, but answers including overlong quotations very rarely gained full marks.

In summary, the best answers used a good balance of short quotation and some interpretation, paid attention to how many marks the question is worth and made five clear and discrete points, often set out separately which, as with Question 2, can be useful to both candidate and examiner.

3 From lines 29–40, explain what we learn about Rose's time at school.

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

We learn that Rose's life at school was different to other students, this is evident in the phrase, "it was all the hearing children outside", (when describing her time in nursery). This shows that even from a young age she knew she was different to other students and that her life would be different to theirs.

We also learn she had a supportive mother who helped her a lot, this is evident in the phrase, "My mum really fought to make sure I had a notetaker and interpreter". This shows her mum did her best to make ~~her~~ Rose's life as easy as possible in school.



Although it looks at first as if the candidate may have made just two points, within each paragraph two points from the mark scheme have been covered.

In the first paragraph bullet points 10 and 8 are rewarded and in the second paragraph 6 and 7 ('life as easy as possible in school'). In this instance the candidate selected some relevant parts of the extract but did not make five rewardable points.

4 marks



For this question, it may be helpful to work through the extract from the start. This might help to ensure sufficient points have been made to gain full marks.

3 From lines 29–40, explain what we learn about Rose's time at school.

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

~~At school, there were~~

At Rose's time at school, there were only "a few deaf students" which made it hard for her to learn. However her mum was able to make sure she had a good education by providing her a "notebook and interpreter". Rose ~~thought~~ felt like she was an outsider to others, she doesn't realise that why she's different when she sees all the other kids who can hear. But she feels that if she could hear, then she would be a "completely different person". At Rose's school she was very fortunate because she was different to other deaf people as they had "no interpreters" and "no notebooks" whereas she did have both of them.



Although this response looks quite brief, it covers a large number of bullet points 1,3, ('hard for her to learn'), 6,7,8,10,12 and 5.

5 marks



It can be helpful to set out points on separate lines. This will signpost the different points made to both you and the examiner.

3 From lines 29–40, explain what we learn about Rose's time at school.

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

In the extract, we learn that Rose found school challenging because of the sparse number of deaf students, with Sauer writing: "there were only a few ^{deaf} students."

However, we also learn that Rose enjoyed her time in education, ~~and~~ and that her time at school was ~~good~~ ^{fun}, as she says: "I still had a good time at school".

Rose also expresses gratitude for her mother making sure she was surrounded by staff to make her time at school more easy, ~~she says~~ and thus it was easier. Rose says: "My mum really fought to make sure I had a notetaker and interpreter with me at all times."

We learn about Rose's curiosity about her separation between her and hearing children through an anecdote of her youth. She ~~says~~ recalls thinking: "Why am I not over there?"

Lastly, we learn of Rose's almost pride for her deafness, through a recollection of her previous ~~the~~ frame of mind, saying: "I never thought: 'I wish I could hear.'" (Total for Question 3 = 5 marks)



Clear understanding is shown throughout this response. The answer is clearly set out and a good number of points have been made: bullet points 3 ('challenging'), 1 ('sparse'), 2,6,7,10 and 11.

5 marks



This is a good full answer that does more than is required for full marks. It is important to manage time carefully, so remember it is not necessary to fill the page to gain maximum marks.

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, Benjamin Zephaniah, uses language and structure in the extract from *Young and dyslexic? You've got it going on* to convey his views of being dyslexic.

This piece contains a very wide range of features of language and structure as exemplified in the mark scheme, but these are just examples of possible points that could be made and any valid points that candidates make that are securely rooted in the text can 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 the majority of candidates. It was noted that most candidates engaged with the text well and approached the question confidently. One examiner reported that on the whole 'candidates seemed to be very well-prepared for this question' and another was impressed by 'some amazingly enthusiastic responses'. Across all levels there were some candidates who referred to dyslexia as a 'mental disability', when it should more aptly be understood as a learning difficulty that primarily affects reading and writing skills.

At the lower levels, candidates either identified features of language or - more frequently this year - of structure, but offered little explanation of their effect within the passage or described and made general comments on the text. At this level, there tended to be a lack of focus on the question with comments, for example, about the racial discrimination that Zephaniah faced or a straightforward narrative account of the text. Responses were often brief and did not comment on more than the start of the piece, although there was a generally sound understanding of Zephaniah's harsh experiences at school, with much outrage expressed.

Mid-level candidates tended to make a sound range of points and to select apt textual references for support. However one issue reported frequently by examiners this year was that, whilst candidates showed a solid understanding of the passage and Zephaniah's strongly-held view that dyslexia should be seen as an 'advantage', they did not really address how language and structure were used to convey these ideas effectively throughout. Responses often started off looking quite closely at some of the techniques used in the opening paragraphs, i.e. the emotive verb 'suffered', the contrast between this and the following clause, the use of pronouns, tricolons etc, but then drifted into a more general overview of the piece and opportunities to explore the use of language or structural features were missed.

From examiner feedback, the most common advice for candidates aspiring to the higher levels is to 'focus on the how'. For example, how does the use of humour impact the reader's understanding of Zephaniah's view on dyslexia? How do metaphors, dynamic verbs, direct speech or anecdotes shape the emotional tone of the text and impact the reader?

The most successful responses did just that; they dealt with the whole passage and made many insightful points, selecting their textual references judiciously from throughout the text. Candidates at the top end of the mark scheme skilfully interwove their discussion of language and structure and deftly selected and embedded brief, apt quotations to support points. One

examiner reported that: 'Higher-achieving candidates wrote with impressive linguistic insight, for instance: 'The modal verbs 'must', 'should' and 'can't' reflect the speakers' fluctuating certainty'. There was often a skilled analysis of complex features such as anaphora, sibilance, antithesis. Such candidates were also able to show, for example, how the use of anecdote was not just a way to draw the reader in and illustrate a point but formed a part of structural layering as the writer moved from this to becoming more polemical and building an argument. There was good understanding of the use of a cyclical structure and the oft-quoted sentence 'We are the architects, we are the designers' was effectively analysed with many pointing out that this conveyed a view that those with dyslexia could plan and craft their lives.

This was the question that most commonly led to candidates requiring additional answer pages and there were also over-long answers from candidates who sat the paper onscreen. It seemed that some candidates could not resist the temptation to write all they knew about the piece, including some elements that did not directly relate to the question, and long responses often included repeated ideas or unnecessary 'padding'. As with all questions, a lengthy response does not guarantee a high mark.

- 4 How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his views about being dyslexic?

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

(12)

The writer uses direct address "we are the architects, we are the designers" this makes the reader feel more involved helping the writer convey his views about being dyslexic.

The writer uses speech ~~and he says~~ "Shut up stupid boy" this makes it more personal to the reader so the writer can show his experiences. The text is mostly made up of complex sentences which add more detail into the writer's experiences with dyslexia.

It contains the hyperbole's of when he was at school, this helps convey his experiences.

The title contains a rhetorical question, "Young and dyslexic?" this gets the reader thinking about the topic helping him convey his thoughts.

He uses statistics "high percent of the architect population" This makes his message more clear about dyslexia.



This is a brief response in which the candidate identifies a number of features of language and structure such as direct address, speech, rhetorical questions and statistics. Some points are supported by quotation and some comment is offered but this tends to be general and could apply to any text: 'makes the reader feel more involved', 'makes it more personal to the reader', 'adds more detail, 'gets the reader thinking'. Some points such as that on complex sentences and hyperbole give no examples. Some understanding is shown but this is quite limited.

Level 2 - 3 marks



Try to explain the effect of your chosen examples within the specific text you are writing about.

- 4 How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his views about being dyslexic?

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

(12)

The writer starts off the text with a short, but powerful introduction; he expresses his optimistic views through the phrase, 'learned to use dyslexia to my advantage'. Here, he speaks of how he learnt to use his dyslexia diagnosis ~~to~~ ^{to better himself} ~~for his greater good~~ ^{in life}. ~~at~~ Almost like a phoenix, Benjamin has risen from the ashes to become ~~the~~ the best version of himself. Furthermore, the writer uses ~~emotive~~ powerful emotive language, targetted at others with dyslexia, in the ~~phrase~~ sentence, 'we are the architects, we are the designers'. Through this, the writer aims to uplift ~~people with~~ dyslexic people and prove that ~~it~~ dyslexia is not a ~~li~~ limiting factor, in life. The repetition of the word, 'we', also emphasises the importance of

~~is~~ coming together as one ~~is~~
~~implying~~ community and supporting
one and other.

Another way in which the writer uses
language and structure ~~the~~ to present
his views on dyslexia, is through
the use of direct quotations. He ~~des~~
describes the time he was told he had
dyslexia, to which he responded, "do
I need an operation?" This response
clearly shows he thought of dyslexia
as a serious ~~need~~ problem; ^{one in} ~~it~~ need
of fixing by operation. It also outlines
underlines the ~~lack of~~ insufficient
education he was given ~~it~~; ^{this} which is
reinforced by the earlier phrase, "I got
thrown out of a lot of schools".



The response demonstrates a clear understanding of language with some explanation, but this is not developed. Explanation is sometimes rather general and often about the content rather than the language and structure features. This response sits firmly in the middle of Level 3.

Level 3 - 6 marks



Try to explain the impact of particular words that you have quoted. For example, in the sentence 'We are the architects, we are the designers' what do the nouns 'architects' and 'designers' actually suggest? What is the effect of using the first-person plural pronoun 'we'?

Text Two: From *Young and Dyslexic? You've got it going on*

Remind yourself of the extract from *Young and Dyslexic? You've got it going on* (Text Two in the Source Booklet).

- 4 How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his views about being dyslexic?

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

(12)

Zephaniah was a black writer with dyslexia, he was writing as a minority. ~~The writer shows this through the description of the brain core system.~~

The writer starts the text ~~with~~ with the word "advantage." Reassuring that ~~the~~ he will take in a positive, light hearted tone. ~~The~~ Zephaniah uses the word "we" to ~~show~~ convey to the dyslexic audience that dyslexia is a good thing. ~~and~~ This also brings the dyslexic audience ~~to~~ comfort and makes them feel less alone and isolated.

Zephaniah writes in a series of short paragraphs to help the audience follow along. The first point he makes is about the education system describing it as a "big problem" the word "big" ~~shows~~ emphasises this. The listing within this shows the extent of this problem and the triplet of the word "no"

repeatedly shows that dyslexic people weren't taken care of as there was "no understanding"

The writer uses juxtaposition within the text "I didn't stop anybody" contrasting this with "I stole his car" "naive weren't that bad, this justifies to the audience why we did it and evokes sympathy. The honesty used also improves this.

Zephania uses a series of short sentences such as "I never thought I was stupid" and "I didn't have that struggle." The short sentences show us his confidence as a dyslexic person and ~~shows~~ displays that with the right mindset dyslexia isn't an issue. The writer contrasts the word "struggle" with the "self-belief." ~~and~~ outlining the importance of the confidence within yourself.

Zephania uses words such as "squiggle" to show the unnaturalness within writing, ^{conveying} ~~that~~ how it is man-made. ~~and~~ ~~and~~ Alongside this, he uses language such as "genius" and "creative" to ~~emphasise~~ emphasise and repeat the

point that dyslexia is an advantage

The writer uses short sentences again towards the end of the play to foreground the point ~~that~~ to "not" be heavy on yourself. This emphasises this point that dyslexia shouldn't affect ~~you~~ people.

At the end of the text and display his overall view on dyslexia the writer uses humour again "Bloody non-dyslexic." Showing that maybe their the ones with the issue and that dyslexic people are a ~~minority~~ minority.

* Zephania uses humour ~~within~~ ^{within} such as "So I need an operation?" This ~~also~~ displays the fact that dyslexia was not understood and seen as abnormal. The humour used also makes us relate to the writer more.



This response covers quite a wide range of relevant language and structure points. There is clear explanation, with at times some exploration, of the features selected. Points are supported by a detailed selection of references. The response sits securely within Level 4.

Level 4 - 9 marks



This is a good answer but to secure marks within the higher levels, always try to develop your points. For example, in the above response, there could also have been a closer look at the language used in the tricolon quoted.

Below is an example of a response that gains full marks.

- 4 How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his views about being dyslexic?

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

(12)

In 'Young and Dyslexic?...' Zephaniah extensively uses anecdotes to convey his experiences of being a dyslexic person during a time of little medical or scientific understanding of neurodiversity and how these experiences have shaped his view on dyslexia as a whole. He had a hard time in school as his ideas 'always contradicted ~~the~~ ^{the} teachers'. The verb 'contradicted' effectively portrays the tense nature of his relationships with his teachers and ~~the~~ their unforgiving attitudes towards him. His ideas were often dismissed ~~immediately~~ and ended ~~with~~ ^{with} him being called 'stupid'. This term being used in a classroom setting, specifically since it was the teacher who said, is quite ~~shocking~~ ^{shocking} ~~for~~ ^{for} the reader and contrasts the ~~conventional~~ ^{conventional} image of a nurturing and understanding teacher. This contrast highlights the difficulty he faced as a boy simply due to his dyslexia. Earlier in the text, he criticises the education system and points out how there was 'no compassion, no understanding and no humanity.' Zephaniah's apt use of listing emphasises his mistreatment and evokes a sense of pathos from the readers. As a result of his unfortunate experiences at school and interactions with teachers, Zephaniah viewed his dyslexia as an inhibitor

that stopped him from his creativity. When he was young, he had 'poems in my [his] head' ~~but~~ however writing these proved to be too difficult for him causing him to 'give up'. The definite and solemn tone created by the phrase 'give up' conveys how his dyslexia was an inconvenience to him.

Zephaniah employs a factual tone to convey his views on his experience of being dyslexic. 'A high percentage of the prison population are dyslexic', the use of the passive sounds portray a sense of anger from Zephaniah, aimed mostly towards the people who mistreated him as well as being informative. This is then contrasted as he ~~is~~ explains that a 'high percentage of the architect population' is also dyslexic. These contrasting groups of people effectively convey the wide spectrum of dyslexia and the differences in people's experiences. Zephaniah's belief that he 'should ~~be~~ be in prison' stems from his dyslexia. The sure tone created by the lexeme 'should' conveys how it was very likely for his life to turn out differently.

Text Two follows a chronological description of events as well as interestingly engaging with a cyclical structure. Zephaniah's use of chronology portrays how his dyslexia has been a very apparent part of his whole life. We as the readers are given an understanding of how his views and opinions changed with age but also how, due to the unfortunate lack of medical understanding, until Zephaniah was ^{to twenty-one} ~~at age~~ years old he had no clue he struggled ~~to~~ with dyslexia. After his remission,

life seemed to become easier for Zephaniah, and his challenges more approachable.

The effective use of a cyclical structure begins the text with the idea that dyslexia is an 'advantage' and how 'we are the architects, we are the designers' and then ends the text with the same idea, creating an encouraging sense of finality. ~~the~~ The cyclical structure also highlights ^{how Zephaniah believes} that although dyslexia comes with challenges, it is not a disadvantage and subsequently should not be viewed as such.



The candidate offers perceptive analysis of language and structural techniques supported by a discriminating selection of references. Amongst other points, there is an effective and insightful understanding of chronological structure and tone. This is an impressive response that fulfils all of the Level 5 criteria.

Level 5 - 12 marks



Note how this candidate has skilfully selected appropriate parts of the whole text to focus on.

Question 5

This question provides the only assessment in the specification of **A03**: 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. This year examiners were pleased to see that there were very 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; examiners reported that the vast majority of candidates achieved marks within Levels 3 and 4. This is encouraging; careful time-management is crucial for success in this examination, so it was also pleasing to see that many candidates had factored in time to plan with care the points that they wished to make.

Examiners recognise the challenge of the question but there was extremely positive feedback from them. Below are some examiner comments, all testament to the careful preparation and guidance provided by the teachers of this specification.

'This series produced a number of excellent responses. It was impressive to see the sheer amount of comparisons candidates were writing about.'

'I continue to admire how much candidates can produce in the time given.'

'This question allowed candidates to showcase their ability to synthesise valid material across the sources.'

'Candidates seemed to enjoy this question; there were mature, thoughtful responses which identified the range of ideas and emotions covered in both texts.'

'I felt that, overall, candidates seemed more confident in comparing this year – well done to them and their teachers!'

The unseen passage worked very well with the Anthology text and afforded candidates at all levels the opportunity to identify a range of comparisons. Some examiners also felt that a number of candidates seemed to achieve a higher level of success with this question than with Question 4. It is perhaps the case with Question 4 that they are trying to recall what they have discussed in class rather than focusing on the requirements of the question in front of them and feel more free to express their own ideas in Question 5. Nearly all candidates were able to demonstrate some level of comparison between the text with one examiner noticing that 'the difference in marks was down to what was done with the comparisons rather than finding them'. The ideal approach often came from recognising the differences - such as Ayling-Ellis' privilege compared to Zephaniah's deprivations - as well as the similarities. Often, there was a heart-warming sympathy for the hardships described by the writers and an appreciation of the resilience and inspirational qualities portrayed.

Some candidates made a brief plan (sometimes, effectively, a Venn diagram) 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. Where points were then ticked off, it often led to a well-structured and coherent answer.

Where candidates did achieve a mark below Level 3, their responses were often brief and sometimes entirely narrative. Whilst examiners noted that candidates almost all wrote about both texts, they tended to focus on obvious, factual links between the texts such as both were about people dealing with difficulties to overcome or one was written by a man about himself and one was about a woman and written by a journalist. There did at times appear to be some confusion between first, second and third-person narratives. Candidates often did not support their points with evidence, stating them but not proving them. Other responses tried to draw links between completely different elements of the texts which rarely led to effective points.

Mid-level responses often made a good range of comparisons covering points such as school experiences, support received and success achieved despite difficulties, but offered little more than a brief comment or explanation. Simply listing comparisons without exploring the deeper implications – such as how they reflect theme, tone or perspective – resulted in under-developed responses. Others at this level tended to repeat ideas and some candidates used similar ideas – or even copied parts – from their Question 4 response but did not link these sufficiently to the unseen text to make useful comparisons. There were a number that demonstrated an overall good understanding but wrote as if the writer of Text One was describing her own experiences and thus missed the nuances of the different perspectives.

The more successful responses focused almost immediately on comparing specific details of the extracts and looked closely at the writers' perspectives – often a discriminator – as well as their ideas. It was interesting that both first-person and third-person narratives were deemed as more 'authentic', depending on candidates' own interpretations of what they read.

At the top level, responses included astute analysis of language, structure, purpose (inspirational as well as informative) and tone and explored the subtleties of the extracts. Many thoughtfully recognised the impact that the date of diagnosis would have had in terms of self-understanding. Responses at this level often impressed by the manner in which they dealt with the nuances of the texts and shifts in perspective and tone. They contrasted the more formal, distanced approach adopted by Saner with the humour and power of Zephaniah's words.

As stated in previous reports, 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. The use of a comparative topic sentence at the start of each paragraph was also used effectively. Where candidates dealt with one passage at length before moving on to the second – and it was pleasing to note that this happened less often in this series – they often failed to make many actual points of comparison.

The most 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 apposite 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. Examiners felt that some candidates fell into the trap of comparing by technique but this often had limited success as the technique was often used for entirely different purposes. Where candidates focused on

the writers' use of language and structure, the most successful responses effectively linked these elements to the ideas and perspectives.

Question 5 is based on both Text One and Text Two from the Source Booklet.

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

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

(22)

- Both texts include being a child
 - 'When she was a small child, the actress Rose Ayling-Ellis'
 - 'As a child I suffered'.
- Both texts involve having ~~the~~ some type of disability.
 - 'Being part of the deaf community...'
 - 'You are dyslexic'
- ~~text 1 had a~~ Both texts find it difficult at school.
 - 'They only had 3 notetakers, and the deaf children were in different classes... no interpreter, no notetaker.'
 - 'How dare you challenge me'
- text 2 had it far worse compared to text 1: 'Shut up stupid boy.'
- 'My mum really ~~that~~ ~~is~~ fought to make sure I had ~~access~~ ... at all times. I was lucky'.

Both texts went from not much and having disabilities to being ~~to~~ famous

- text one the girl became a famous
- strictly come dancing ~~and~~ winner and
- text two became a speaker and a poet with dyslexia.

- text 1 is about a girl who was young then we see her older.
- text 2 is about a boy who was young then we see him older.

text 1 - the girl had childhood easier than text 2. ~~text 2~~

'I should be in prison: a black man brought up on the wrong side of town whose family fell apart, in trouble with the police when I was a kid'

text two is a lot more creative and can make you want to listen/read more of his words.

text 1 isn't written by the ~~dead~~ deaf girl herself but by ~~a~~ a journalist Emin Saver.
text 2 is written by himself (Benjamin Zephaniah)

Who is describing his experience of dyslexia.



The candidate identifies a range of comparisons, many fairly obvious. Some of the points are supported by quotations but there is very little in the way of comment about any of the links made between the texts. This response fulfils Level 2 criteria.

Level 2 - 8 marks



Ensure that you try to offer some explanation of the points that you make.

Question 5 is based on both Text One and Text Two from the Source Booklet.

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

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

(22)

Both text one and two talk about their experiences of life with a disability with text one being about a deaf dancer while text two is about a black man with dyslexia.

In the beginning both texts used their experiences of childhood with one being positive while the other being negative. In Text one the writer recounts their experience ~~being~~ in a park and started dancing on a table and people "clapped and cheered along" praising her, while in Text two the writer says "as a child I suffered" showing how their experiences were opposite to text one. Text one ~~is an~~ is an extract from a journalist writing about the experiences of Rose Ayling-Ellis ~~after meeting~~ who is a dancer. While Text two is about Benjamin Zephaniah's experiences growing up with dyslexia and being dark skinned, in the form of an article.

Both writers ~~talk~~ ^{talk} about experiences with school. With Text one having support as she "had a noteputer and interpreter with me at all times" while in

Text two ~~tragedy~~ criticized and stereotyped throughout with a teacher calling him 'stupid boy' and him describing his time at school as a "different kind of country" ~~and~~ describing the post war country and showing how much it has changed.

In both texts the ^{people} ~~writers~~ show pride in their disability where in text one they say "if I could read I'd be just be really normal," and describes her disability as "it gives you a strong identity" with it being her most proud characteristic. Similarly in text two the writer "learned to turn dyslexia into my advantage" with it aiding him and making him better.

In conclusion both texts show their peoples experiences with a disability in childhood and then later in life, both show pride in their disability and end up becoming role models for those with their disabilities.



This is a very secure Level 3 response. The candidate offers some straightforward comparisons (both have 'a disability to overcome', experiences at school, pride in who they are) with explanation of the writers' ideas and perspectives, supported with appropriate references/quotations.

Level 3 - 13 marks



To achieve a mark in Level 4, aim to explore and develop points of comparison covering such elements as theme, language, tone and perspective.

Question 5 is based on both Text One and Text Two from the Source Booklet.

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

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

(22)

-In both ~~poems~~ texts there is an aspect of pride. They both explore opening up to themselves and acceptance. However in Dance Delight Rose notices her difference at a young age and quickly ~~rel~~ adjust and accepts herself. In young and dyslexic he is clearly misunderstood from a young age and is diagnosed with dyslexia ~~but~~ he was older. Meaning Benjamin had to accept himself later on in life as he began to understand dyslexia through his later life. Once they have both gotten to terms with their disabilities they want to use it to an advantage to motivate and inspire others. Rose does this through her success in dance and passion she has loved from a young age. Rose is confident and wants others to feel this way. "Thrilled, strictly has changed perspectives" for Benjamin confidence seems to be still growing as he is still trying to adapt his lifestyle "always get an actor to read" he is accepting his weakness and finding alternative options to solve them.

In young and dyslexic there is this negative and disregard for dyslexic people with no exception or help. When it says "teachers didn't know what dyslexia was." there was no opportunity for him to have an equal education as dyslexia was viewed as fantasy. Benjamin was often aggressively spoken to at school and called "stupid" for thinking outside the box. He was discouraged as a child to be intellectual and brushed aside to play sports. This is seen when "why don't you go outside and play football." Benjamin is naive to this stereo type. However in Rose experience at school sees her ability and partially attended for during her education. People were more accepting of her disability and aware of it. She was supplied with "deaf units" despite this she still felt this separation from the hearing children and questioned ~~to that~~ her worth at a young age.

~~In both text they use~~ Success is presented in both texts for Rose this starts from a very young age. People seem instantly drawn to her "dancing" as they "clapped and cheered". This is the first thing we learn about Rose not that she is deaf this creates an idea that she is more than her disability. Rose is being deaf is a part of who Rose is put to

net who she is. However in young and
dyslexic this being dyslexic is the first thing we
learn about Benjamin this text sets the tone
for the rest of the text creating an idea that
dyslexia is all Benjamin is contradicted with
Benjamin's ongoing strength to push these
stereotypes away. Rose's success is mentioned
as a more prominent idea alongside her using
her disability to create further success and that to be
one of an inspiration for others with her costume
mentions at "Eastenders, Strictly". However in
young and dyslexic we only see success at the
end of the text alongside this fantasy he has of
being successful ~~the~~ After being diagnosed success is
discovered by Benjamin at the end of the text as he
receives a job at a university teaching poetry which
contradicts the stereotype of dyslexic people ~~he is~~
seen.

In Young and g dyslexic there is an emotion of
frustration and revenge from Benjamin when at a young
age being so misunderstood led to him becoming
rebellious in school done in which he "stole his car".
Benjamin is unable to prove himself intellectually
so he turns to aggression which contradicts this
idea that "I don't lose back and feel angry" that

maybe at the time if he was frustrated but now educated on dyslexia he is able to see his teachers point of view. Revenge is shown again later in life where Benjamin gets offered a job at university in teaching poetry. This is a way of him proving all those teachers that brushed him off that told him to 'play football' he can accomplish more than what they ever imagined. Benjamin is constantly chasing acceptance as he didn't feel accepted at a young age. In Rose's life she feels being different is a good positive thing throughout the whole extract. "I don't want to be normal - that's boring". This idea that she is grateful for her disability and is proud. She says "I love the deaf community". She uses this theme of isolation when she was at school and having "different classrooms" into having her own unique space where it's about inclusion and not isolation. There is little mention of how she was treated badly and of no sense of revenge for those who may have stereotyped her.



This is a good example of a candidate who may not write particularly fluently or with flair, but whose response on this reading question meets Level 4 criteria securely. It considers a wide range of comparisons, offers exploration of ideas and perspectives with references which are balanced and fully support the points being made. There is a slight tendency to repetition, which does not detract from the overall quality of the response.

Level 4 - 17 marks



Try to avoid repeating points; a brief plan may help to ensure that all points made cover different ideas.

Below is an example of a top-level response.

Question 5 is based on both Text One and Text Two from the Source Booklet.

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

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

"first time"
"I was 'she'"
"struggles - not so
much from
people"

(22)

In both pieces we see people with disabilities who have achieved major successes in their lives and who are therefore using the platforms they have built to inspire others - particularly the younger generation. They shed light on the positive parts of their life experiences.

In both texts, the subjects have become increasingly successful and overcome many challenges in order to do so. Both texts mention how they had worked for it since they were children. In text one, the article is written fairly chronologically - and therefore starts when she was a "small" child. This first paragraph is filled with lively verbs like "climbed", "dancing", "clapping and cheering" this immediately starts the piece with a sense of excitement, she's being celebrated and having "infectious happiness" makes her likable and therefore the reader is happy when her efforts are worth it and she is successful. Text two however takes a different approach when talking about his childhood, the triplet "no compassion, no understanding, and no humanity" sums up the world in which he grew up in, eliciting sympathy from the reader, while also justifying some of his later actions - like attacking "bustle" when he was younger.

By so clearly outlining the horrors of society when he was young and the negative parts of his life, it ^{contrasts} ~~thru~~ his confident declarations of his selfworth and later successes showing he ^{resilient readers} ~~receded~~ all though they may struggle in the short term, their dyslexia is not an issue, it is a benefit and a key to his later success. Despite focusing on the negative parts of his childhood experience, it is still similar to best one as he mentions he "had poems in ^{my} ~~his~~ brain even then" - referring to when he was "10 or 11". By both pieces establishing that these skills were apart of their lives from the very beginning, they emphasize that their achievements did not come from luck but from hard work, which is inspiring for readers.

Both pieces also resource how they felt ~~left~~ let down by the school system. Zephania describes some very specific anecdotes from when he was at school / the first and most shocking being shown through the harsh exclamation "Shut up, stupid bag" by including this bit of dialogue he builds from the ^{earlier} ~~later~~ triplet emphasizing the lack of understanding society has. Zephania is clear, his struggles didn't come from just being dyslexic, infact he celebrates this, he warns that what the hardest part of his involves is dealing with other people's opinions. He shows hate for this part of society by clearly distancing himself and the dyslexic community through the ^{contrasting} ~~contrast~~

pronouns of 'we' compared to them as "their problems" when referencing society.

While less direct, text one also references this failure of inclusion by the school system and parts of society.

She had troubles with accessing support, we see the troubles listed ^{lines} 29 - 34, she mentions having to "fight" for her education, this verb being violent seems out of place when talking about school or children especially when for most education is taken for granted due to being free to access in most places. She mentions how even when properly supported in nursery there are still issues - highlighted in the rhetorical question "Why am I not over there?" This shows her segregation from ~~society~~ ^{others} and may symbolise the struggles of the disabled in day to day life as well.

Both texts make it clear that schools are still massively flawed when it comes to catering for special needs - they make it clear that schools ~~have~~ ^{have been a} caused difficult experience for both.

Overall despite pointing out some flaws, both pieces ~~are~~ remain largely positive, text one focuses on the strides that society has taken to be more accepting symbolised ^{through} ~~by~~ her thanks and compliments to her partner who "adapted" to fit her needs and wants when it came to learning. This progression is also

shown in line 5, "Two decades later, millions more were clapping and cheering" the temporal marker showing physically that time has progressed and the vague statistic "millions" allowing the author to perhaps exaggerate the support, making her story more inspirational and joyful.

Text two he focuses on celebrating the dyslexic community. He states they have taken to better their experiences in life. He repeats the noun "architects" multiple times throughout, a job which is respected and has connotations of intelligence and creativity. By linking these ideas together he can compliment and inspire the dyslexic community.

Both pieces end by addressing the reader as "you" building a direct connection between reader and author making the message seem more heartfelt. Both pieces have on a light hearted and inspirational tone, showing their great experiences can be mimiced by the reader.



This is an impressive response which considers a wide and comprehensive range of comparisons. There is analysis of language, structure, the writers' ideas and perspectives, some of which is perceptive. The selection of references is discriminating, although some points could have been made more securely if supported with a little more textual evidence.

Level 5 - 21 marks

Question 6

This writing task, asking candidates to write a speech based on the statement 'In our lives, there are certain people or things that inspire us', certainly seemed to 'inspire' our candidates as it was by far the more popular choice and produced some excellent responses, which examiners thoroughly enjoyed reading as seen from some of their comments listed below.

'I saw some wonderful responses. The question allowed candidates to respond with humour and with heartfelt intimacy which worked really well.'

'it seems a real shame that many of these parents and family members may never know how much they've impacted young lives as they won't get to hear the speeches.'

'Beautiful writing – mature, heartfelt.'

Generally, candidates showed a good awareness of the requirements of a speech and used a register that was fully appropriate. The majority demonstrated a clear understanding of how to craft an engaging piece and effectively used rhetorical devices such as direct address (worked best when used throughout the speech not just at the start), listing, repetition, rule of three and rhetorical questions to persuade and included strategic use of anecdotes and statistics to support and enhance their arguments.

Most speeches showed a clear sense of purpose and communicated clearly. The most common sources of inspiration proved to be family members, famous celebrities (e.g. Malala Yousafzai, Cristiano Ronaldo, Serena Williams, Emma Watson) or figures who played an important part in shaping our world, such as Martin Luther King and Rosa Parks. There were also some thoughtful explorations of more unconventional sources of inspiration, for example a painting seen in a museum, the soothing movement and sound of a tree and some recognised the quiet, everyday acts of inspiration from a range of peoples such as doctors, firefighters and even teachers. One examiner was impressed by 'a sophisticated, cosmopolitan paean to the inspirations of London'.

Whilst the majority of candidates achieved marks within Levels 3 and 4 for both AOs and so dealt very competently with the task, weaker responses lacked development or a real sense of conviction. Some showed a lack of certainty about what exactly 'inspiration' might mean and a few confused the meaning with that of 'aspiration'. Whilst many candidates described personal experiences, sometimes the anecdotes became too lengthy with the inclusion of irrelevant details which detracted from the purpose of the speech. Paragraphing was often an issue at this level and some responses stopped very abruptly. If possible, and it is understood that there is much to do in the time allotted, candidates should try to allow a few minutes to check through their work and correct any obvious errors. Examiners noted that punctuation was often missing or lacking in range. Common errors included: comma splices, misuse or no use of the apostrophe, random use of upper-case letters.

The best responses had a clear, authentic voice and were often witty and self-effacing. There were some astute observations about the potentially hollow nature of much that appears on social media: 'We are influenced but hardly ever inspired'. Others also issued thoughtful warnings about the dangers of 'negative' inspiration, which added some depth and complexity to their writing. At this level, candidates wrote with fluency and flair and produced accurate, coherent, well-crafted response that made strategic and deliberate use of techniques. The final paragraphs

often featured strong, encouraging calls to act on the inspiration we find in our lives.

Finally, inspiration was often linked to motivation with one candidate offering this mature and perceptive clarification: 'Motivation is temporary, it is inconsistent and is not as impactful as inspiration. Motivation can even be gained by watching a short five-second reel on Instagram or a catchy empowering song. If this motivation is held onto and used to fuel the journey to achieving your goal, this becomes your inspiration.'

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

Chosen question number: Question 6 ☒

Question 7 ☒

In our lives, there are certain people or things that inspire us, like: actors and football players or being a billionaire, these may just seem like a fever dream, but all these people were once where you are right now. So what's stopping you.

These goals help you to develop as a person. ~~Any~~ hard work is never not rewarded, those who don't take action will nine times out of ten be unhappy with where they are. ~~is not possible to motivate~~ Don't be that person.

But I encourage you to set yourself a goal and just make small steps everyday to reach it, even within a week you'll be closer to achieving ^{it} than you were last week.

For me, as a kid I always ~~wanted to be a~~ hated the way I looked, so I decided to join the gym, it was hard but as of today I'm in the best physical condition of my life, you don't have to change your lifestyle to support these ~~your~~ goals, it only takes ~~an~~ an hour a day to begin ~~to~~ to see progress.

inspirations motivate us, ~~if there is~~ if there is: a ^{career} ~~career~~ you idolise, a job you admire or a cool car you want to buy, start making the steps.

It's important to have dreams because those who sit back and expect the world to come to them will get nowhere, just think twenty years from now, where do you want to be.

Bill Gates started ~~an~~ Microsoft in his garage ~~and~~ which is now worth billions, even the CEO of ~~pret~~ a merger sat right where you are, literally they were a student of Woodbridge School.

These inspirations allow us to stay motivated even when no one believes in us. It gives people something to work towards, ~~even~~ it gives people hope.

Thank you for your time 'Grand ~~of~~ ~~appended~~'



There is clear communication and a clear sense of purpose in this response. The candidate makes a number of points about setting goals and working towards them, just like a familiar figure, such as Bill Gates, has done in the past. There is inclusion of a brief anecdote to illustrate a point. Ideas are all relevant but not explored.

Appropriate tone and register are evident from the openings of paragraphs ('In our lives'; 'But I encourage you'; 'It's important to have dreams') with careful choice of pronouns.

Ideas and information have been connected and paragraphing provides a clear structure. There is some variety in vocabulary (encourage, inspirations, motivate, idolise) with mostly accurate spelling. Some sentences have been adapted for effect ('Don't be that person') but the response sometimes doesn't distinguish between paragraphs and sentences.

AO4: Level 3 - 15 marks

AO5: Level 3 - 10 marks



Further development of ideas would have helped to secure a higher mark.

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

Chosen question number: Question 6 ☒ Question 7 ☒

Plan

intro -

para 1 - who inspires me

para 2 - who may inspire diff people

para 3 - benefits

para 4 - how it effects the community and world

conc -

start →

"In our lives, there are certain people or things that inspire us" how does that make you feel. I'm going to let you sit for a minute and think about who inspires you, and how much do they mean to you. This is my topic I'm going to be discussing with you today.

Now, I know as teenagers it's hard to know who you really are. Its a super intense time with so many things racing through our minds. how to behave, how to look, how not to look and even how to feel. Having someone or even something to inspire me and guide me in someway makes me feel so much calmer, so, who inspires you?

me personally, my biggest inspiration is my mum. She is the lady I look up to in my life. She's strong, ~~extra~~ powerful and fully trusts herself whilst also being emotional and so loving. ~~She~~ I believe she is the most amazing woman. Yet she is not my only inspiration every person I love I take snippets of them to make myself a better person. The humor of my dad, the kindness of my bestfriend, the joy of my brother. Every single person helps me to become exactly who I'm meant to be.

So, now I've told you who inspires me who do you feel inspires you, who do you look up to. It could be Jude Bellingham, Taylor Swift, Your family, God or even someone who is no longer here. Have a ~~minute~~ think, you don't have to share it with anyone. ~~or~~

You might be thinking, Maisy, what's the point of all of this. Well I believe having an inspiration can have huge benefits and build you up so much. Having someone to be inspired by can help us have an understanding of who we want to be as adults, it can help shape us into powerful young people who make the world a better place. ~~No~~ Whether you're inspired by their beliefs, carrier

or even just the way they present themselves, they can impact our lives for the better, be sure to be exactly yourself and the amazing person you were born as.

Having inspiration can not just effect the individual but also communities or the whole world. Think about it religion is everywhere, it brings people together to celebrate. The entire concept of religion is that you, or me or anyone is inspired to follow the ways of our God, ~~the~~ whether your christian, ~~or~~ Jewish, or muslim your religion is based on every single one of you feeling inspired by your gods ways or behaviors.

In a more modern light a huge chunk of our lives is social media, the whole idea behind social media is that the individual person finds what or who inspires them and they follow them, they do their recipe or training method ~~then~~ or buy the same clothes or makeup as them. I'm sure you all have a favourite influencer, ~~name~~ how many times have you done or bought something because you saw them do it.

As I leave you today after our talk, I want you

to think about who inspires you the most, at school at home or anywhere ~~else~~ else and think about how much the effect you daily life. Thank you so much for listening to me today, I hope it made you think and maybe share ideas with people who weren't here today? Be an inspiration ~~for~~ for them?



There is very clear communication which is sometimes successful. The candidate creates a genial tone and works hard to connect to the listener throughout ('how does that make you feel'; 'You might be thinking'; 'Think about it'). Form and style are entirely appropriate. Some points would have benefitted from further development.

Spelling is mostly accurate. There is some variety in vocabulary (chunk, concept, powerful, snippets). Whilst some punctuation is missing, sentences are reliably punctuated on the whole; question marks and commas have been used.

AO4: Level 4 - 18 marks

AO5: Level 3 - 11 marks



Accurate and appropriate use of a suitable range of punctuation can help to secure a mark within Level 4 for AO5.

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

Chosen question number: Question 6 ☒

Question 7 ☒

Pren is

My dad, colloquial, resilience

Title: My mandatory
mantra.

"It's not about how hard ~~you~~ hit, it's about how you can take hits and carry on". ~~Some of you here today today may have heard of this quote~~ This quote is of course from the iconic rock Rocky. Some of you here today may have heard of this before, but I am ^{sure that} ~~some~~ many of you have not (it's a bit before o-r-time!). But for me, ~~I~~ my Dad repeated this every time I ever thought about giving up, even on the most basic of tasks - which is more than I would ~~like~~ like to admit! He would always say the same thing: "But it's not about how hard you hit" & blah blah blah...

This exhausting mantra still echoes within me today, helping me focus and persevere.

It's ~~funny~~ laughable how those closest to us often annoy us the most, even if what they are saying is true. I'm sure many of you know what I mean. While my Father ~~was~~ isn't the smartest ~~of~~ ^{man} people (sorry Dad), his admirable advice is probably the most powerful teaching ~~to me~~.

he - or anyone - has ever ~~given me~~ bestowed upon me

Raise your hand if you've ever thought about giving up? It's okay; we've all been there. It's the thing about challenges, the easiest route is always the one out of the challenge. But isn't ~~defeating~~ ~~defeating~~ completing the challenge the most rewarding?

Whether it's completing the pernicious piece of politics homework that has landed over you, or even washing the disgustingly dirty dishes, you will always be happier and feel more accomplished if you just do it. Because, "It ain't about how hard ~ blah blah blah ~"

For me, the greatest example of where my father's mantra was most important to me was during ~~my~~ a football game. We were five down with only one half left to go. The words of my father droned within me: "But it's...", "But it's...", "But it's..." and a sense of power pulsed throughout my body. The smell of ~~fresh grass~~ wet grass tinged ~~in my lungs~~ the air, the feeling of the feral wind slammed against my body, and the premonition of ~~that~~ the ball gently bobbing into the net overcame me.

I won't lie to you - we lost.

Five to nil.

The most important thing that I learnt, however, was that "It ain't about how..." blah blah blah...

I trained, I practised and I, most importantly, reflected.

~~I did series~~ I ended up winning the next game Five to nil.

~~The~~ My father's mantra is ~~is~~ "But it ain't about..." (in case you forgot) is not about about always winning. Instead, you it is about learning where you went wrong, so ^{that} you can improve and become a better person.

So the next time you ever think about giving up, it is mandatory to remember my mantra: "But it ain't" blah blah blah. Try your hardest and fail. Do this so that the next time you try, you don't fail. Even when you succeed, how can you do better? ~~How~~ How can you win your next football match six to nil? It's never about being perfect never, it's about striving to be the person you want to be, improving one step at a time and showing resilience.

I hope that my exhausting mantra will echo within you, ^{from now on} that "it ain't about how hard you hit, but how you can take hits and carry on".



This response features a strong awareness of form and purpose. The focus on the audience is kept to the forefront; for example, asides are used to help maintain engagement ('in case you forgot') and there are flashes of humour throughout ('pernicious piece of politics homework'). A confident voice emerges and the piece is a secure realisation of the task. It fulfils all Level 4 criteria for AO4.

A wide vocabulary is evident (mantra, persevere, laughable, pernicious, pulsated) with just a few slips in accuracy of spelling. Paragraphing is used deliberately with single-sentence paragraphs inserted for particular effects ('I won't lie to you - we lost'). Sentence structures are used effectively to add emphasis. Again, all Level 4 criteria, this time for AO5, are met.

AO4: Level 4 - 22 marks

AO5: Level 4 - 15 marks



Note the careful, cohesive structure of this response - something examiners always hope to see.

Below is an example of a response that was awarded full marks.

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

Chosen question number: Question 6 ☒

Question 7 ☒

~~Why we need to be inspired. Why inspiration~~

Inspiration: Why is it important?

In Ancient Greece, there were nine goddesses of inspiration.

They were called the Muses, daughters of the sun God Apollo.

Each one was responsible for a different field: one for poetry,

another for ~~poetry~~ ^{song} and history and comedy and so on. Every

time a brilliant idea popped into a person's head, they would

thank these deities for helping them. Of course, we no longer

~~thank~~ ^{thank} them today, but we still need to be inspired. Art ~~and~~

doesn't generate itself from thin air (even though that is what

~~that~~ ^{what} AI wants you to think) So who do we turn to? And

why is it essential for every aspect of life?

Firstly, I am often inspired by my favorite shows,

celebrities and musical artists. BTS, for example, are a

highly successful Korean ~~boy~~ group who have released ~~several~~

incredible album after album almost nonstop for over a

decade. They contribute an estimated billion dollars to

their country's economy every year. Imagine that! The amount

of gruelling ~~work~~ ^{work} they have done to achieve their ~~name~~ ^{name} is

mind-blowing: they can sing, dance, rap, speak at least three

languages and are still ~~a~~ incredibly humble in their interviews.

They are a shining example of how effort and determination

can pay off massively and ~~should be the~~ we should

aspire to be as talented and driven as they are.

Furthermore, people should also draw inspiration from fictional ~~and~~ sources as a tool for ^{reflection,} ~~self~~-motivation and how to act. It is no ~~secret~~ secret that I love Doctor Who. The ~~name~~ notion of a time-travelling alien saving the universe in a 1930s police box is absolutely bonkers, but surprisingly, also very inspiring. As someone who loves stories, I am constantly fascinated with the ~~stories~~ ^{plot} and the moral dilemmas posed in the stories, often about ~~the~~ political issues (for example, climate change ~~and~~ war) and the morality of the main character. The doctor represents hope and is exceedingly kind to people, perhaps to a fault. They ~~themselves~~ are a positive role model for people to aspire to and hope to ~~be like~~ ~~act like~~. ~~Therefore, they~~ ~~are~~ Certainly, a character that has resonated with me.

Additionally, people should take lessons from history as ~~an~~ inspiration. Over the last few years, I have taken a huge interest in an Ancient Egyptian Pharaoh, Hatshepsut. She was the first official female pharaoh, siezing power at a time where only men were supposed to have authority. She was a proud builder, constructing hundreds of temples and obelisks, notably her own mortuary temple, still standing today. She has also ~~be~~ now successfully infiltrated ~~all~~ most of my GCSE English work. The lack of evidence of her personality in contrast to the abundance of evidence for her successes in battle and foreign policy ~~make~~ make her an interesting subject for historical

fiction. Was she kind? Was she ~~really~~ a wise leader? or was she absolutely horrible to her subjects? Despite the feminism of her being a ruler, it is unclear whether she ~~started~~ ~~was~~ had an inspiring personality. Nevertheless, she was once described by Tom Holland (the famous historian, not Spiderman) as "one of the greatest rulers to ~~be~~ ever live" and I believe that is inspiration enough to research her ~~on~~.

Additionally, we should absolutely seek inspiration from those in ~~the~~ our own lives. I look up to my parents, who have worked extremely hard for me to receive a good education and to have fantastic opportunities in life. Additionally, my incredible teachers have shown me how exciting learning is, particularly in History, Classics and English. ~~Because~~ Due to their invaluable advice and support, I ~~now~~ ~~know~~ have a better idea of which careers and future studies are suitable for me. ~~I~~ I have learned about the value of ~~passion~~ hard work and having a passion for learning that will stick with me throughout ~~my~~ life.

To conclude, people should absolutely draw inspiration from people who did interesting deeds, people who show an incredible work ethic and characters that resonate with us. Although some inspiration can take hold and become an obsession, it is entirely healthy to seek positive role models to emulate or interesting history to discover. It allows a person to develop their own interests and ~~then~~ become something inspirational to others. Thank you Muses, my work here is done.



This response discusses a range of interesting points related to the task and does so in a thoroughly engaging and focused manner. It includes developed ideas relating to Dr Who ('the notion of a time-travelling alien saving the universe') and the Pharaoh Hatshepsut ('a prolific builder, constructing hundreds of temples'). At times both subtle and perceptive, the response maintains strong focus on the task and the use of tone and style is sophisticated. Full marks are deserved.

An extensive vocabulary (deities, generate, obelisks, infiltrated, muses) is used with accurate spelling. Complex ideas are handled within the response and cohesion is enhanced by the use of paragraphing and grammatical features ('Furthermore', 'Additionally', 'To conclude'). Sentence structures are crafted and deployed to develop emphasis and interest for the reader.

AO4: Level 5: 27 marks

AO5: Level 5: 18 marks



Note how this candidate does not employ a conventional opening to the speech, but immediately engages the audience with an original link to the idea of inspiration.

Question 7

This question required candidates to write a guide for school staff suggesting ways in which school life could be made a positive experience for their students.

Although there were fewer responses to this question the question was accessed by candidates of all abilities and all had some useful - and often very thoughtful - ideas to offer.

Examiner feedback included the following statements:

‘This was an engaging question and many candidates approached it with enthusiasm and a strong personal voice.’

‘The sincerity and originality of thought made these answers rewarding to read.’

‘An enjoyable read for a current teacher, like me, with some very interesting suggestions.’

‘I thoroughly enjoyed marking these. Many would be useful to share with teachers.’

Most candidates included some practical and clear advice including at least three or four ways in which schools could ensure a good experience for their students; there was usually a focus on facilities, subjects and teacher demeanour. Common ideas that were covered included less homework, allowing phones, making lessons more interesting and offering a wider variety of subjects. More thoughtful answers requested quiet rooms for students, varied teaching strategies taking into account different learner needs and counsellors to help with mental health. There was also a frequent request for greater levels of respect and kindness.

At the lower levels, there was at times some uncertainty about form and audience and examiners noted that some responses drifted into a rant, listing complaints with use of an inappropriate tone e.g. angry or too informal. Often, the focus was very specifically on the writer’s own school and experiences. However, it was clear that most of these responses used the suggested points of content as a straightforward structure for their answer, although some responses were brief, perhaps as a consequence of running out of time. Candidates should be wary of including unrealistic ‘statistics’ that could serve to undermine, rather than support, their points.

Better responses sought to promote positive change rather than commanding it. Some assured responses were well-shaped with sub-headings, stepped information and a persuasive, didactic, (though not ‘preachy’) tone. Often a strong opinion was expressed using some perceptive and elucidating comments.

There were some responses where the required form was not entirely evident, reading more like an article, and others where candidates relied too heavily on listing brief suggestions in bullet point form. Obviously, a guide might include these to make it accessible to a range of readers but short phrases do not provide evidence of a range of sentence structures or enable development of ideas. Many candidates did use an appropriate balance of a heading and sub-headings providing a framework followed by paragraphs of writing and occasional use of bullet points. The highest-achieving candidates smoothly integrated persuasive techniques and showed imagination and flair in their layout, thinking carefully about effective and engaging sub-headings for example. An understanding 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.

The majority of candidates used a varied vocabulary and connected relevant ideas in an attempt to drive their argument forward. As with Question 6, examiners felt that more attention could be given to accurate use of varied punctuation.

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.

There was some evidence that a small number of candidates had memorised pre-prepared phrases or short sentences to use in their writing. This is not good practice as it leads to a lack of spontaneity and originality and such lines were often 'shoe-horned' inappropriately into the response.

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

Chosen question number: Question 6 ☒ Question 7 ☒

'School' - the best time of our lives

Today, I will be giving you ~~an excellent~~ but a quick but excellent guide on how to make your students have a fun and exciting school life. Let's be honest, no teacher wants a miserable student mixed with a bland coffee on a Monday morning. That doesn't sound good, does it? Let's change that.

Subjects, activities and facilities

Firstly, to make your students happy and have a positive experience at school, we need to change the ~~am~~ amount of subjects they do. ~~I remember~~ Do you not remember when you were at school? Thousands of subjects, topics and definitions cramming into your brain. ~~For~~ On the other hand, let's allow your students to pick what subjects they want to do and how many they want to learn. This change

won't just make them happy but it will make their stress levels reduce, making a better experience at School for them.

Secondly, to allow your students to have fun, you must introduce more activities. If you do this, they ~~will~~ will feel more content due to their endorphines being released as well as being able to communicate with their fellow peers.

Lastly, we recommend increasing the amount of facilities your school has. This is because no students want to sit in the same classroom every day, it gets a bit boring! If ~~there~~ there were more facilities, the students could explore and relax in different places.

We also advise you ~~to~~ these new attitudes ~~we believe need~~ and approaches you should take, which will make your students have a better experience at school. These

are:

- teachers being less strict.
- ~~Teachers giving out less homework.~~
- students should be allowed to wear what they want.

Being less strict

We do recommend in sanctioning students who have gone against a school policy. However, we advise teachers to not give any sanctions to students who are talking, not listening or any other pointless reason.

We recommend this because students should be allowed to talk otherwise they aren't learning key communication skills. If the amount of sanctions decrease, ~~the more~~ more students will enjoy school as they aren't afraid of getting in trouble.

Clothing

We highly recommend students are allowed to wear whatever

they want. However, we advise to add rules and limit what they can wear. Students become frustrated by the scratchy shirts, the itchy tights and the thick ~~the~~ leather shoes. Think about it, if the students didn't wear uniform, they would become more relaxed which will make their ~~experience~~ experience at school much better.

Once all these changes have been made, ~~the~~ your lives ~~are~~ as well as the student's lives at school will be so much better. Now, ~~on~~ Monday morning will be more enjoyable due to happy students and hot, flavoured coffee. That sounds like a positive experience at school, doesn't it?



The opening, with its references to the cup of coffee, establishes a connection with the reader (although the use of 'Today' does make it sound a little-speech-like) and the candidate returns effectively to this idea at the end. The response covers a range of possible issues, although some points might have been more fully/effectively developed. It meets AO4 Level 3 criteria securely as there is clear and relevant communication, with a clear sense of purpose and audience. The candidate has used a generally appropriate form, tone and register throughout.

This answer uses sub-headings to manage appropriate ideas and information within the overall cyclical structure. All of the AO5 Level 3 criteria are securely met and there is use of a wide vocabulary (bland, sanctions, frustrated, flavourful) which is spelt accurately.

AO4: Level 3 - 17 marks

AO5: Level 4 - 12 marks



The bullet points provided in the question may help you to structure your response, as in this case.

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

Chosen question number: Question 6 ☒ Question 7 ☒

"The Guide To Temporary Happiness"

Picture this, you are layed, at 65 years of age, on your king sized bed perched on your silk pillows in your cottage in the countryside. Your ~~at~~ are hit by a wave of nostalgia, looking back at 'the good old days' reminiscing those years of joy. What do you remember? I'm no mind reader but I can guarantee it's not that Maths lesson on Tuesday 12 May 2017 where you learned about complex functions, or that Biology lesson where you sat in silence for an hour taking that end of topic test, or any French lesson ever. My point is the parts you remember ~~times~~ are the ~~best~~ times you were happy, when you were trying so hard not to laugh in the back of an English lesson, or when you 'bent the rules a little' and snook off to play football with your friends in lesson time. I just propose we focus ~~on~~ slightly more making memories ^{we} will never forget, rather than information we will forget after an hour.

~~Here's~~ Here is how I propose we do it:

- A choice of a wider range of subjects. Not everyone wants to be a doctor or a chemist. We need more choice.

I get people may want to try a Subject before choosing to study it. So allow free switching between Subjects. & According to a Study from the NSA (National Schools Association) over 60% of Students Study Subjects they don't enjoy

- Less Severe Punishments - ~~The most memorable~~ When you think back to your time at School what were the funnest things you did, Pick ~~the~~ five. Now tell me, how many of those five were within the rules. My guess is not many. So why ~~miss out~~ would I have to miss out on a weeks education ~~case~~ cause Mr. Smith Suspended me. I'm not saying there should be no Punishment cause that would just be pure carnage but maybe two days litter picking duty or having to clean the tables after lunch, this way not only do students not miss any education, but they learn life lessons as well.

- Make lessons memorable - keep things different. If things get boring, people get bored, "its so simple! The best way to learn is to enjoy what your doing whilst learning. My brother came in from School the other day and said he had such a great Biology lesson he then proceeded to tell me a song they made to remember the Structure of the cell, ~~th~~ he could tell me the Song word for word but I guarantee he couldn't have told the Structure of a cell if he didn't learn the Song. So keep things fun and memorable

I hope this article helps you assist the younger generation in making memories they may never forget. So when they are perched on their sun pillow in their cottage in the countryside, they too will have no shortage of memories and good times they can look back on.



This is an engaging, successful response, which gives specific examples of suggestions and communicates successfully, with effective touches of humour. There is a secure awareness of purpose and effective use of tone and register, although there is a slight 'waver' in form when the candidate refers to 'this article'. This is a secure Level 4 for AO4.

Manages ideas and information successfully. Bullet points have been used to separate ideas but each one leads into a developed point. A wide vocabulary has been employed, with only occasional spelling errors and a range of sentence structures has been used for effect.

AO4: Level 4 - 21 marks

AO5: Level 4 - 13 marks



Aim to sustain the required form throughout your answer.

Below is an example of a response that achieved full marks.

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

Chosen question number: Question 6 ☒ Question 7 ☒

(Title page; ^{front cover} inside)

Our years at school should be the happiest time of our lives:
a complete guide to drive students to ^{joy and success} ~~success~~

How can we as teachers foster a safe, supportive environment
for students' creativity, happiness and academic success?

Well, it turns out we only need ^{to make a} ~~a few~~ few changes to
our actions and mindsets...

(Page 2, inner left)

Enrichment beyond the classroom:

Think back to when you were at school: what are your
most vivid memories? For most ~~they are~~ adults, they
are not recollections of hours spent sitting on uncomfortable
and cracked plastic chairs, and being forced to write until
^{their} ~~your~~ hand cramped ^{up} ~~up~~. Instead, they are ~~for~~ the activities
that they participated in outside of the classroom. In
fact, a growing population of teenagers ~~has~~ now ~~participate~~
attend extra-curricular ~~activities~~ activities each week,
with 12% of students aged 13-18 ~~ages~~ in London
reporting that they have founded clubs themselves. Extra-

curriculum don't have to be directly related to classroom subjects either; activities such as knitting and even extreme sports like trampolining^(of course, with health and safety in mind) are proven to improve focus and promote mindfulness. Below are some further ideas:

- School newspaper club
- Student societies, such as ~~environmental~~ sustainability or charity societies, guided by staff
- Dance & club
- Crochet club

~~Peerless~~ Leadership opportunities:

Offer your students a wide range of roles and chances to lead activities and initiatives around the school. This can be a fantastic way to instill an understanding in your pupils about ~~how~~^{what} their later adult careers will be like, and will encourage them to pursue ambitious goals & whilst simultaneously contributing to the school's decision making process. Consider establishing a student-led government, for example, or suggesting the creation of roles such as subject ambassadors to your head teacher.

~~Learning abroad~~

(Page 3, inside right)

Learning abroad:

Do you have a modern languages curriculum at your school? Well, a rapidly diminishing number of institutions

do, so take every opportunity you can obtain. Highlights of
alumniæ from their school days include trips abroad,
which both improve ~~practice~~ linguistic proficiency and
allow students to discover the culture, history and
traditions of the ~~best~~ country they study. However,
trips don't just have to be language-based ~~travels~~,
or long distances from home: consider organising
~~the~~ short excursions for subjects such as geography or
history, visiting the wide variety of museums and
natural parks that many cities have to offer.

Mental health:

School can ~~be~~ be a stressful, chaotic atmosphere for
many growing children, who are ~~sixth~~ attempting both
to ~~keep~~ maintain good grades and discover their
identities at the same time. Therefore, it is important to
support them on their journey through daily school life.

Make it clear that there is always someone that they
can talk to; if your school doesn't have a counsellor, start a
petition for one. Mental health comes above all else,
so ~~be~~ remember to check in with students if they seem
to be struggling.

Encouraging fearless learning:

Academic success ~~isn't~~ should also be a key focus, - after all,

it is school! But ~~to be~~ for your students to constantly try their best, you need to encourage them to make mistakes, to raise risks, and to ~~offer~~^{raise} challenging ideas.

This can't be done without teachers setting a good example:

don't be afraid to own up to your mistakes, ~~and always~~

~~show to try to show how passionate you are about~~

and remember that you ^{yourself} need to demonstrate the values that you ~~intend~~^{intend} to propagate.

(Page 4, back cover)

The most important thing to remember is to try your best. Your students will remember your effort! But don't be afraid to fight for change; the school system is not yet perfect.

Further reading:

- Teaching beyond the curriculum
- Ideas for extracurricular^{or} activities.



This is an exceptionally mature, well-developed response, which is sharply focused on the task. There is sophisticated use of form, tone and register. A range of techniques is deliberately used for effect. It was awarded a top AO4 mark.

The candidate manipulates complex ideas and uses an extensive range of vocabulary and sentence structures to achieve effects, with only very occasional errors/slips. In an attempt at authenticity, the layout of the guide has been suggested but this is not necessary. The response meets all AO5 Level 5 criteria very securely.

AO4: Level 5 - 27 marks

AO5: Level 5 - 18 marks



Consider how right from the start, this response establishes audience, form and tone.

Paper Summary

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 Questions 1-3 to ensure that your answers come from the correct part.
- Answer Question 2 in your own words as far as possible. 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 Question 3; brief quotations can be used to support these points but quotations without explanation are not sufficient. Points can be set out separately but must be in full and complete sentences and offer some interpretation.
- Consider the effects of language and structure features within the context of the given extract for Question 4. 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 Question 5. Rather than simply comparing 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 (5 and 6 or 7) 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 - examiners cannot mark what they cannot read.

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>

