



Examiners' Report

June 2023

Int GCSE English Language 4EA1 01R

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June 2023

Publications Code 4EA1_01R_2306_ER

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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.

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 (Qs1-3) and a text from the International GCSE English Anthology (Q4) with a total word count of approximately 2000 words. Q5 asks candidates to compare the two texts. In this series, the unseen extract was adapted from *Classroom of the damned* in which the writers describe how, despite having severe dyslexia, Will Carter has achieved academic success. 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 texts worked extremely well together and examiners noted that candidates responded with interest and engagement.

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

Section B: Transactional Writing

This section, also worth a total of 45 marks, offers candidates a choice of two transactional writing tasks. A particular form will always be specified and for this series the two tasks were to write a letter to the headteacher of a local school suggesting ways in which it could be improved (Q6) or to write a magazine article entitled 'How to achieve success in life'.(Q7).

The Assessment Objectives for this paper are:

AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (Q1, Q2, Q3)

AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects (Q4)

AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed (Q5)

Section B: Writing

AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences (Q6 or Q7)

AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation (Q6 or Q7)

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

It was clear that candidates were all able to show some understanding of the ideas in the unseen text. Examiners reported that 'the extracts were well-balanced and interesting with obvious appeal to most candidates and elicited some very successful responses'.

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 Qs 6&7 was very high with many level 4 and level 5 quality responses which one examiner felt were 'Incredible! Genres are spot on and the use of rhetoric and lexis often demonstrated some very mature thinkers and writers.'

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 11-12 and asked them to select two words or phrases that describe Jo.

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 your own words and not to spend time giving comment or explanation which cannot be rewarded here.

On the few occasions where both marks were not achieved, this tended to be because candidates had selected material from outside the line references. There were a number of possible answers, but candidates do need to select carefully: e.g. 'same school in East Dulwich' was acceptable but 'East Dulwich' on its own was not.

Text One: Classroom of the damned

1 From lines 11–12, select **two** words or phrases that describe Jo.

1 " Miserable "

2 " Lonely "



ResultsPlus
Examiner Comments

Two correct words were selected and so two marks awarded. The majority of candidates chose these words.



ResultsPlus
Examiner Tip

Single words can be enough to gain the marks if they clearly answer the question.

Text One: Classroom of the damned

1 From lines 11–12, select **two** words or phrases that describe Jo.

1 Miserable and lonely

2 Struggled to read and found it hard to write.



ResultsPlus
Examiner Comments

The candidate has made two correct points in each line of the answer so has done more than enough to gain both marks.

Text One: Classroom of the damned

1 From lines 11–12, select **two** words or phrases that describe Jo.

1 Full bright Scholar

2 dyslexia and dyspraxia.



ResultsPlus
Examiner Comments

The phrases selected do not come from the correct part of the text, and are not, in any case, used in the passage to describe Jo so no marks can be awarded.



ResultsPlus
Examiner Tip

It can be useful to highlight the line references and key words in the question.

Text One: Classroom of the damned

1 From lines 11–12, select **two** words or phrases that describe Jo.

1 Jo is Will's "mother."

2 "Miserable and lonely!"



ResultsPlus
Examiner Comments

The first point was not made very often but is correct and there are two correct points in the second line.

Text One: Classroom of the damned

1 From lines 11–12, select **two** words or phrases that describe Jo.

1 Struggled

2 Smile



ResultsPlus
Examiner Comments

The first word selected is correct but the second comes from outside the given lines (and does not describe Jo). This response is therefore worth 1 mark.



ResultsPlus
Examiner Tip

Whilst, as we have seen, single words can gain the marks, they have to be carefully selected and accurate.

Text One: Classroom of the damned

1 From lines 11–12, select **two** words or phrases that describe Jo.

1 lonely

2 struggled to read



ResultsPlus
Examiner Comments

Two correct points are made and two marks gained.

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 27-36 and describe Will Carter's experiences at school. Examiners noted that the majority of candidates were able to select the relevant information and 'showed that information retrieval had been taught well.' Examiners noted that 'the most successful answers were concise' and there was concern that some candidates wrote 'very full answers which were longer than necessary and may have impacted on the time available for the other question.'

There was a good range of possible points that could be made and most candidates achieved full marks; the most commonly made points were those about Will being in the lowest sets, having poor teachers, finding out that he had dyslexia and demanding assistance. Many candidates picked up on the fact that Will's grandparents were keen to help him and avoid the same mistakes as were made with his mother, but a few got a little confused and thought it was the grandparents who took the copy of the Disability Discrimination Act into the teacher's office and stated the need for help. In addition to the points on the mark scheme, examiners were advised that candidates might make their own valid and rewardable points.

It was clear that candidates has almost all clearly understood what Will's experiences at school were like, but where candidates did not score full marks, it tended to be because they were struggling to follow the instruction '**In your own words**'. There was evidence in a small number of responses of indiscriminate copying from the passage and some other candidates failed to focus on the given lines and provided more of an overview. Overall, there were fewer candidates who adopted an AO2 approach but still some who veered into offering their own views about how awful the situation must have been for Will, criticising his school and teachers and thus failed to focus on making the required number of points.

Examiners reported that, as always, the most successful approach employed by candidates was to make at least four clear discrete points. If these are set out separately then it can help both the candidate and the examiner to see at a glance how many points have been made. It is important to remember that the question asks candidates to 'describe' and therefore, although it is not necessary to write at length, it is not acceptable to simply list very brief points. The response must be written in full and in 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 27–36.

In your own words, describe Will Carter's experiences at school.

will carter's experience at school ended when it
began. His experience was not good because he got
put with the worst teachers.



ResultsPlus
Examiner Comments

The candidate makes a rather vague statement in their first sentence which is not really supported by the text, but then makes a valid point in the second sentence (bullet point 3). This brief response earns 1 mark.



ResultsPlus
Examiner Tip

Aim to make four, clear and relevant points to secure full marks.

2 Look again at lines 27–36.

In your own words, describe Will Carter's experiences at school.

Carter's experience at school was miserable. He was treated as a lost case from the beginning, putting him in the bottom classes felt to him as if they were placed there him there, as there was no hope for them to improve and it felt being there felt like a disappointment.



After a general statement that Will Carter's experience was miserable, the candidate goes on to make three specific and rewardable points (bullet points 2,1,4).

2 Look again at lines 27–36.

In your own words, describe Will Carter's experiences at school.

- Will Carter was in the lowest set ~~for~~ ~~all~~ for everything.
- He felt hopeless
- Felt that he received a poor education from bad teachers
- When he was a teenager, he received help that he needed



ResultsPlus
Examiner Comments

Clear understanding is shown in this succinct response and bullet points 1,2,3,10 are credited.



ResultsPlus
Examiner Tip

Setting out each point on a separate line makes it clear to you and the examiner how many points there are.

2 Look again at lines 27–36.

In your own words, describe Will Carter's experiences at school.

Will was treated badly at school because of his condition. He was put in the lowest sets for all his subjects and given the worst teachers, as the school didn't think he was very capable. Despite this, him and his grandparents tried to make things better. His mother also had a learning condition, but was diagnosed too late for any difference to be made. Carter's grandparents did not want this to happen to him. ~~When Carter~~ Carter was diagnosed with dyslexia and dyspraxia at the end of primary school, proving he suffered a learning condition. However, the big change in his school experiences changed when he took a copy of the Disability Discrimination Act to the head of special education needs in his school. He was given a laptop and a teaching assistant. This allowed him to excel and become the best later on, and his school experience improved.



ResultsPlus
Examiner Comments

The candidate has written a very full answer and covered more than four of the points in the mark scheme (bullet points 1,3,5,6,8,10).

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 37-47 and explain how Will Carter's experience of education improved.

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 having been taught to select quotations carefully and explain the content rather than the language.

Successful candidates often worked methodically through the set section of the text identifying key points; there were very few who looked at information that was not in the relevant lines. Many students 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. Some relied on integrated quotations to make a point but explanations are needed to act as evidence of understanding, and quotations should only be used to support these points. For example saying that Will 'went from being in the lowest sets to getting A stars' simply uses the quotation to try and make the point. However, stating that 'Will had previously limited academic success but then started to achieve high grades as we are told he went from being in the lowest sets to getting A stars' offers some interpretation and shows understanding. Where some candidates did not achieve full marks it was because they repeated a point or, in some instances considered bullet point 4 as two separate points. 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. One examiner noted that some candidates selected long quotations but separated the opening and closing words with ellipsis and failed to make the point precisely.

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 37–47, explain how Will Carter's experience of education improved.

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

Carter's experience of education improved immensely thanks to teaching assistants^s who helped him with a lot of thing ~~and got him~~ and helped him get better grades and be able to finish school. He finally found a way to learn and gain knowledge and benefited ~~to~~ from technology as well.



ResultsPlus
Examiner Comments

In this brief response four different points have been made (bullet points 2,1,8,3). No quotations have been selected to support the points but the instruction is that candidates 'may' do so, and therefore whilst most candidates find it helpful to use quotations, it is not a requirement.



ResultsPlus
Examiner Tip

Remember that if you do include quotations in your answer, they should be used to support the point; on their own with no explanation they cannot make the point.

3 From lines 37–47, explain how Will Carter's experience of education improved.

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

His grades began to improve. 'I went from being the lowest sets to getting A stars.'

His teaching assistant was extremely helpful. 'I wouldn't have got through secondary school.'

Technology allowed him to read him to understand texts. 'Technology that changed everything.'

He managed to get into a good university. 'Won a place to study politics and international relations at the University of Bristol.'

He used the internet to support him. 'YouTube for lectures.'



ResultsPlus
Examiner Comments

Five rather brief but valid points have been made. They are set out clearly and supported by appropriate quotations (bullet points 1,2,3,5,7).



ResultsPlus
Examiner Tip

As with question 2, setting points out on separate lines can let you check easily how many you have made.

3 From lines 37–47, explain how Will Carter's experience of education improved.

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

His grades improved going from "the lowest sets to getting A stars". The use of technology really helped as text to speed could help his issues with reading. He began to 'ace exams' and do very well in school. Will also won a place to study politics and international relations at the University of Bristol. Although he couldn't read a lot of articles, he could watch videos of lectures and this gave him a better understanding. Will also used 'screen reader' technology to help him with his studies and read a lot through listening.



ResultsPlus
Examiner Comments

The candidate has made five relevant points (bullet points 1,3,4,7,8) that are clearly and separately set out; bullet point 5 is also there but all copied from the text and so not explained.

3 From lines 37–47, explain how Will Carter's experience of education improved.

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

Will Carter's experience of education can improved by a technology. He went from being in the lowest sets to getting A stars. But it was technology that changed everything. At first he copied and pasted text into Google Translate, by using the speech function to hear what it said. He started doing exams using speech recognition software, and won a place to study politics and international relations at the University of Bristol. There were not enough hours in the day to listen to audio book versions, if they were available. He hunted for shorter journal articles on the same topics and searched YouTube for lectures by the authors. He found a world of ideas was unlocked by 'screen reader' technology, which takes the words on a computer screen and reads them aloud.



ResultsPlus
Examiner Comments

This looks like a detailed response at first sight, but although it opens with an appropriate point (bullet point 3) it is then copied entirely from the extract and so only gains 1 mark.

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 experiences.

This piece contains a very wide range of features of language and structure as exemplified in the mark scheme, but examiners were advised that these are just examples of possible points that could be made and instructed that 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 nearly all candidates. It was evident to examiners that most candidates had 'been taught really well', had a secure knowledge of this text and reached at least level 3 with a high number achieving level 4 and above: one examiner reported that 'answers to this question were mostly thorough and perceptive'. Another examiner was pleased to note that 'learners were almost universal in their condemnation of Zephaniah's teachers' conduct as outmoded and ignorant'.

Examiners commented that nearly all responses offered at the least some understanding of the text. At the lower levels, candidates either identified features of language (and sometimes structure) but offered little explanation of their effect or described and made general comments on the text, failing to focus on how the writer shocks the reader. At this level, some candidates offered a straightforward narrative account of the text with vague observations about sentence lengths creating 'impact' or general comments such as 'the use of first-person engages the reader', even more simply 'the account is written in chronological order'. One examiner came across a number of candidates who used bullet points to identify features of language and structure which, inevitably, led to a lack of development

Mid-level candidates tended to work through the text, made a sound range of points and selected apt textual references for support, but often did not move on to analyse closely the impact or connotations of individual words and phrases or fully consider the effect of the structural features. Some examiners felt that at this level, candidates were sometimes taking more of a question 5 approach and writing more about Zephaniah's ideas and perspectives rather than trying to analyse language. There was also some evidence of candidates referring to sophisticated features that they did not fully comprehend and some mis-terming of parts of speech. However, examiners were pleased to see many candidates who examined the effect of the light-hearted, humorous tone that Zephaniah adopts at times. This year there appeared to be fewer, but still some, candidates who spent too long on unnecessary introductions that set out what they intended to cover and conclusions that simply repeated the points already made.

The most successful responses dealt with the whole passage and made many insightful points, selecting their textual references judiciously from throughout the text. Whilst many candidates had chosen to write about the triplet 'no compassion, no understanding and no humanity', the best candidates picked up on the fact that 'humanity' is left until last in the line, thus placing emphasis on it and highlighting the harshness of Zephaniah's experiences. One examiner wrote that: 'The strongest candidates were able to pick up on the more subtle details, such as the shift to directly addressing the reader as 'you' towards the end of the text, and how it moves from personal experiences to inspiring others.' The examiner was further 'impressed by the number of candidates who were able to comment accurately on links to Aristotle's modes of persuasion, such as the emotive language in the opening building up pathos, and Zephaniah's honesty giving him a sense of ethos.' At this level, candidates were precise in their use of quotations, linking different parts of the text. The best responses demonstrated perceptive understanding, dealt with a good range of ideas from throughout the text and interwove their discussion of language and structure, seeing the two as working symbiotically to convey meaning.

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

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

(12)

Benjamin started this story doing a critic of the educational ~~system~~ system that he had. He ~~use~~ use language techniques to show ~~how he~~ ~~his~~ his thoughts on the system "no compassion, no understanding and no humanity." This triplet of three words that are ~~not~~ related to each other demonstrate how ~~he~~ he feels ~~stupid~~ and angry because his teachers did not understand him. This creates on the reader a ~~horrible~~ horrible feeling ~~because~~ because it was not fair that people with dyslexia did not have the help that they deserved.

The writer also ~~is~~ used structure features to show how the teachers treated him. The use of this question "No dare, you challenge me?". ~~This~~ Describes how the teacher had one idea and all the students had to agree with his idea, otherwise, the teacher will bully you until you agree with him. This shows to the reader the reality of old schools and gives a contrast ~~of~~ with new schools.



The candidate makes quite a solid opening statement about how Zephaniah starts the piece with a 'critic (sic) of the educational system that he had' and goes on to make a clear point about the use of a triplet supported by quotation. A point on the use of a question is made in the second paragraph. In both instances, the candidate considers the effect on the reader. This is quite a slight response but there is just sufficient in the way of explanation to lift it into Level 3.



Try to look at more than just the opening part of the Anthology text for this question; your points should be selected from the whole text.

4 How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his experiences?

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

(12)

In the extract of the article *Young and Dyslexic*, Benjamin Zephaniah conveys his experience with Dyslexia from a child to an adult. Benjamin conveys his experience through multiple ways.

Firstly, the article is written in first-person point of view, with words such as "I", "I'm" or "me". This shows that the article is written by Benjamin himself. The first-person point of view allows the audience to read what Benjamin's feelings, thoughts and emotions were.

The article is also written in a timeline. It starts off by Benjamin's experience with dyslexia as a child. Then when he grows up, in his teenage years. Then when he is an adult. This timeline allows the audience to get a clear glance of his experience at different stages of his life, at different times, places and ages.

Benjamin uses a lot of quotation in the article. Whether he is quoting himself or someone else, he always likes to quote people. For example, in line 10 to 13, he is quoting what he has said. In line 14, he is quoting the teacher telling Benjamin to "shut up stupid boy". These quotations allow the readers to understand what he was thinking and saying or to understand how he was treated by others.

In the article, one of the ways Benjamin conveys his experience is by storytelling. Most of the times, Benjamin just explains his story, his experience. He tells stories of him arguing with teacher because he has a different opinion or he ~~also~~ tells stories of him being a professor.

Lastly, Benjamin conveys his experience by giving advice. In the few last ~~para~~ paragraph of the article, Benjamin gives advice to other dyslexic people. He tells them: "If someone ~~can't~~ can't understand dyslexia is their problem", "just remember: it's not you. In many ways dyslexic people is a natural way to be", "So don't be heavy on yourself" and "use it to your advantage, see the world differently". Benjamin giving advice to others is a great way that he conveys his experience.

Because by giving advice to others also means shows how he understands dyslexia. By telling others to "see the world differently" also means that he sees the world differently.

To conclude, Benjamin convey his experience with dyslexia through multiple ways in the article. Although every ways are very different it all has the same purpose.



ResultsPlus
Examiner Comments

This is a methodical and straightforward response that offers some appropriate points on use of first person, content and structure. There is some explanation but points are not developed. This sits firmly in the middle of Level 3.



ResultsPlus
Examiner Tip

To achieve a mark beyond Level 3, aim to explore points fully and really consider the impact of the language and structure features you have chosen to write about.

4 How does the writer, Benjamin Zephaniah, use language and structure in **Text Two** to convey his experiences?

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

PLAN

(12)

- Starts article in a positive tone, to show he has overcome dyslexia, ends the same way / cyclical structure

- Uses lots of anecdotes to convey negative experiences in school

The writer uses a range of language and structural techniques to convey many negative and positive experiences

Firstly, he starts off by saying that he "learned to turn dyslexia to my advantage." ~~Here~~ Here, he has ~~started~~ started in a very positive light. ~~This~~ This could have been done to comfort the reader, and to ~~contrast~~ further emphasise his negative experiences and what he had to overcome. ~~This~~ This immediately sets him up as resilient. The idea of comforting the reader is further emphasised by the use of ^{me} 1st person narrative, "I", ~~as~~ as this sets up a conversational tone. He then goes on to say is: "We are the ~~designers~~, ~~we~~ are architects, we are the designers." The repetition of the personal ~~pronoun~~ ~~pronoun~~ pronoun, "we", creates an engaged tone with the reader, again, reassuring them. He also uses a semantic field of building: "architects", "designers". This could

highlight how the writer thinks that dyslexic people are a fundamental part of building a society, despite their disabilities, they have the advantage to think "creatively". Overall, the starting, although doesn't go into ^{much} details, ~~but~~ presents his ~~at~~ experiences as mainly positive, as he has learned to overcome his disabilities.

the writer

Contrastingly, ~~he~~ uses a lot of anecdotes to present his not so positive and much more negative experiences, most notably about school and the discrimination he faced. "~~Remember a teacher talking about~~ Afri: "It's all right. We can't all be intelligent... go outside and play some football?" Here, one of his teachers ~~is~~ ^{is} refusing to help him, despite him clearly asking for "some help." The teacher uses dismissive phrases ~~like~~ like: "we can't all be intelligent" instead of offering assistance. This could be due to the lack of understanding of mental health at the time. The writer, instead of fighting against it, also bought into the stereotype against him of ~~the~~ playing "some football" instead of studying and learning. ~~By~~ ~~the~~ This could be due to ~~the~~ ^{the writer's} lack of experience or understanding about racism or mental health. This creates a parallel between him and the teacher. But, he is ready to fight back against the stereotypes against him, unlike the teacher. The writer may have chose to ~~talk about his negative experiences~~ ~~to~~ ~~the~~ ~~reader~~ discuss his negative experiences after ~~he~~ establishing that he's overcome them to evoke more sympathy from the readers and to show the extent of the discrimination he's overcome.



After a short plan and a brief introductory sentence, the candidate has produced a thorough answer which makes a number of relevant and thoughtful points about language and structure. The middle paragraph, with points on tone (and its effect on the reader) and language, is particularly strong. All of the Level 4 criteria are met



It is a good idea to jot down a plan but do make sure you check you have included your planned points. In this answer, the candidate does not make the point about the 'cyclical structure' they had noted; this might have helped to lift the response into the top level.

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

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

(12)

The article 'Young and dyslexic? You've got it going on' by Benjamin Zephaniah targets young people, possibly still in school and would appeal to those with dyslexia. Zephaniah uses the rhetorical question "Young and dyslexic?" to catch ~~the attention~~ ~~of the reader~~ reader's attention while simultaneously nodding to his personal experiences with dyslexia. There is a kind of positive affirmation when Zephaniah's word choice of "You've got it going on", this creates a positive viewpoint from the reader. The additional use of more colloquial or day-to-day English, adheres to the norms of young adults, possibly who the target audience. Furthermore, the positive connotations of this phrase hint at ~~some~~ the better and ~~pe~~ improved experiences of Zephaniah with dyslexia.

Zephaniah uses the negative opener "As a child I suffered..." to show his early experiences with dyslexia were difficult and unfair. Immediately, the reader feels ~~em~~ sympathy and pity for Zephaniah. The tone is changed when Zephaniah writes how he "learned to turn dyslexia" to ~~(his) my advantage?~~ to his "advantage". This gives the reader an element of hope. Following this, Zephaniah uses the phrase "We are the orphans, we are the

designers." to show his view of dyslexics these with dyslexia being more creative or mathematical. This phrase is repeated towards the end of the text to remind the reader of the positives of dyslexia.

Zephaniah describes his experiences at school with dyslexia as difficult and with lack of understanding. Zephaniah uses the tricolon "no ~~com~~ to show the teachers and the education system as a whole having "no compassion, no understanding and no humanity". The noun "humanity" greatly emphasises this "broken education system" and how unfair the teachers were towards those with learning difficulties. The additional repetition of the word "no", ~~shows Zephaniah's constant~~ could show how Zephaniah was constantly belittled and bullied for his dyslexia and the early and negative impact this had on him. Thus, we can see Zephaniah's early experiences with dyslexia are conveyed as cruel and to an extent inhumane.

Another way Zephaniah conveys his early experiences with dyslexia is through the use of the quote "the past is a different kind of country". This hyperbole shows how different it was for those with learning difficulties in the years when Zephaniah was in school, compared to nowadays where there is more understanding and sympathy. Using this metaphor and the noun "country" shows the extent of disregard and lack of kindness for those like Zephaniah. The author's use of the noun "country" also highlights

the change in the education system and just how different it was those years ago. Through this, we can see Zephaniah's difficulties and experiences with dyslexia.

Zephaniah uses anecdotes throughout the text to convey his experiences with dyslexia. One of the most significant anecdotes is when Zephaniah was first told he was dyslexic. He uses humor to ~~show~~ convey his initial reaction to the answer he didn't know he needed. The use of direct speech "Do I need an operation?" shows how his early experiences with dyslexia where no one knew what was seemingly "wrong with him" led him to have no knowledge of this. After this life-changing event.

Zephaniah changes the tone of the text and becomes much more positive. The use of many simple sentences could represent an overflowing of advice and statements that need to be made.

There is an echo of the title where Zephaniah writes "Us dyslexic people, we've got it going on...". This quote shows his later experiences with dyslexia were more forgiving ~~and~~, more creative and more empowering. Compared to the early experiences the author had with dyslexia where even racist comments and stereotypical comments were made, such as "...You'll end up being a good spateperson...".

Zephaniah's later experiences with dyslexia were much more ~~under~~ better and had more understanding, Zephaniah's final thought of "kids" being "proud to be like" him show his compassion for those with dyslexia.



This response contains a wide range of perceptive and insightful points and demonstrates some extremely good understanding. The candidate is discriminating in their selection of references and offers some analysis of a range of language and structural features such as the use of rhetorical question, tricolon, hyperbole, metaphor, direct speech, use of anecdote, and tone. Points are often developed with close examination of word choice. This fulfils all of the Level 5 criteria.

Question 5

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

This question is the most demanding of those in Section A and, with 22 marks distributed between five levels, carries almost half of the total marks available for reading so it is extremely important that candidates allow sufficient time for a developed response. Although there were a few candidates who did not attempt the question or who wrote very brief responses and thereby missed the opportunity to gain a significant number of marks, one examiner found that candidates 'seemed very often to have budgeted their time well across the paper, leaving the opportunity for a full and thoughtful answer.' Careful time-management is crucial for success in this examination and it was 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 with one examiner stating that 'a great many responses were thorough and delightful to read.' It was felt that the unseen passage worked very well with the anthology text and enabled candidates at all levels the opportunity to identify a range of comparisons. One examiner reported that responses to this question 'were the strongest answers. The two texts complemented each other so beautifully and some of the work candidates produced was superb'. Another examiner was impressed by the responses seen which 'were well-written, fluent and covered a good range of comparisons; there was evidence of very good teaching.' Yet another reported that 'the level of autonomous, personal response driven by the unseen component of this question was simply stunning.'

At the lower end, candidates tended to focus on obvious links between the texts such as both being about a man with dyslexia; both men had a hard time at school; both men became successful. Often these answers gave a point, perhaps supported by a quotation but with no development, quickly moving on to making another point. Some candidates at this level retold the events of each text, sometimes with greater emphasis on one text, rather than focusing on comparison or examining the perspectives and experiences of the narrators. Others identified a number of techniques, eg referring to the contrast between first and third person but offered little in the way of explanation of their effect. Stronger responses, however, went on to explore how this meant that Text Two was more emotive, personal and encouraging, whereas Text One had a more detached, informative and concerning tone about the state of education.

The more successful responses focused almost immediately on comparing specific details of the extracts and looked at the writers' perspectives as well as their ideas. Popular points included: the very similar attitudes of the teachers in each text and the use of dialogue to show their insults indicating how strong a memory this was for both Carter and Zephaniah; the difference in time period of the two men's experiences and the fact that Carter could use the assistance of technology that was not available to Zephaniah. Some candidates made a brief plan which often contributed to a more thoughtful, exploratory approach based on key elements of similarity or difference rather than an explanatory, chronological approach to the texts.

At the top level, responses included astute analysis of settings, language, structure, purpose and tone and explored the nuances and subtleties of the extracts. Responses at this level often impressed by the manner in which they dealt with the shifts in perspective, person and tone across the texts. Although less assured responses sometimes believed Will Carter was saying 'I made it, so anyone can' the most astute understood that he was saying the opposite and concluded that Text One was therefore more pessimistic whilst Text Two was more motivational. The best candidates were able to explore what they saw as a key difference in theme: that Carter succeeded despite his dyslexia, whereas Zephaniah feels he succeeded because of it.

There are different ways to approach this question, but examiners noted that the most successful responses made each point a valid and appropriate comparison with supporting references from both extracts; this led to the balance required for marks within Levels 4 and 5. Where candidates dealt with one passage at length before moving on to the second, they often failed to make many actual points of comparison.

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

It is important to remember 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. One examiner wrote that: 'I think that a common misconception is that question 5 is two question 4-style answers glued together; in reality it has more of a focus on the themes and ideas of the texts, rather than the minutiae of language and punctuation.' One examiner observed that where candidates focused on the writers' use of language and structure, the most successful responses effectively linked these elements to the ideas and perspectives.

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 extracts are about young men and their time in school being dyslexic. They are both written in present about the past, and are articles that conclude the same idea that people with dyslexia are just as capable as those without

The constant theme of discrimination that both writers use. Shows how society had treated them unfairly. "He was put at the bottom of his class for all his subjects" "Shut up, stupid boy"



ResultsPlus
Examiner Comments

This is a very brief response but the candidate does offer some obvious comparisons, eg both about young men, both written in the present about the past. There is some comment that shows understanding of key ideas and a quotation from each text to support. A mark of 7 within Level 2 is appropriate.



ResultsPlus
Examiner Tip

Ensure you allow enough time to tackle this question properly as it is worth nearly half of the marks for reading.

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~~ 'Young and dyslexic? you've got it going on' and 'Classroom of the damned' The two writers talk about their experiences with dyslexia during ~~g~~ their school years. Both Will Carter and Benjamin Zephaniah had a few similarities in their experiences.

Both writers ~~beginning~~ switch from a negative tone to a positive tone to really ~~show~~ emphasise to the readers ~~how~~ who have dyslexia that it is not ~~so~~ impossible to be successful with a disability. It shows ~~one~~ how hard work always pays off at the end of the day.

Zephaniah and Carter experienced bullying and shaming for not being like ~~no~~ everyone else during their school years.

In "Classroom of the damned" line 10 "Carter has been miserable in primary school" and in ~~the~~ towards the end "I went from being in the lowest sets to getting A stars" and In 'Young and dyslexic? you've got it going on' The writer

tells the reader that he did not let dyslexia get in his way during the first line of the text "As a child I suffered, but learned to turn dyslexia to my advantage" that quote would give the readers a brief idea of what will happen during the text.

However Zephaniah still switched tones throughout the text. like in line 28 "I got thrown out of a lot of schools" which conveys to the reader how hard Zephaniah struggled during his childhood years.

"I wrote more poetry, novels for teenagers, plays, other books and recorded music". This highlights that anything is possible, and ~~not~~ gives the reader a boost of confidence for their future whether they were dyslexic or not.

Benjamin Zephaniah's reaction to teachers insulting never affected him, he always believed in himself and always had the confidence. However in the other hand Will Carter did not take teachers comments lightly ~~as~~, but he used those hurtful words as an advantage to improve.

When ~~Ben~~ Zephaniah talked back at the teacher for showing some racism "Who ~~are~~ are you to talk about savages?" this indicates that he was not phased by his teacher and could care less.

~~He~~

Both texts gives people who are unaware of dyslexia knowledge ~~and~~ and also show people who have dyslexia that they are not the only ones suffering and there are many people around the world with very similar experiences which could be ~~to~~ quite comforting and inspiring.



ResultsPlus
Examiner Comments

The candidate offers some explanation of relevant comparative points on tone and the experiences of Will Carter and Benjamin Zephaniah in school. There is some imbalance in references to the texts with greater consideration given to Text Two. Overall, this response sits firmly in the middle of Level 3.



ResultsPlus
Examiner Tip

Try to ensure that you deal with each extract equally and that your references are balanced across both texts.

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 the article, 'Classroom of the Damned' and 'Young and Dyslexic' share the story of two different ~~coloured~~ ^{black} men that ~~both~~ had to overcome dyslexia. Both text share the theme of success even though ~~both~~ having to encounter the taunting of the children and teachers.

~~The Metaphor of~~

The title, "classroom of the damned" is an ~~undid~~ ^{undid} a clue ^{to} ~~which~~ ^{what the text} ~~addresses~~ ^{might be about}. The ~~adjective~~ ^{adjective} 'damned' is a negatively depicted word which indicates to the audience how Will Carter ~~was~~ may have ~~that~~ been viewed as a 'retard'. Being ~~black~~ ^{black} and ~~not~~ not having the ability to read he was thought to ~~of~~ 'ending up a criminal, ^{however he is now studying in} ~~University of California~~ ^{University of California}. ~~The Young and Dyslexic~~ ^{a similar story is shared}. In 'young and dyslexic' is a similar

story is shared in which Benjamin Zephaniah needed to 'turn dyslexia to my advantage'. The quote, "We can't all be ~~smart~~ intelligent, but you'll end up being a good sportsman," suggests to the audience how ^{there was a stereotype for} ~~stereotypical~~ people of colour ~~were~~ and ~~those~~ as being less superior in terms of education. ~~This~~ This suggests his childhood was based in a time where there was no equality.

Both ~~articles~~ articles share ~~how~~ how open minded both Benjamin Zephaniah and Will Carter are. In "Classroom of the damned" ~~they~~ it shares how Will Carter already had ~~an~~ a family member that experienced the horror of how society treated someone with dyslexia. ~~With the help of his grandparents~~ ~~the~~ ~~got~~ ~~supported~~ and the 'Disability Discrimination Act' he was able to start a path for his future. ~~It contrasts with~~ ~~young~~ ~~lamb~~ ~~dyslexic~~ ~~in~~ ~~the~~ ~~more~~ ~~in~~ "Young and dyslexic" Benjamin In

Contrary, in "~~Young and~~ Young and Dyslexic" Benjamin Zephaniah was part of the "generation where teachers didn't know dyslexia". He did however have a sister and as a result she was a massive part in Zephaniah's success. ~~At the~~

Both poems share the themes of self belief which played a huge part in their lives. In 'Classroom of the Damned', Will is seen challenging an English teacher when she called Lennie, the character in the novel 'Of Mice and Men', 'a retard'. The word 'retard' is a formal slur that refers to being illiterate and dumb. This as a result may have been taken to offence by Will knowing he was illiterate. In 'Young and Dyslexic' the same lion like character is shown where he questions the teacher - asking, "If there's a God isn't that a design fault?" The quote suggests to the audience how open minded Zephaniah was. However:

having an open mind and questioning
Gods lead to being 'exposed'.

In conclusion, both articles share
an almost identical childhood where
segregation and denial was the
fuel in which kept Benjamin
Zephania and Will Cortes going.



ResultsPlus
Examiner Comments

There is a real sense of personal engagement with the text in this response and quite a wide range of comparative points is made, covering such elements as theme, language and attitude. Exploration of ideas could be more developed at times, but this is a thorough answer that considers both texts in a balanced way and is worthy of a mark at mid-level 4.



ResultsPlus
Examiner Tip

If you write an introduction, ensure it makes some immediate points of comparison as this candidate has done.

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

2 Lang
1st

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

(22)

Both Zepheniah in 'Young and dyslexic? You've got it going on', and Carter from 'classroom of the damned' employ varying and similar language techniques in order to convey their ideas and perspectives. Initially both Carter and Zepheniah establish an emotive tone with negative connotations of their childhood. Carter does this in "Carter had been miserable and lonely" and Zepheniah in "As a child I suffered". Zepheniah makes use of first person^s in order to convey the experiences, however in Carter's case the text is in third-person. While both reiterate their struggles, Zepheniah immediately takes on a more encouraging tone by using the collective pronoun 'we' in "we are the designers" in an attempt to rebound from his negativity. In Carter's case the writers convey the beginning as more grave and harsh by using repetition to describe his mother as "miserable and lonely" as well conveying that the struggle had always been in the family and was not yet relieved. Furthermore both Zepheniah and

the writer's conveyed how lacking the educational system was by ~~estab-~~ in Carter's case establishing the dread he felt everytime he went to school through the hyperbole, "School was torment", Zepheniah conveys his resentment in "my ideas always contradicted the teachers" this shows that both Zepheniah and Carter have faced mistreatment in the educational system however Carter seemed to have more dread and a negative outlook on both society and his condition at a young age while Zepheniah was always more optimistic and defiant due to the difference in the descriptions, of "torment" and simply "contradiction"

~~Ad~~ However both Zepheniah and Carter do achieve better positions in society as their texts progress. This is evident in "fought for further investigation" this highlights the struggle that Carter's ~~had~~ family had to put up to demand equity and despite Carter already having a support system they still had to struggle thoroughly which is conveyed with the use of the adjective "fought". Zepheniah

however did not have an established support system and simply could not do anything until he got expelled. Zephaniah establishes credibility by claiming that he got expelled for being arguing and "being a rude boy".

Both 'Classroom of the Damned' and Zephaniah highlight the high probability of getting into prison due to their different thinking. Zephaniah does this by using statistics in "a high percentage" however this is immediately juxtaposed in "and a high percentage of the architect population" this parallelism contrasts and therefore shows that ~~having~~ being dyslexic should not stop you from achieving greatness. In Carter's story this is also highlighted in "Instead of ending up a criminal" ~~is~~ with its juxtaposition in "She studying for a Ph.D." the use of casual dialogue ~~and~~ contrasting the use of academic diction creating a stark contrast conveying the intellectual capabilities of dyslexics.

Additionally both Zephaniah and Carter's stories employ a variety of structural techniques in order

to further put emphasis on their experiences. Zepheniah does this by making use of short-sentences in order to establish clear assertions meant to show his encouragement towards the dyslexic community. An example could be, "I just had self-belief" the use of simple sentence structure confidently proclaims this and shows his positive attitude. Furthermore Zepheniah employs several lists such as "family fell apart, in trouble with the police" which is juxtaposed with a short sentence in order to convey that even the hardest most plentiful hurdles can be overcome simply through self-belief. Carter's experiences also offer encouragement and this is shown through the use of the simple structure sentence "but it was technology that changed everything" as it is by epiphany Carter's main source of prosperity in academics was the use of technology rather than self-belief. As well as that, to highlight the pivotal moment in Carter's life, the writers make use of

dashes to highlight that in "I couldn't read". Lastly Carter highlights a similar point ~~like~~^{to} Zephaniah in "My story is not, 'I made it,'" directly addressing all the struggling children in his dialogue creating a parallel view using the comma in between.



ResultsPlus
Examiner Comments

Right from the start there is an assured approach to this question. The candidate presents an extremely full and detailed response with excellent analysis of language and perspective. A couple of points such as that the chances of prison are high 'due to their different thinking' and the final interpretation of Carter's statement are not quite as strong but, overall, this answer offers a varied and comprehensive range of comparisons and it is placed very securely within Level 5.

Question 6

This question, asking candidates to write a letter to the headteacher of a local school suggesting ways in which it could be improved seemed to strike a chord with some candidates and led to some enthusiastic and engaging responses. One examiner wrote: 'I loved the insight I was given into students' perceptions of schooling.'

Generally it was felt that candidates showed good awareness of the required form with one examiner reporting that 'Every piece I marked had a firm grasp that the task was a letter and a relatively formal one.' The majority of candidates made appropriate vocabulary choices which led to a suitable register and tone and produced clear and structured responses.

Candidates approached the task in different ways but generally used the bullet points to help structure a cohesive response although at the lower levels there was sometimes a tendency to list a litany of complaints and little on what could be done to improve the situation. Examiners noted that more successful responses often focused on only one or two ideas but really explored and developed them.

Issues raised ranged from dissatisfaction with the food choices offered to the cleanliness of the school to the length of break times. It was noted that stronger responses were able to turn these complaints from a moan into a persuasive idea such as the candidate who wrote: 'If we are more rested, we are more likely to learn better and therefore eventually perform better in our exams which will make the school look better in the league tables.' A number of candidates drew inspiration from the texts and wrote about the lack of provision and support for students with dyslexia or other learning needs.

Many candidates chose to adopt a persona which was often done to good effect and examiners appreciated the range of impressive and entertaining voices: outraged matron, scandalised proud parent, diligent and conscientious head student, concerned local councillor. The necessity of conveying disapproval encouraged the use of an impressive range of discourse markers. One examiner noted that 'A number of strong candidates also included an element of flattery, starting by discussing the positives of the school before moving on to explain the things that needed to be improved.' Examiners also enjoyed reading those letters that included some elements of humour.

At the top level candidates produced eloquent, persuasive and sophisticated responses that really explored the needs of students and how these could best be met.

~~Oman~~ 5th June 2023

Shatti ~~the~~ School
Muscat, Oman.

Qurum, Muscat, Oman
Muscat International School.

Dear Mam/Sir

I hope this letter finds you well, I am writing to discuss the concerns of the students regarding the school needing improvements. As I see many students are left unsatisfied.

As of the current moment the students are ~~not~~ only allowed a 10 minute restroom break and no more than that, I think that the students deserve a longer break to ease their minds and cool off from all the learning they do during the day.

Students ~~are~~ are also complaining about the state of the air conditioners as they are old and broken which leads to having the classrooms extremely hot since ~~the~~ the weather outside is above 40°C.

In my honest opinion the school should improve and change these concerns as it is affecting the students

physically as ~~the~~ ^{well as} mentally. With these rules still being followed the students would be overworked and mentally unable to focus during classes.

To change these rules the school should allow ^{two} longer breaks as the students attend school for 8 to 9 hours, the breaks should be at ~~least~~ least 30 minutes long. The school should also ~~be~~ provide healthy and nourishing snacks for the students to keep them focused, refreshed and on track!

The school should also look into completely changing the air conditioners as they are more than 15 years old, by having new air conditioners the students would be more focused during classes and would not lose energy and feel tired.

~~The~~ The class rooms being ~~too~~ too hot could also cause the teachers and staff to struggle with teaching and having a good lesson.

By improving these two minor concerns the school would have changed for the better and the students would be much happier, since these concerns could really have an impact on how the students respond to learning!

I would appreciate you looking into applying these changes, Thank you.

~~Thank you~~ yours sincerely.





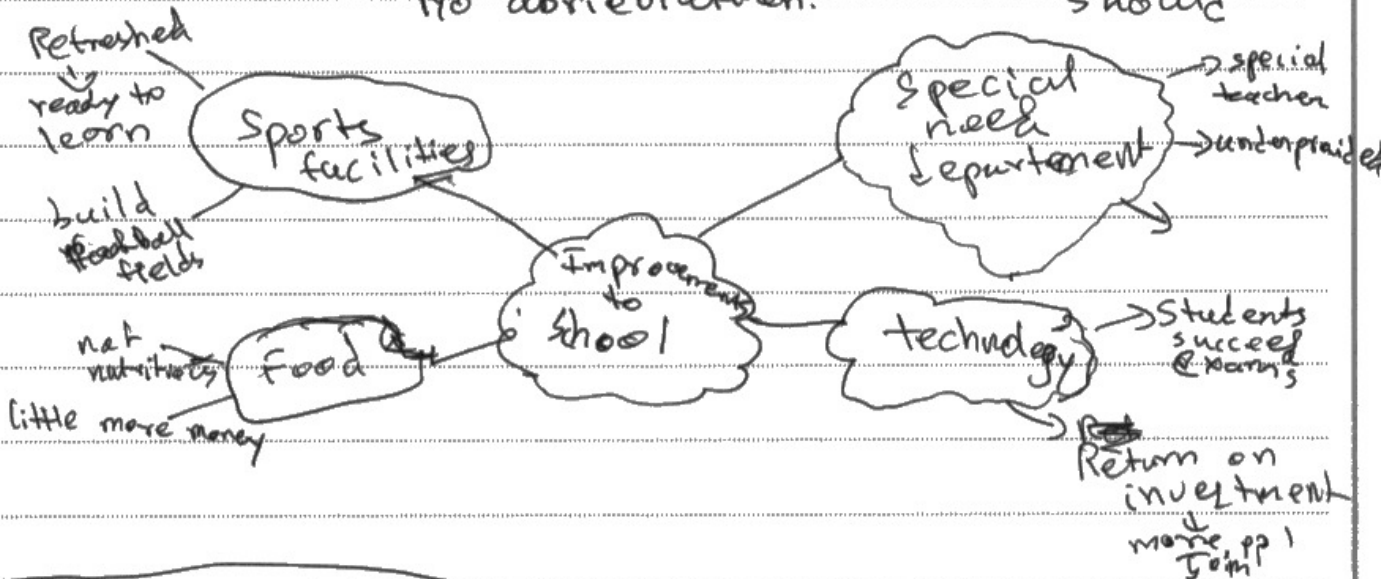
The candidate makes a clear and appropriate start to their answer which addresses the key issues. They look at the comfort needs of the school community and refer to the problems of inadequate breaks and the state of the air conditioners and consider what could be done to ameliorate the problems and improve the situation for students. There is clear communication throughout and a very sound sense of purpose. Paragraphing helps to make meaning clear and there is an attempt to adapt and craft some sentences – ‘focused, refreshed and on track!’. All Level 3 criteria are met for both AOs.



Whilst it is important to know how to set out a formal letter, for exam purposes and to save time it is sufficient to start with the salutation; there is no need to include the addresses of sender and recipient.

write a letter to your headteacher ~~post~~ suggesting improvements

- Formal tone → straightforward opinions < facts
- No abbreviation.
- writing to advice
- use could should



5/6/23

Improvements to the school

Dear Headteacher,

I hope this letter finds you in the best of your health. I am writing this letter today because ~~there~~ there has been a major conundrum. ~~I~~ ~~students~~ ^I feel like the school is not meeting the ^{students'} needs. To test this ~~I~~ ^I did a survey and 88% of the students in the community agreed with my statements.

Now, I do not mean to bother you in any way but I think that you could make a few changes to the school system.

One of the things you could do is Hire more special needs ~~teachers~~ qualified teachers. Studies have shown that normal teachers are not qualified or trained enough to help with the educational development of special needs ~~the~~ pupil. ~~The~~ Another reason you could hire more special needs trained staff is that, out of ~~the~~ all the pupils that did the survey, a massive amount of them felt like the special needs department was over-looked and underprovided by the school.

Another Improvement you could make ~~is~~ ~~the~~ ~~introduction~~ introducing more technology in classrooms; I pads and smartboards for example. Studies from Harvard universities have shown that after introducing technology average exam grade ~~at~~ went up by ~~more~~ more than 40%. Furthermore, Although technology is expensive, It has ~~been~~ ^{been seen} to have a 100% return on investment in the

past, as because investing in technology, the grades go up significantly, which leads to ~~more~~ a better reputation of the school, leading to more student joining the school.

Moreover, upwards of 40% of the students who took the survey asked for better school food. Some of the students described the taste as 'worse than ~~garbage~~' and some described smell as 'toxic'. These are very concerning and the fact that 90% of students eat their meal at school add to the problem. Our body relies on food for energy, and not giving the students enough / good tasting and nutritious food is like ~~pouring~~ pouring water over ~~the~~^a fire. It will destroy the productivity and motivation of students and will result in poor performances by students in ~~the~~ the exam series, and so I ~~am~~ ~~think~~ think that investing in good school food will improve the school and you could do it by ~~hiring~~ hiring new cooking staff or outsourcing to a company.

Furthermore 50% of people who took the survey, asked for better sports facilities, and I think you should invest ~~in~~ in sports facilities as countless studies from

MIIT suggest that students who stay healthy and are ~~essentially active~~ physically active are more motivated and achieve more academic success as they have a mind as fresh and clear as the ~~best~~ beaches on tropical islands. One of the ways you could improve the ~~conditions~~ sports facilities, might be by adding another football field or basketball courts. I really do think that this will significantly improve the school. Thank you for your time and I really hope that you take my advice.

Regards,

~~Atharva~~ Atharva.



The candidate has made what seems to be a useful plan which has helped to structure an effective response. The salutation at the start clearly indicates appropriate form and the candidate adopts a suitably formal tone of address throughout. Several areas of concern are raised including provision of special needs, need for more technology in the classrooms, improved school food and better sports facilities. There is thorough explanation of the issues and suggestions of how the situation could be remedied. Ideas are managed well in a clear and well-ordered manner. There are some random capital letters and occasional technical errors but there is use of a selective vocabulary and a range of punctuation. This answer sits securely in the middle of Level 4 for both AO4 and AO5.



This response shows how a plan can be used effectively to cover ideas, their development and reminders about form, tone and register.

Dear Mr. Henderson

~~Greetings. My name is Perez. My name is Louis. Hello.~~

I hope this email finds you well. I am writing to you today about an issue that I, as a ~~parent~~ ~~of 3 children in your school, am deeply concerned about.~~ ~~student~~ ~~I will get~~ enrolled in your school (who actively has their mother paying the tuition fee, might I add) am deeply concerned about.

I will get straight to the point - There is a severe lack of creative subjects at Penon State High, & also a lack of quality teaching available in the little amount of creative subjects that we have. ~~This is a serious issue. The subject is merely a club & not a requirement.~~ Penon State pushes the focus on exclusively academic subjects like the sciences & Maths, but I must stress the importance of ~~also~~ having creative subjects receive the same amount of importance. Right now, the sorry state of our school allows only for ~~an~~ art, ~~that~~ that is taught by some Radical-Realist who undermines her own creativeness (and that of other students) by pushing her beliefs that we are only allowed to draw in a specific, humaney style & she's not even good at teaching us how to draw in that style to begin with! Her anatomy skills are so off, she might as well just teach abstract art instead!

As I'm sure you know, I myself am a very artistic person - ~~From the re-ill~~ I love things like music & painting, & I like to try all mediums - scrapbooking, textiles, digital & traditional painting... you name it. Art is a broad & expressive category - I believe that it includes a broader range of subjects than you might think, like dance & even ~~cooking~~ cooking.

→

Now you may be thinking, "I'm so glad you made me read your lecture about your own hobby & preferences, but what does this have to do with me or the school?"

Back to my original topic, creative subjects are incredibly important. Take a look at sites like google or amazon. Someone used their creativity to come up with the concept of an online platform that would meet the ~~needs of~~ shopping or knowledge needs of people across the globe. & someone else used their creativity to ~~vis~~ design the website in a visually appealing & convenient way, & yet another person used their creativity to come up with an appealing logo & ~~easy to~~ brand name. Creativity is everywhere. Do you see the school building? Someone used their creativity to design that. Do you like your comfy desk chair? Someone used creativity to design that too. And do you see the trees outside, the birds flying by your window, do you see your own reflection? God used his incredible creativity to make ALL OF that, regardless if you believe it or not.

Knowledge & logic without creativity means nothing. Without the guts & capacity to create, ~~you~~ the students at this school will become mere sitting ducks with knowledge about biology & chemistry that they can't or don't know how to use, * Because they aren't creative enough to think of a way to use it.

I am not alone in this way of thinking - students across all age gaps, classes & yearbooks all agree with me - they're tired of the boring, draining classes that they have to drag themselves to each day.

So where should you start? Well, you can begin with the obvious - PLEASE, for the love of all that is good, add more creative subjects. And with all due respect, fire that lousy art teacher Mrs. Bunner. (or send her back to art school!) The cries she commits when drawing the human hand are enough to make someone an AI art apologist. Give us subjects like Drama, textiles, Dance, music, Design, Architecture, Robotics... Anything! Let the students create! Let us feel the joy of moving around, of acting our heart out, of cooking up a souffle omelette! If you simply take that

Step to include us, imagine the heights this school's education could soar to! Your Chemist could flex her creativity to create new substances (or whatever chemists do), your Mini Businessman could make a never before seen concept that would make him a multimillion dollar entrepreneur! & When the reporters storm in, when the tabloids are ready to write, will they not include the fact that the new Gordon Ramsey came from your school? From our school? Imagine the legacy that could unfold. I would like to thank you for reading till this point, & would like to also continue to beseech you about this matter in future. I hope you carefully consider & grant a favourable outcome to the requests of the student Body in response.

Best Regards,

Louise Devon.

P.s. ~~to~~ again, you really should fire Mrs. Burner. I'm being honest.



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Examiner Comments

This is a lively, engaging and thought-provoking letter which presents an extremely confident and articulate critique of the school's provision of creative subjects. The candidate argues skilfully and very persuasively for greater emphasis on the arts in this sophisticated and impressive piece which presents incontestable reasons for greater emphasis on the arts. Written expression is sophisticated and perceptive and there is a clever mix of complex ideas, humour and frank personal opinion 'I'm being honest'. The response is deserving of full marks.

Question 7

This task was the slightly more popular of the two writing questions and invited candidates to write a magazine article entitled 'How to achieve success in life'.

One examiner observed that the task 'allowed candidates to exhibit flair and individuality and some responses were extraordinary in their handling of the topic and worthy of a place in any Sunday supplement magazine.' Candidates provided many different definitions of success with some of them stressing the subjectivity of the term. Many students conveyed thoughtful and wise ideas and, as one examiner pointed out, 'seem likely themselves to lead successful lives, having observed what truly matters in life: meaningful work, close relationships and a positive mindset.'

At the lower end, some candidates seemed unsure as to the requirements of the text type and form of writing but generally speaking most candidates produced clear pieces that were structured appropriately. Some used features such as a heading, a sub-heading or two and judicious use of bullet points to indicate that the response was an article. One examiner noted that weaker responses did not conclude their article satisfactorily but seemed to 'fizzle out' of ideas, whereas stronger responses ended with an uplifting and inspiring sign off.

A common approach to this question was to start by considering the nature of success and then explore it and support ideas with 'statistics' or quotations from 'experts'. A number of candidates looked at examples of hard-working celebrities who had succeeded against the odds through hard work. Some candidates used personal anecdotes to good effect with many using the example of not having worked hard enough for a test in the past but later finding success when they did apply themselves to their studies. Strong responses contained good use of metaphor, comparing success to climbing a mountain or, in one memorable example, a plant that needs watering and the right conditions in order to flower.

There was evidence that a few responses had adopted what appeared to be an identical structure with paragraph openers such as 'Imagine this..', 'Now imagine this...'. Whilst, obviously it is important to teach structural techniques, it seemed that this particular one might have been instilled too strictly and examiners considered that it led to a stifling of creativity and originality.

On the whole, examiners felt that candidates ordered their ideas efficiently; spelling was generally good but punctuation could be used more effectively. Where candidates had written a list of punctuation marks to include, these were often 'shoe-horned in' rather than used for deliberate effect.

Finally, a number of examiners raised concerns about the quality of handwriting; cramped, tiny writing can often be illegible and can lead to candidates not necessarily gaining the marks their responses deserve because they are indecipherable.

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' and an assured and controlled use of a range of sentence structures 'to achieve particular effects'. Candidates should not avoid using an ambitious vocabulary because they fear making spelling errors. 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. Candidates are advised that colloquialisms such as 'gonna' and 'wanna' should only be employed in direct speech.

HOW to achieve Success in life!?



What is meant by the term 'success'?

- Success is when you achieve your targeted goals by working hard and not giving up.

• A Successful person is always open minded ~~and~~, mature and independent. It is the person who always have goals to reach, whenever he/she reaches a goal, they set another harder one, to be able to achieve. They have a specific target for their future which they will work on, without giving up.

• How to be a Successful person?? •

- Never give up
- work hard
- Keep on trying
- Find Support
- Set your own goals
- Make your goals harder
- Set a specific time in order to reach your goal.



It is possible that the candidate ran out of time but this is a very brief and undeveloped response. The essay topic is used as a headline and then followed by the use of the first bullet point as a sub-heading. There is some explanation of what makes someone a successful person (based on the second bullet point of the question) and then a series of bullet points giving advice on how to be successful. As such this response does not really move beyond 'broadly appropriate', 'some grasp of purpose' and 'straightforward' and so is best-placed towards the top of Level 2 for AO4. It is written with clarity and a fair degree of technical accuracy but its brevity keeps it in Level 2 for AO5.



It is important to allocate sufficient time for this question; the exam paper itself suggests 45 minutes should be spent on the writing task.

Do you think that it is easy to achieve success? Some people states that ~~to be~~ "No one becomes ^{support from others and a little luck} successful without hard work." I totally agree with this statement. Being ~~the~~ success is to achieve the target that most people set for them as become rich or become famous. To be more close to most people being success can also be achieving to enter one of the top universities or top companies. There are some ways that could help people become successful.

Firstly, being hard work can help alot to become success. Hard work can improve your knowledge and skills which could benefit on your grades and working skills. These will help your improve and become better then anyone else. For example if I studied more time and practised more papers then my friends, I will be able to achieve a better mark. As one time the exam ~~is~~ have a very tough and ~~expected~~ questions about an unexpected knowledge. If I practised on paper ~~at~~ previous day and its about the knowledge, I got to revise for that knowledge. So this can show how important is hard work.



ResultsPlus
Examiner Comments

The candidate aims to hook the reader straight away with the opening question: 'Do you think that it is easy to achieve success?' and then goes on to discuss the theme of success. The candidate has worked hard to make a range of points but there is some awkwardness in expression which at times impedes clarity. There is, however, a clear sense of purpose and appropriate use of form, tone and register. Best-fit places this within the lower end of Level 3 for AO4. Spelling is accurate but there are syntactical errors and for AO5 this is best placed at the top of Level 2.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

1. Be aware of the different assessment objectives to ensure that you focus your answers specifically on the varying question requirements.
2. Highlight the relevant lines in the text for Questions 1-3 to ensure that your answers come from the correct part.
3. Answer Question 2 in your own words as far as possible; do not copy out large chunks of the text. Aim to make four clear and distinct points. They can be set out separately but must be written in full and complete sentences.
4. 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. Do not spend time analysing the language of the quotations. Points can be set out separately but must be in full and complete sentences and offer some interpretation.
5. Do not waste time on a general introduction or summative conclusion in Question 4 – every sentence should be earning marks. Consider the effects of language and structure features within the context of the given extract in this question. Ensure that you focus on the question and avoid simply giving an overview. Highlighting key words in the question can help.
6. Make a range of comparative points in Question 5. Rather than simply compare the ideas or events within the texts, try to link similar elements such as content, theme, tone, purpose, narrative voice, language and support points with relevant quotations or textual references. Ensure that references are balanced across both texts.
7. Take time to make a brief plan for the higher tariff questions (5 and 6 or 7) and use it.
8. 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 and keep handwriting as neat as possible.
9. 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.

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>

