



# **Examiners' Report**

## **June 2024**

**Int GCSE English Language 4EA1 01R**

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June 2024

Publications Code 4EA1\_01R\_2406\_ER

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## Introduction

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

The specification consists of three components:

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

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

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

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

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

### Section A: Non-fiction

This section is worth a total of 45 marks, tests reading skills and is based on an unseen passage (Qs01-03) and a text from the International GCSE English Anthology (Q04) with a total word count of approximately 2000 words. Q05 asks candidates to compare the two texts. In this series, the unseen extract was adapted from *Crocodylus* by Rosita Boland, in which she describes the time she spent at Crocodylus in Australia when she was 23. The Anthology text was the extract from *Beyond the Sky and the Earth: A Journey into Bhutan* by Jamie Zeppa in which she writes about her early days in Bhutan where she had moved to be a teacher.

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 giving views on the statement 'Life may be stressful at times, so it is important to focus on all the things that can bring us happiness.' (Q06) or to write a guide to travelling aimed at young people. (Q07).

The Assessment Objectives (AO) for this paper are:

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

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

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

### Section B: Writing

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

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

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

The two texts worked very well together and offered plenty of points of comparison and one examiner noted that 'candidates engaged really effectively with the unseen text'.

Candidates had been prepared well and all had, at varying levels, acquired and developed the skills of interpretation and analysis. Many examiners felt that the standard of writing across both Q06 and Q07 was often very impressive; ideas were explored and examined with a good degree of maturity and insight.

## 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 5-7 and asked them to select two words or phrases that describe where the plane landed.

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 few occasions where both marks were not achieved, this tended to be because candidates had selected material from outside the line references. There was a number of possible answers, but candidates do need to select carefully: eg 'cleared field' is an acceptable answer, as is 'field' but 'cleared' on its own is not.

**1** From lines 5–7, select **two** words or phrases that describe where the plane landed.

1 ..... a cleared field .....

2 ..... surrounded by tall, lush vegetation .....



These two correct quotations were the ones that seemed to be chosen most frequently.

Total: 2 marks

1 From lines 5–7, select **two** words or phrases that describe where the plane landed.

1 "Cleared"

2 "bush"

"Surrounded by tall, lush vegetation" (Total for Question 1 = 2 marks)



**ResultsPlus**  
Examiner Comments

The first quotation is incorrect because 'cleared' on its own is not sufficient.

One mark can be awarded for the quotation in the second line and one mark for a third quotation written below.

Total: 2 marks

1 From lines 5–7, select **two** words or phrases that describe where the plane landed.

1 *Flown into Daintree*

2 *field*



**ResultsPlus**  
Examiner Comments

The first quotation is incorrect because it comes from outside the given line references.

One mark given for the quotation in the second line.

Total: 1 mark



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Examiner Tip

Highlight the line references in the question and in the Source Booklet to ensure quotations come from the correct part of the text.

When answering this question there is no need to write in complete sentences; the quotations on their own are sufficient.

1 From lines 5–7, select **two** words or phrases that describe where the plane landed.

1 The phrase is 'middle of a cleared field'.

2 The phrase is 'surrounded by tall, lush vegetation'.



**ResultsPlus**  
Examiner Comments

Two correct quotations have been selected and so gain both marks.

Total: 2 marks

1 From lines 5–7, select **two** words or phrases that describe where the plane landed.

1 field

2 vegetation.



**ResultsPlus**  
Examiner Comments

Two correct words have been selected.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Sometimes, as in this case, single words can be sufficient to gain the marks.

## Question 2

This question moves on from Q01 by directing candidates towards a larger section of the text.

Nearly all candidates achieved the full four marks for this question, which requires them to select and interpret information. For this examination, the question asked candidates to look at lines 13-22 and describe what the writer tells us about Crocodylus. 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. However, some spent too long writing a paraphrase of the whole extract or analysing how the writer expressed her thoughts about the resort. Examiners were concerned that these candidates may not have had sufficient time to spend on the later, higher-tariff questions. The most successful answers were those where points had been carefully selected and set out separately.

There was a good range of possible points that could be made; those most made most frequently were the location, the nature of the accommodation, the fact that it had opened recently and the abundance of greenery.

It was clear that candidates had almost all understood what Crocodylus was like but where candidates did not score full marks, it tended to be because they did not follow the instruction '**In your own words**'. A few took this to mean re-writing the extract from their own first-person perspective and these were rarely able to gain many marks.

There was evidence in a small number of responses of indiscriminate copying from the passage and some other candidates did not focus on the given lines and provided more of an overview. 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 reported that, as always, the most successful approach employed by candidates was to make at least four 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 simply to list very brief points. The response must be written in full and complete sentences that demonstrate understanding and secure interpretation. It is important that the given lines are read closely and carefully.

2 Look again at lines 13–22.

**In your own words**, describe what the writer tells us about Crocodylus.

Author Rosita Poland tries to give a description of Crocodylus how it is built, designed and tries to give imagery so the reader understands how does it look. Writer also mentions that Crocodylus was seeking for employees in exchange for free food and board.



**ResultsPlus**  
Examiner Comments

The opening sentence of this response provides a very generalised point about the author trying 'to give a description of Crocodylus' through 'how it is built, designed'.

This is rather vague but gives enough of an overview to be rewarded as an own point.

The second sentence, stating that 'Crocodylus was seeking for employees' makes bullet point 12 from the mark scheme and so the response gains two marks.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Aim to make four clear, relevant points.

2 Look again at lines 13–22.

In your own words, describe what the writer tells us about Crocodylus.

Crocodylus is a small eco-friendly resort buried deep inside the Daintree rainforest. It is made up of several small huts that surround a small pool of water. Instead of being ordinary huts, they were raised above the floor by stilts and in order to get from one to the other, you had to cross some raised wooden walkways. The huts were simple and made out of wood with mosquito netting covering holes in the side to act as windows. This resort seemed to embrace the style of the rainforest and was very exotic and tropical. The writer immediately signs up to work there as she was amazed and charmed by this small eco resort.



**ResultsPlus**  
Examiner Comments

The candidate has written a very full answer and covered a lot of the points in the mark scheme (bullet points (bps) 1, 2, 4, 6, 7, 9, 10, 11, 12, 13).

Total: 4 marks



**ResultsPlus**  
Examiner Tip

It may be a good idea to include an extra point but there is no need to make as many points as you can. Remember there is a mark for each valid point up to a total of four.

2 Look again at lines 13–22.

In your own words, describe what the writer tells us about Crocodylus.

Crocodylus was built recently

It is an environmentally friendly resort in the centre of a rainforest.

The huts are built of wood and raised about the floor

~~for~~ Crocodylus needs employees/workers to help out



**ResultsPlus**  
Examiner Comments

Points are set out separately, which is very helpful.

All are valid and two correct points are actually made in the second sentence.

Full marks are given (bullet points 1, 2, 3, 5, 12).

Total: 4 marks



**ResultsPlus**  
Examiner Tip

Setting your answer with points on separate lines helps you and the examiner to see how many points you have made.

### Question 3

This is the final AO1 question; it is worth 5 marks and, like Q02, requires candidates to show their understanding of the text by selecting and interpreting ideas and information. For this examination, they were asked to look again at lines 30-42 and explain the writer's thoughts and feelings.

In Q03, candidates are told that they 'may support' their points 'with **brief** quotations' and the vast majority did so, to good effect. Examiners noted that many candidates achieved full marks on this question and most demonstrated a secure understanding of what was required.

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 arriving at Crocodylus or what the job entailed.

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 Boland's thoughts about her future, her sense of joy and freedom at being in Australia and her desire to keep her job at Crocodylus. A few wrote about the fact that she took a run each morning but this was not related to a relevant thought or feeling. Examiners noted that some candidates began each point with 'The writer thought ...' or 'The writer felt ...' which helped them to stay on-task.

Some candidates relied on integrated quotations to make a point but explanations are really required to act as evidence of comprehension. Quotations should be used to support these points. For example, stating that Boland "thought constantly what I was going to do for a living" simply uses the quotation to try to make the point. However, stating that she 'regularly considers her future career' as she "thought constantly what I was going to do for a living" 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 was worth and made five clear and discrete points. These were often set out separately which, as with Q02, can be useful both to candidate and examiner.

3 From lines 30–42, explain the writer's thoughts and feelings.

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

The writer is ~~is~~ ~~diff~~ lost of what she should do next as the phrase 'constantly what I was going to do' and also thinking about her career as she continued saying 'for a living'. ~~as~~ ~~my~~ ~~retro~~ ~~she~~ The writer used the word 'Freedom and distance' ~~to~~ ~~the~~ ~~word~~ <sup>to emphasis</sup> on that she can make decision and she ~~is~~ feels alive. The writer ~~had~~ had a made a decision that she 'month ago by this statement 'what I had already known for months'.



**ResultsPlus**  
Examiner Comments

In this response the candidate makes the point that the writer is unsure of her future career (bp1) and that 'she feels alive' (bp6).

The point that 'she can make a decision' is not sufficiently clear to gain a further mark.

Total: 2 marks



**ResultsPlus**  
Examiner Tip

Aim to make five clear and appropriate points.

3 From lines 30–42, explain the writer's thoughts and feelings.

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

- The writer was worried about her career as she says "I thought constantly ... to Ireland"
- The writer was thrilled when she came to Australia. She says "... and everyone I knew had been thrilling"
- She likes the sensation of freedom when she ~~came~~ went to Australia.
- She thinks that it was the first time she could start exploring her true self, she says "I felt I could truly breathe..." because of freedom



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Examiner Comments

Points are set out clearly and helpfully on separate lines.

Bp 5 from the mark scheme has been made twice (it is the sensation of freedom that is thrilling) so overall only three marks can be given. Bp 1,5,7 can be credited.

Total: 3 marks



**ResultsPlus**  
Examiner Tip

Check that the points you make are all different.

3 From lines 30–42, explain the writer's thoughts and feelings.

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

"I thought constantly what I was going to do (...) on my return";  
the writer was still pondering about her home nation.

"I had a vague notion"; the writer was unsure.

"The sensation of freedom"; the writer felt less trapped in Sydney  
than Ireland.

"I felt I could truly breathe"; the writer was relaxed in Sydney.

"What I really wanted to do was stay"; the writer dreaded returning  
home.

"For the first time"; Boland felt she had experienced something  
she never had before.



**ResultsPlus**  
Examiner Comments

Again, points have been set out clearly – six in total – but 'the writer was unsure' and 'Boland felt she had experienced something she never had before' are unfortunately too vague to be credited.

Total: 4 marks



**ResultsPlus**  
Examiner Tip

Ensure your points relate specifically to the text

3 From lines 30–42, explain the writer's thoughts and feelings.

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

The text shows in line 31 that the author thinks about <sup>her</sup> ~~the~~ future. This is shown in the quote "I thought constantly what I was going to do for a living". This shows that the author likes planning ahead.

The writer felt confused as she has a "vague notion" about turning writing into her career but "in what way" she "couldn't see" which suggests that she is lost and confused.

She feels liberated when she arrives in Australia signified by the phrase "The sensation <sup>of</sup> freedom" highlights that the writer feels free being away from her old life in Ireland.

She realizes that she wants to stay in Australia for another year and she was allowed to do so because her job was "open-ended" which meant she could have the job as long as she likes.

And finally the author feels extremely desperate to keep her job as she enjoyed it and "wanted to keep it as long as possible" which demonstrates how much she enjoys it.



This is a clear and focused response that gains maximum marks.

The following bullet points from the mark scheme are made:  
Bp1,3,5,9,10.

Total: 5 marks



Note how the candidate has made a clear statement and followed it with a supporting quotation.

## 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, Jamie Zeppa, uses language and structure in the extract from *Beyond the Sky and the Earth: A Journey into Bhutan* to convey her experience.

This piece contains a very wide range of features of language and structure as exemplified in the mark scheme, but these are only examples of possible points that could be made. 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.

Most candidates approached the question quite confidently and one examiner observed that their answers 'provided evidence of admirable and rigorous preparation by centres'.

Examiners commented that while there were 'some impressive responses', nearly all offered at the least a basic understanding of the text. Thoughts about Zeppa's attitude and observations varied considerably at times. Mountains featured in nearly every response and candidates were quite evenly divided between seeing the use of repetition as implying awe or indicating boredom. Perhaps, both reactions could have been considered as alternatives.

The metaphor of the 'giant child' was sometimes explained as the landscape looking clumsily constructed and at others as showing it was carefully crafted, depending on the candidate's interpretation. Both views were presented persuasively.

Many responses commented (sometimes at unnecessary length) on the unpleasant breakfast. Sometimes, candidates only commented on it as an example of listing but better answers explored the impact of the adjectives employed by the writer. One examiner noted that the term 'noun phrase' was rarely seen but could have been usefully employed when analysing this part of the text.

At the lower levels, candidates either identified features of language (and sometimes structure) but offered little explanation of their effect within the passage or described and made general comments on the text. At this level, some candidates offered a straightforward narrative account of the text. They made vague observations about sentence lengths creating 'impact' or generic statements such as 'the use of first-person engages the reader'.

Mid-level candidates tended to work through the text, made a sound range of points and selected apt textual references for support. However, they often did not move on to analyse closely the impact or connotations of individual words and phrases or consider fully the effect of the structural features.

Some candidates also did not cover the whole passage and therefore omitted what stronger answers identified as a shift in perspective. This year, there appeared to be fewer, but still some, candidates who wasted time on unnecessary introductions that set out what they intended to cover and/or conclusions that simply repeated the points already made. Best advice is to start with an immediate point on the use of language and structure rather than a statement giving an overview of the text.

Sometimes, selected quotations were too long to be analysed productively.

The most successful responses dealt with the whole passage and made many insightful points, selecting their textual references judiciously from throughout the text and one examiner reported that there were some 'excellent academic, sophisticated answers'.

Candidates achieving marks 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. They often used what was perceived as a change in Zeppa's tone to shape their responses into two parts. The first dealt with her sense of feeling overwhelmed by the landscape and disappointed with what she found. The second examined her shift into an appreciation of Bhutanese history, culture and people.

Many responses were very perceptive; one examiner noted that 'some even considered the privilege and problematic self-appointed authority of Zeppa's voice from what could be seen as a post-colonial perspective'. At this level, candidates were precise in their use of quotations, linking different parts of the text.

The best responses demonstrated a sensitive 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, Jamie Zeppa, use language and structure in **Text Two** to describe her experiences in Bhutan?

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

(12)

~~In Paragraph 2 Tomie uses lots of imagery to show the landscape of the surroundings of bhutan and things at~~

Paragraph 3 is where Tomie starts to truly what life inside bhutan is like at the start of Paragraph 3 Tomie gives us a list of what she had for breakfast "instant noodles, powdered milk, sticky white bread and garouless zoni" this shows that she won't be getting much western culture in bhutan as is it's this in the capital she won't get any in rural bhutan also in Paragraph 3 Tomie uses imagery to paint a picture of Lorna with "goldenbrown hair, speckles and a no-nonsense, home-on-the-gom demerous"

the structure used in this extract is chronological as you ~~are~~ go through this memoir you keep up with the time like she is telling a story. also she goes heavily into detail about bhutans history after not coming or wanting to be there this shows the switch in her attitude as she goes from ~~information~~ to lots believe she has done this to show her gain of excitement



**ResultsPlus**  
Examiner Comments

The candidate comments on the use of a list in the first paragraph of this answer and there is some attempt to explain its effect.

The example provided of imagery is not especially useful and the comment that Zeppa uses the description to 'paint a picture' does not look at the effect of the words within this particular text.

There is then mention of chronological structure and the inclusion of 'detail about bhutans (sic) history' with reasonable comments but no evidence. Overall, this response meets all of the Level 2 criteria.

Level 2

Total: 4 marks



**ResultsPlus**  
Examiner Tip

Try to support every point with textual evidence

4 How does the writer, Jamie Zeppa, use language and structure in **Text Two** to describe her experiences in Bhutan?

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

(12)

Zeppa was shocked by the ~~amazing~~ landscape ~~by~~ through the use of repetition when she found out that: "the other side of mountains or mountains, more mountains and mountains again." the repetition of "~~more~~ mountains" shows that she's surprised ~~the~~ by the number of mountains in Bhutan and she's never seen it before, emphasising the landscape of Bhutan.

At first, Zeppa didn't expect any great experiences from Bhutan ~~the~~ through the use of ~~the~~ adjectives: "Bhutan is all and only mountains" the word "all" and "only" creates a negative tone suggesting that Zeppa ~~she~~ doesn't know how beautiful Bhutan is.

~~Zeppa~~ ~~is~~ The journey Zeppa took to Bhutan is very exhausted. She uses listing to ~~express~~ describe the journey she had to take: "Tara to Montball... ~~to~~ to Pero" Listing emphasise her exhaustion and tiredness she experienced. Despite ~~the~~ ~~that~~

Despite the tiredness she is excited to explore the country: "but I cannot sleep" this shows that she cannot wait to explore ~~the~~ Bhutan

Zeppa was shocked ~~at~~ with the beauty of Bhutan, through the use of imagery: "Mountains rise to meet the moon."

The vivid imagery describes the incredible view Zeppa experienced in Bhutan.

Zeppa uses contrast to ~~show~~ describe the city: "Thimphu will never look like New York"

The comparison in this phrase highlights the differences between two cities, New York: buildings and ~~are~~ human made, Thimphu: beauty of nature, this indicates that her experience is different in Thimphu.

Zeppa had a very good experience and interactions with people in Bhutan ~~at~~ through the use of adjectives: "dignity, unself-consciousness, good humor, grace" These adjectives are used to describe Bhutanese.



The candidate approaches the task quite methodically, adopts a Points, Evidence, Explain (PEE) approach and makes a range of points about techniques employed by the writer such as 'repetition', 'adjectives', 'listing', 'imagery' and 'contrast'.

The final point about adjectives used to describe the Bhutanese people only offers the simple comment that 'these adjectives are used to describe Bhutanese'.

There is clear understanding and some explanation but the points, although supported by relevant references, lack development. A mark securely within Level 3 is appropriate.

Level 3

Total: 6 marks



Always try to explain the connotations of the words you select

Consider their impact/effect within the particular text you are writing about.

4 How does the writer, Jamie Zeppa, use language and structure in **Text Two** to describe her experiences in Bhutan?

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

(12)

The writer, Jamie Zeppa, used ~~and~~ <sup>vivid imagery</sup> ~~descriptive language~~ and metaphor to ~~emphasize~~ her admiration of Bhutan's natural beauty and evokes reader's ~~attent~~ attention. 'It is easier to picture a giant child gathering earth in great ~~armfuls~~ armfuls, piling up rock, pinching mud into ridges and sharp peaks, knuckling out little valleys and gorges, poking holes for water to fall through.' It used vivid imagery to ~~showcase~~ showcase the appealing atmosphere of Bhutan, visualizing ~~the scenery for readers and picturing the scenery for~~ the scenery for readers and picturing the scenery for reader. Metaphor was <sup>also</sup> utilized to ~~compare~~ <sup>convey</sup> Bhutan's natural landscape with a giant child sculpting the landform with enthusiasm and playfulness, make essay to sound more alive. <sup>to encourage readers anticipation</sup>

Repetition <sup>was</sup> ~~and hyperbole~~ were also found in text two to highlight the mountainous terrain in Bhutan, ~~'I watched mountains rise to meet the moon on the other side of mountains'~~, the word 'mountains' was seen ~~twice to deliberately and strongly emphasize the main feature of Bhutan's landscape~~ 'on the other side of mountains are mountains, more mountains and mountains again.' The

word 'mountain' ~~is~~ was repeated 4 times, demonstrating the use of repetition <sup>to emphasize</sup> ~~of emphasizing~~ the main point for mountains, illustrating how ~~there were~~ the whole landscape of Bhutan is filled with mountains, describing the landforms and Bhutanese\* natural beauty.

~~the~~ ~~ext~~ the author, Zeppa <sup>used</sup> ~~uses~~ first person ~~pron~~ pronoun 'I' to create a sense of connection and involvement between her and the readers. She wrote the extract in present tense and in an chronological order so readers can experience her journey as if they were alongside of her ~~s~~ in real time.

~~the author~~ Through <sup>descriptive language</sup> ~~and imagery~~, the author express the <sup>impressive incredible</sup> ~~architecture~~ architectures ~~is~~ in Bhutan, 'the buildings all have the same pitched roof, trefoil windows and heavy beams painted with lotus flowers, jewels and clouds.', she clearlys shows how buildings are constructed from these detailed imageries, allowing readers to get a glimpse ~~of~~ and idea of the city and facilities. The words 'lotus flowers', 'jewels' and 'clouds' are very ~~so~~ emotive adjectives, ~~to~~ showing ~~her~~ how <sup>impressed</sup> ~~admiration~~ and in awe with Bhutan's environment including their ~~facilities~~ <sup>or</sup> ~~and~~ architectures.

Besides ~~that~~ the natural landscapes like mountains, ~~city~~ <sup>or</sup> city,

the writer shows immense ~~with~~ admiration and respect to Bhutan citizens. Zeppa described them as people with 'dignity, ~~unself~~ unselfconsciousness, good humor, grace', concluding how amazed she is with their attitudes and actions, again expressing her love and ~~and~~ sincere passion for Bhutan during her whole journey.



**ResultsPlus**  
Examiner Comments

The candidate shows a clear level of understanding and makes some relevant points about a number of features. They cover the use and effect of 'vivid imagery' including metaphors, repetition, first-person, chronological order and adjectives.

Points are supported by appropriate quotations although these are sometimes overlong.

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

Level 4

Total: 8 marks



**ResultsPlus**  
Examiner Tip

Keep quotations brief. You do not necessarily need to write out a whole sentence: select what is relevant.

- 4 How does the writer, Jamie Zeppa, use language and structure in **Text Two** to describe her experiences in Bhutan?

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

(12)

In Text Two, Jamie Zeppa begins by describing her initial thoughts about Bhutan. She portrays it as 'Mountains all around' and the landscape seems to be made from 'a giant child gathering earth'. She uses a metaphor to help the reader visualise the environment which is seen to be a monotonous repetition of 'peaks rolling into valleys again and again'. Her first impression appears to be unexcited as the repetition of 'again and again' creates a recurring sense of deprecation. Zeppa experiences ~~that~~ boredom when taking in the sights ~~and is rather~~ as she believes the scenery to be uninteresting, like child's play, something which lacks intricacy and careful design. Thus, Zeppa's immediate reaction to Bhutan was not a positive experience.

Additionally, Zeppa experiences some surprise when exploring Bhutan for the first time. She confesses that there were 'more signs of the outside world' than she had expected. The phrase 'outside world' creates a disparity between Bhutan and the rest of the globe. She represents the other countries as though they are completely separate from Bhutan, meaning that she feels that Bhutan was special or cut off from everything else that she knows. Her theme of *dinathiyekhe* continues however, as she explores the market and stumbles across 'hideously colored' biscuits. She uses colloquial language and blunt vocabulary which depicts to the reader that she finds outside influences on Bhutan ~~was~~ to be an unpleasant surprise. She could have been expecting ~~at~~ Bhutan to be more centralised around their own culture and tradition, rather than accepting Western influences. Here, she experienced some factors of shock at the connection Bhutan had with the 'outside world'.

However, Zeppa learns about the culture and traditions of the Bhutanesse people, and then shifts her perspective. She finds qualities like 'dignity, unobtrusiveness, good humor, grace -', which 'impresses' her. Zeppa uses parenthesis to emphasise the importance of these ~~qualities~~ attributes and uses listing to convey the multitude of positive affirmations for the Bhutanesse people. It is clear that although she is not interested in the physical surroundings, she finds the people to be much more inspiring. The culture of Bhutan also piques her curiosity as there is a long paragraph from line 69 - 85 which ~~is~~ <sup>enthusiastically</sup> factual and informative as she shares her findings with the reader. Therefore, Zeppa appreciates the community of individuals in Bhutan and has many positive interactions and experiences when mingling with the closely-knit society that Bhutan has to offer.



This response contains a wide range of interesting, and often perceptive, points that the candidate explores and develops.

There is an assured understanding of language and structure and whilst there is some use of literary terms such as metaphor, repetition, colloquial language, 'blunt vocabulary', parenthesis etc the candidate does not rely on these to demonstrate their good understanding.

There is secure analysis and use of discriminating references, which help to secure a mark at the top of Level 5.

Level 5

Total: 12 marks



Note how this candidate develops a thoughtful analysis of language and structure.

## 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. Therefore, 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 reported that 'there were very few who did not get into at least Level 3 with most at Level 4'.

Another examiner commented that 'it is so gladdening when almost everyone accesses the question at their level of confidence'. 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 with one examiner stating that 'a great many responses made a good range of thoughtful points of similarity and difference.'

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. Some examiners also felt that a number of candidates seemed to achieve a higher level of success with this question than with Q04. It is perhaps the case with Q04 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 that they feel more free to express their own ideas in Q05.

Some candidates made a brief plan, which often contributed to a more thoughtful, exploratory approach, based on key elements of similarity or difference rather than an explanatory, chronological approach to the texts.

At the lower end, candidates tended to focus on obvious, factual links between the texts, such as both are about a young woman travelling; the landscapes described are different; both are written in the first-person. Often these answers gave a point, perhaps supported by a quotation but with no development, quickly moving on to making another point.

Whilst most candidates understood that both writers enjoyed positive experiences abroad, there were some who believed Boland was keen to return home to Ireland and some who felt Zeppa remained disappointed with Bhutan.

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 use of imagery but offered little in the way of explanation or resorted to statements such 'Text One uses dialogue but Text Two does not', with no conclusions about the purpose or effect drawn.

The more successful responses focused almost immediately on comparing specific details of the extracts and looked at the writers' perspectives as well as their ideas.

Popular points included:

- the writers' impressions on arrival at their destination
- reasons for travel
- other people and their relative importance
- concluding views.

Most looked at how Text Two contains more in the way of information, with some candidates linking this to the fact that Zeppa was a teacher.

At the top level, responses included astute analysis of settings, language, structure, purpose and tone and explored the subtleties of the extracts. 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, detached approach adopted by Zeppa with the personal enthusiasm and gusto of Boland's journalism, described by one candidate as 'a love-memory'.

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, they often did not 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 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 digressed 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 because the technique was often used for entirely different purposes. One examiner wrote that: 'I think that a common misconception is that Q05 is two Q04-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 their experiences.

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

(22)

Both Text 1 is about the writer's journey. The location in the setting of the texts is in the middle of somewhere one might find in the rain forest and another one is in the middle of a mountain. Boland presented ~~her~~ <sup>her</sup> experience of working in Crocodylus and Zeppa ~~presented~~ ~~her~~ ~~experience~~ of her journey in Bhutan and have been learn a lot of stuff from the teacher.

Both text have been use a ~~first~~ first-person narrative but in text one ~~the~~ ~~author~~ Boland have included some of descriptive paragraph. In text two, Zeppa have been using some technical word to impacts her text. The tone of text one is innocence, isolation, growth, ~~and~~ and maybe miserable. ~~that~~ while text two ~~is~~ ~~about~~ ~~tone~~ is about cultural, religion, <sup>loss of</sup> ~~and~~ ~~royalty~~ <sup>loss of identity and</sup> ~~environment~~ royalty, also this text <sup>is the</sup> ~~have the~~ same ~~tone~~ as text one tone in innocence, ~~is~~ and isolation.



The opening paragraph offers a few obvious points of comparison, such as that both texts are 'about the writer's journey', both are set in 'the middle' of a place and there is a brief point about each writer's situation.

The second paragraph attempts some points on language, structure and tone but these are brief, unsupported and not always clear. A mark within Level 2 is appropriate.

Level 2

Total: 7 marks



Aim to support points with brief quotations from both texts.

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

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

(22)

~~The~~ Both texts are about ~~off~~ a personal experience about a place. In ~~the~~ Text ~~two~~ one, the writer says quotes such as "I stumbled upon Crocodylus" and "I ~~could see no signs of anything~~" "I served breakfast in the morning" The writer uses first person pronouns to describe her actions during her ~~text~~ experience. ~~Similar~~ Similarly, in Text two, the writer says "I share breakfast of instant coffee". The use of first person used in both texts adds a more personal tone to the story.

~~Both~~ ~~Writers~~ ~~felt~~ ~~lost~~ at first. In ~~text~~ one, the writer says "I ~~could see no sign of anything~~". This ~~quote~~ ~~portrays~~

~~In~~ ~~text~~

The two writers had different initial thoughts ~~to~~ ~~place~~ about the place. In text one, the writer mentions "I was beguiled upon arrival." The simple, short sentence used emphasizes his initial positive thoughts ~~about~~ on Crocodylus. This contrasts to text 2 when the writer says "Mountains all around, climbing up to peaks ~~and~~, rolling into valleys, again and

again" This contrasts to Text 1 as unlike text one the writer uses punctuations and pauses to stretch out the sentence giving it a sense of boredom. The phrase "again and again" ~~contrasts~~ gives a repetitive and bored tone contrasting to Text 1's ~~positi~~ enthusiastic tone.

Both writers describe the place with lots of <sup>positive</sup> adjectives. In text ~~one~~ ~~the writer says~~ phrases such as "simple huts", "small ~~water~~ saltwater pool", and "green canvas walls" are used to describe the ~~bright~~ bright and unique place of Crocodylus. ~~The~~ Similarly in text 2, ~~the writer~~ phrases such as "~~Blue~~ suited policeman" and "~~grateful hand~~ pictures" also ~~use~~ use adjectives to describe "Heavy beams" and "wooden-shutter windows" are used to also describe the busy ~~the~~ but beautiful place of Bhutan.

Both writers felt they have learnt a lot about going to the place. In text one "~~I felt I could truly~~ I felt I could ~~truly~~ truly breathe for the first time" This implies that the place has taught her a lot. Similarly, in text 2, "Our first lessons... were most interesting" This implies she was interested about learning things in Bhutan.



The candidate makes a number of points of comparison covering use of first-person, writers' 'initial thoughts', use of adjectives etc and offers a mix of comment (final paragraph) and explanation (second paragraph).

The references chosen are appropriate but most points would have benefitted from further development.

This response sits securely in the middle of Level 3.

Level 3

Total: 11 marks

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

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

(22)

Both of the texts are explanations on the experiences the authors have had upon visiting and experiencing a new country and place for the first time.

Despite both the texts being about personal experiences, the authors seem to take away different messages from their experiences.\*

In 'Crocodylus', the author felt as though her life 'had only truly started' upon reaching Sydney. She also says that Sydney was what was going to help her to 'start exploring the person I might become'. Here, the use of 'might' indicates that

her experience in crocodylus has helped her view who she really is and change herself accordingly. However in Text 2,

instead of experiencing a personal change, Zeppa experiences a change in her views and habit of judging a

country: This is shown when she says that Bhutan had more cultural infiltration 'than (she) had expected'. This suggests that

after her days in Bhutan, Zeppa learned that there may be more to a country than what it may seem.

\* Balana <sup>views</sup> describes her experiences as lifechanging whereas Zeppa thinks of it as educational.

Both of the texts use imagery to describe the surroundings of their whereabouts. In text 1, the author uses imagery to describe the resort as 'the essence of green', 'lush and exotic'. The use of the adjective 'exotic' ~~suggests that~~ connotes to <sup>one</sup> ~~one~~ in a lifetime experiences which suggest that in Boland's perspective, ~~the~~ experiencing crocodylus is ~~a~~ very unique. Similarly in Text 2, Zeppa uses ~~personification~~ personification of the mountains: 'climbing up into peaks, rolling into valleys'. This helps the reader visualise the imagery of the beautiful landscape of Bhutan.

The author in Text 1 presents her experiences solely from her point of view with lots of description of the present scenery and personal thoughts: 'It was ridiculously, wildly, picture safe'. The use of the exaggeration within the listing shows the happiness the author feels for the area. However in Text 2, Zeppa describes ~~an~~ <sup>the</sup> area as 'very old, with cracked sidewalks and faded paintwork'. The use of the adjectives 'old', 'cracked' and 'faded' highlights the personal feeling ~~of~~ of slight disappointment towards the landscape which harshly contrasts to text 1.

In text 2, the author expresses her true feelings towards Bhutan stating: 'I am full of admiration for this small country'. ~~As~~ This shows that despite the admiration, Zeppa doesn't really feel any personal connection to the area and her experience. This is shown in ~~the~~ Text 1 ~~and~~ when the author says that she felt 'a pang of pure joy' upon ~~there~~ recalling her experience in ~~the~~ Sydney. The contrast between 'pang' which

connotes pain and 'pure joy' which connotes happiness shows the  
uncontrollable indescribable with emotions Boland feels, which is  
not shown in text 2.



This response opens with a clear, if brief, introductory point of comparison.

The candidate goes on to look at a number of different elements of the texts, such as the authors' 'messages', use of imagery, the feelings that are conveyed etc and provides some sound explanation.

The answer ends with a strong final point comparing Zeppa's lack of personal 'connection' to Bhutan with Boland's 'pure joy'.

The response is a little uneven in quality but there is sufficient in the way of exploration of ideas and perspectives to receive a mark within Level 4.

Level 4

Total: 15 marks



If comparing the language of the texts, ensure that you are looking at the same or similar features.

Look at how language is used to convey particular ideas or feelings.

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

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

(22)

Both 'Crocodylus' and '... Journey to Bhutan' are about how they had travelled to a new place. ~~and~~ ~~and~~ However, while in Text Two the writer was initially disappointed and unenthusiastic, in Text One, the writer was instantly enamoured with her destination.

Both writers, upon arriving, ~~was~~ <sup>were</sup> unsure of if they would enjoy their stay. In 'Crocodylus', this is seen in ~~the~~ the writer's lack of a plan: "stumbled upon," "not sure" and "uncertainly." Rosita Boland uses <sup>an</sup> "uncertain and unsure tone to emphasise the remoteness of the area, and show that this is a new experience for her. This leads readers to wonder where she will go after landing, creating interest and tension. Similarly, in '... Journey to Bhutan', Jamie Zeppa ~~was~~ contrasts her knowledge of the area with her lack of experience being there: "... forty million years ago, but I cannot imagine it." Despite knowing how the mountains in Bhutan formed, Zeppa shows inexperience ~~and~~ and ~~highlights~~ implies that she has never been to another place with mountains like Bhutan's. This presents Bhutan as a ~~amazing~~ wonderful and exotic place. Moreover, the professional and ~~with~~ knowledgeable tone ~~was~~ created from using statistics/numbers - "forty million" further emphasises

her contrasting unfamiliarity with Bhutan. Both texts use ~~an unfamiliar~~ tone in the beginning of the text to show their interest and anticipation in their destination.

Although ~~the~~ '...Journey to Bhutan' shows a lack of excitement ~~also~~ upon arrival, 'Crocodylus' shows amazement and connection with the resort. This is seen in the admiring tone used to describe it: "the world beyond only a thin membrane away." Here, the writer describes the rainforest as a "world," emphasising how impressed she is. ~~and~~ Furthermore, by adding "beyond," the writer creates a ~~fantasy~~ fantasy-like image, and suggests that the rainforest and resort is something out of this world. Here, the writer presents her experience as impactful and otherworldly. ~~In stark contrast,~~ In addition, the single-line ~~para~~ paragraph "It's a new place. Come have a look." serves as a transition to seeing Crocodylus, and highlights the impact it had on the writer. However, in stark contrast, Jamie Zeppa uses repetitive descriptions ~~and~~ to show disinterest in the town: "the same pitched roof... selling the same things:!" The repetition of "same" makes the town seem boring. Moreover, Zeppa uses the same sentence structure repeatedly in this paragraph, where there is an independent clause followed by a list. This lack of variation presents the Bhutanese as having a lack of creativity, and makes readers feel bored and tired of reading about it without realising. This allows readers

to better connect with Zeppa's disinterest and disappointment in her experience. Both texts use tone and structure to guide the readers to feel the same emotions as the writers, and relate to their experiences. therefore.



**ResultsPlus**  
Examiner Comments

The first paragraph of this response gives a succinct and relevant point of comparison on the writers' early feelings about the place to which they have travelled.

It goes on to explore the ideas fully. Apt quotations have been selected and used very efficiently to support points.

References are balanced across both texts and fully support the points made.

All of the Level 4 criteria are met securely and a mark at the top of the level can be given.

Level 4

Total: 18 marks



**ResultsPlus**  
Examiner Tip

Note the effective opening paragraph, which makes a link about content and a point of contrast about the writers' reactions.

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

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

(22)

Both Zeppa and Boland share an immense appreciation for the ~~best~~ enchanting setting of their writing.

~~Zeppa~~ In text A Boland is impressed by the "tall, lush vegetation" surrounding the airport. Through adjective "lush" imagery of bright animated nature is instilled into the mind of the reader. Furthermore the noun "vegetation" reiterates the fact that ~~it is~~ the nature is ~~not~~ a living organism expressing the importance and significance it has for Australia which Boland begins to ~~to~~ navigate.

For Zeppa her appreciation draws her to disbelief and amazement which is clear through the metaphor "it is easier to picture a giant child gathering earth in great armfuls" showcasing the unfamiliarity ~~and~~ Zeppa has to the environment she is placed in.

and now has to navigate.

Another way in which the texts are similar is that they are anecdotal and in the first person perspective Boland constantly shares her feelings and thought repeatedly using the pronoun "I". Providing a forum for Boland to share her experiences with an audience. However this has a unfortunate effect of creating bias which is clear as Zeppa controls the narrative of her story, ~~she~~ she states "I search for the right word to describe the people" this showcases Zeppa's power to ~~ex~~ construct a view for the audience and the separation that those who are written about have from the way in which they are presented.

~~The texts are~~ In both of the texts the a female foreigner navigates and discovers a new country with separate and distinct customs and characteristics from their home nations. Boland sees this difference as liberating

and exciting which is ~~clearly~~ ~~not~~ evident ~~and~~ when she states "Here in Australia, I felt I could truly breathe for the first time in my life" This hyperbolic statement ~~shows~~ demonstrates Boland's immense gratitude and deep care for the ~~new~~ place that she is visiting. Furthermore without the constraining obligations of her normal routine Boland manages to find a sense of peace and tranquility in her endeavours.

Zeppa's exposure to the ~~new~~ unfamiliar location is more reluctant, however she ~~discovers~~ is intrigued by the "Royal government of Bhutan, a grand, whitewashed, red-roofed, golden-tipped fortress" Through the ~~asymptotic~~ list Zeppa's ~~shock~~ ~~is~~ ~~exposed~~ fascination is exposed. Additionally through the appeal to the senses the atmosphere is made visceral and becomes ~~strong~~ an ~~image~~ clear image in the minds of readers.

The text most significantly

differ due to the intent of each journey.

Boland's ~~journey~~ exploration of crocodylus occurs after "the end of a year ~~of~~ travelling in australia" showcasing the fact that she had already somewhat become accustomed to the ~~the~~ environment and desensitised to the fear and ambiguity of discovering something new. Furthermore Boland was travelling which is a crucial detail to the reasoning behind her liberation as Boland was free from obligation of mundane life. Despite becoming employed at crocodylus ~~at~~ a sense of flexibility and ~~an~~ opportunity remained as her job was "open ended" and "mine as long as I want it" establishing the security that is crucial to enable her for her journey to self discovery

Whereas Zeppa was taking a greater risk as she migrated due to her occupation as a teacher which provides vital contact





This is a strong and engaging personal response that skilfully draws out a number of subtle and sophisticated links and points of comparison between the two texts.

The candidate considers many different elements and features including the writers' 'appreciation', use of anecdote and first-person, 'intent', impact of previous experiences etc.

Real insight is shown when the writers' perspectives and attitudes are analysed and interpretation of the texts is thoughtful and persuasive.

Pertinent and discriminating references have been selected to support the points made and this response is worthy of full marks.

Untidy presentation and any technical errors do not detract in any way from the quality of this response, which is marked for the quality of understanding of the texts.

Level 5

Total: 22 marks

## Question 6

Candidates are required to answer just one writing task but it carries half of the total marks available for the paper and so they must ensure that they allow sufficient time to plan and organise their response.

There are two assessment objectives for writing.

**AO4:** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. (27 marks spread over five levels)

**AO5:** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. (18 marks spread over five levels)

The topic of Q06, which asked candidates to write a speech giving views on the statement 'Life may be stressful at times, so it is important to focus on all the things that can bring us happiness', certainly seemed to resonate with a lot of candidates because it was by far the more popular choice. One examiner said 'there were some really lovely responses' and another reported that 'I have taken away some excellent advice regarding how to be less stressed and more happy'.

However, it was clear that many young people do feel great levels of stress, often connected with pressure to achieve academic success. It is to be hoped that they all have the opportunity to discuss this topic and share their concerns.

Generally, it was felt that candidates showed good awareness of the required form. One examiner reported that many candidates 'were able to adopt a consistent and convincing tone of advisory authority' and the audience of peers was usually addressed with a lively, friendly voice.

Common causes of stress that were covered included school work, with particular emphasis placed on preparation for exams, friendship issues and family worries. Some looked at how causes of stress change throughout a person's lifetime and considered what stresses adults might face such as employment and money worries.

Whilst some of the lower-level responses seemed to dwell at length on the first bullet point of the question, more successful speeches took on an uplifting tone when the second bullet point was covered and the different things that can bring happiness were explored. These ranged from listening to music, reading a beloved author, playing sport and talking to friends, to visiting a 'rage room'.

Where candidates looked at both parts of the statement, cohesion and structure was often a strength. At the higher levels, one examiner was pleased to see that many candidates 'shaped ideas sequentially, often developing a crescendo towards their conclusion'.

The majority of candidates made appropriate vocabulary choices but writing is most effective when candidates employ words that they understand. It is good to be ambitious in word-choice but it is important that such words are used appropriately and enhance the response rather than distract or confuse the reader.

Basic punctuation was generally used correctly but examiners felt that candidates at all levels could consider how sentence structures might be varied and crafted for deliberate effect. Invented statistics and quotations from 'experts' were often included but these need to be used sparingly and convincingly and are not an essential element. Anecdotes were often used to good effect although it is important not to become distracted into telling a story at length.

At the top level candidates produced eloquent, impassioned and sophisticated responses and some impressed the examiners with the mature and philosophical nature of their ideas.

Dear gentlemen and women I hope you are fine, I think it is stressful at work, school, hospital, dentist, fire fighters, vets, mall and petrol pump. You will have not be stressful at home with your kids, family, dogs, cats, hamster, bunny, duck. If you want to stop working and school you can be homeschool teachers with your kids. Your kids will be grown up with their kids to be a happy family and respect your religion because if you are not respect your religion God or Allah will put you in fire if you respecting your religion Allah or God will put you in heaven. If you are strong and having stress tell the adults what you will feeling because the adults ~~can~~ same like the parents, they want you to be talking to them how you are feeling about your life or they want you to get a guy who will love and caring about you so your parents can accept your guy to get married to be happy they will be happy for you and your life to be a parents for your kids.



The response opens with an address to the audience although it does, perhaps, sound more like a start to a letter.

The candidate follows the bullet points and provides a list of stressful situations and also a list of things that will not cause stress.

There is some slight development of ideas with a suggestion as to how the stress could be alleviated but the candidate does seem to move away from the task somewhat.

Content is broadly appropriate and there is some grasp of purpose shown by the controlled use of the second-person.

Tone and register are straightforward. Spelling is sound, some punctuation is used with control but there are errors in syntax. The response sits firmly within Level 2 for both AOs.

Level 2

AO4: 10 marks

AO6: 6 marks

Total: 16 marks



Remember to organise your writing using paragraphs.

Life may be stressful ~~in life~~ at times, so it is important to focus on all the things that can bring us happiness. Who doesn't feel stress sometimes? Well obviously no one.

All of us must have feel stress whether its because of schools, exams, works or even ~~tot~~ because of your family.

Most commonly when we feel stress is because of schools. Why you may ask. Well in schools there is a lot of works given to students. Lets be honest, all of us experienced being a student here. Because of school, they have given us ~~under~~ lots of pressure.

Exam for example. We will always have exams and revising for exams makes us stress. Thinking about what grades you going to get, will makes you even stressed out.

So to makes us feel less stress we need to do something else. Take a break for a while. Don't over stress yourself; its not good for your mental health. Instead, go out, breathe some fresh air and go take

a walk. It will help you to released some stress.

If its still makes you feel stressed, try something new like baking. Baking can help you with your stress. Scientifically proven that a lot of people bakes when they are stress. This is because when baking it can help the feel calm and the smell of a freshly baked pastry can ease the stress.

Other than that, doing some sports also can help to release your stress. Gives yourself a break from work or school and do some sport. Based on my own experienced ~~is~~ Playing my favourites sport does makes me forget about school and feel a bit less stress. So this mean you can try and do some sports.

Not only it can help reduce some stress it also can makes your body more fit and healthy. When you have a healthy body it also can affect your perspective of thinking to be more positive.

Most new ways and fun things to do when you are stress is go out with

friends and visit a rage room where you can throw, smash, destroy everything to release your stress and anger. This can release lots of stress from you without hurting yourself and others because you're wearing a protective outfit to protect you. Who doesn't love destroying things without getting scolded by your parents? No one. Well that is your chance to do so at the rage room. No one is holding you back.

Well there is still a lot of ways on how you can bring happiness to life by releasing your stress. But most importantly you need to take care of yourself and don't overwork or overstress yourself.

So go out, forget about your work for a bit and have time for yourself. Remember overstress will make you depressed and unhappy. Thank you for listening to my speech - 6.



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

The candidate writes out the stimulus statement but then engages the audience through use of a rhetorical question 'Who doesn't feel stress sometimes?' followed by the short sentence response 'Well obviously no one.'

There is a clear structure and the candidate connects a sound range of ideas covering the causes of stress and suggesting ways of relieving it, for example through baking, playing sports or visiting 'a rage room'.

Form, tone and register are fully appropriate throughout and all of the Level 3 criteria for AO4 are met.

There is a little unevenness in spelling but punctuation is quite accurate and there is some deliberate sentence crafting.

Best-fit places this securely in Level 3 for AO5 but not right at the top.

Level 3

AO4: 17 marks

AO5: 10 marks

Total: 27 marks



Note the effective use of a rhetorical question followed by an emphatic answer in the opening paragraph.

Sometimes, life can become really stressful. But we cannot let that get the better of us. It is crucial to pay attention to all the little things in our life that could potentially bring us light and happiness. When you start thinking or worrying about events of your past that rise your negative feelings, you unconsciously block out all the good thoughts or moments that are more important. You mustn't let that happen...

Life, especially as a teenager, is sure to be stressful at some point, ~~for~~<sup>for</sup> some more than others, it's to balance everything out! it can't all be happy go-lucky everyday, all that matters is how you deal with the stress. There are ~~many~~ many ways and possibilities of causing stress, such as puberty, exams, new schools, or even parties! Some people (introverts) get anxious or worried really easily, especially when trying new things. Whereas some others enjoy these events instead. It depends on how you are as a person and from what angle you look at things.

However, life ~~cannot~~<sup>cannot</sup> ~~is~~ not, all bad. Obviously there are things to enjoy as well, things that make us happy. Many occasions such as birthdays, food, good test scores, and maybe even books ~~give~~<sup>provide</sup> us with joy and make us smile. Different people find joy from different things. By focusing on these things, we slowly become a happier person overall, instead of being gloomy and letting negative events drive us wrong. Research also tells us that the more time you are ~~by~~ happy, the better kind of person you grew up to be. What I mean by this is, you follow the rules, you are kind to one another, you become an innocent and genuine soul. Who in the world wouldn't want that?

It is very important to be <sup>as</sup> positive as you can, rather than being stressed, anxious, and nervous, this has the outcome of more frequent anger and sadness. It's easier to imagine a thunder cloud beside a rainbow. Although, I am

not telling you to always be a bright, shimmering light of good 24/7, because, you need the rain to make a rainbow. It's ok not to be ok, sometimes its better to cry your bad thoughts away than to keep them inside and wear a fake smile. This will only grow your stress and negative emotions which could result in a mental breakdown and that only makes it worse. What I'm saying is, don't lock your ~~to~~ negative feelings away, just focus ~~on~~ on the genuine good things behind it.

life will always be stressful at one point or another, it all comes down on how well you deal with it. Everyone should aim to be -if not already - looking from a half-glass full perspective, not half-glass empty. Life can become really stressful, but we cannot let that get the better of us!



This response is at the top of Level 4 for AO4 and approaching the top end of the level for AO5.

There is a very assured approach to the task and the candidate efficiently covers the causes of stress — ‘puberty, exams, new schools or even parties!’ — but moves through to explore how it is important to focus on the things that bring happiness.

There is a reassuring and calm tone that is very successful and overall, there is a secure realisation of the task and effective use of style and register.

Ideas are managed well and cohesively, a wide vocabulary has been used and sentence structures have been carefully crafted.

Level 4

AO4: 22 marks

AO5: 14 marks

Total: 36 marks



Note how the end of this response links back to the opening, giving a clear and effective structure.

## Stress and Silver Linings

Good morning, ~~to~~ my fellow students, teachers and dear friends. As I present this speech, I ~~can~~ see many exhausted faces in the crowd; I see students dragging themselves through corridors with bags so heavy under their eyes, ~~it~~ it seems like they've never slept in their lives. I am here to address the reoccurring ~~problem~~ <sup>problem</sup> that plagues our school every year in May: ~~stress~~ stress and how to solve it: silver linings.

~~Sometimes~~, Though the most common source of stress this season are exams, ~~life~~ ~~has~~ life has its unique way of conjuring new, stressful problems the moment you believe you've solved one. Whether it be family, finance, feeling left out or inadequate, stress is a natural part of existing and can shapeshift and come in a hundred million different forms. To any student (or any person at all) who may currently feel like you're drowning, I hope you know it is only temporary and — ~~as~~ in the words of the incredible singer Saylor Swift — ~~it~~ "Breathe in and out; it will be okay."

Instead of sulking or getting lost in your own thoughts, I implore you to focus on the silver linings. ~~As~~ Personally, when I feel unprepared or sick with anxiety before an exam, I remind myself of every good thing I have ever been grateful for. I ~~keep~~ picture in my

mind: childhood birthday cake candles, trips to The Mall with my friends, my favourite stories and songs, quiet nights and loud mornings. Distraction is the enemy of stress season.

Place your ~~off~~ attention on the butter-gold daffodils that grow on the school hedges and the smell of magnolia trees in the summer and the pinprick sensation of freshly-cut grass until you lack ~~of~~ ~~for~~ even an iota of attention to offer what stresses you out.

But Lin," you might be asking, "I have nothing to distract myself with. In which case, do not think at all. Cease all thoughts.

A study conducted by the University of Universities found that among 115,000 participants surveyed, those who practiced mindful meditation saw an ~~increase~~ decrease in stress levels by a whopping 92.6%. It is better to focus on the positives than the negatives but it is better to not focus at all if you can't. However, you likely can. As much as life is filled to the brim with fears and problems, suffering and anxiety, it is equally filled with fun.

In the event you are able, treat yourself. I know it is an overused saying but us teenagers are tired of hearing it at this point but sometimes it really does help to switch off your phone. Take a shower; take a walk; drink a glass of water; <sup>call a friend</sup>; allow your heart to return to its normal rate as you think about ~~silver~~ silver linings. ~~Get~~

Breathe in and out; it will be okay.

Now, I sincerely hope that ~~among~~ every auditor listening ~~is~~ feels they have a better grasp on how to handle and cope with stress. ~~Remember, it's~~ <sup>and</sup> simple as silver linings. ~~But~~ You ~~are~~ likely are not alone, as we enter into a month of grueling final exams, be there for your friends and yourself. If you keep all this in mind, even the problem that plagues our schools every May will seem ~~to~~ to have such an easy solution. Remember, it's as simple as silver linings.

There is so much in life to appreciate (both big and small.) There are luxury, expensive presents; there are pretty pebbles on the sidewalk. There I encourage you to start a list in your iPhone's Notes app and reminisce on your absolute favorite and most memorable memory. ~~English~~ Head of English Department, Mrs Kim shares that, "Whenever I ~~feel~~ ~~at the~~ ~~end~~ ~~of~~ ~~my~~ ~~pressure~~ on edge, I recall the first time I saw fireworks. I close my eyes and fully plant myself in the moment. ~~It~~ I can remember the precise sound it made shooting up into the sky before culminating in a loud bang, the exact shade of neon pink and plum-purple sparks against the <sup>of a</sup> pitch black night sky, everything like it was yesterday." She continued on, "It never fails to comfort me." I would like to thank her for sharing this lovely advice and encourage anyone in the

audience to give it a try and ~~can~~ reach out to the school's wellbeing committee; share ~~the~~ with your own advice ~~or~~ /anecdotes or even just ~~for~~ for a shoulder to cry on. ~~But~~ We are always available to lend an ear.

There is — at least, I personally believe there is — a good side to every bad side; every uphill has its mountain's downhill; every action has one equal but opposite reaction. Although it is unavoidable ~~to~~ <sup>to</sup> sometimes be consumed by the swarm of negativity, and ~~it~~ ~~is~~ there is no shame in giving yourself time to grieve occasionally, if it ~~keeps~~ ultimately worsens your mental health, then I encourage you at every opportunity to look on the bright side. Stress can lead to breaking out, sweating, ~~obvious~~ clinical anxiety and can be caused by a multitude of factors such as lack of sleep, lack of nutrition or social lives, especially as teenagers. However, dwelling on stress will only ever ~~make~~ worsen that stress.



There is a sustained, high-level quality of writing in this excellent speech. Right from the opening paragraph the candidate seeks to engage the listener in a variety of ways and does so very skilfully.

A range of techniques is used to convey the points, from the alliterative triad of causes of stress 'family, finance, feeling left out' to the evocative description of 'the pinprick sensation of freshly-cut grass' to the recurring motif of looking for 'silver linings' that is threaded throughout the response.

Complex ideas are manipulated with dexterity and there is excellent technical accuracy.

Overall, this is an extremely impressive and sophisticated piece of writing and achieves full marks.

Level 5

AO4: 27 marks

AO5: 18 marks

Total: 45 marks

## Question 7

This question required candidates to respond to the statement 'Travel can offer many benefits to young people, but they should ensure that they are properly prepared' and write a guide to travelling aimed at young people. Although fewer candidates opted for this task, one examiner noted that 'the variety of approaches and material was delightful'. Another said 'I really enjoyed marking this one and I was intrigued to see what preparations were covered and what advice was offered'.

At the lower levels, responses often listed items to take and consisted of a series of brief sentences about what to do to keep safe. To achieve well, ideas need to be developed and explored in detail. A few candidates based their responses on the texts used for the exam and whilst it is fine to acquire some ideas, it is important not to copy. Some answers became accounts of a personal trip and although the use of an anecdote can enliven a response it should not be the sole content of the answer.

Examiners reported that candidates often wrote in interesting and quite imaginative ways and expressed themselves with confidence and authority. There were often touches of humour and a real sense of what might engage a young reader, keen to set out on their travels

There were some responses where the required form was not evident and others where candidates relied too heavily on listing ideas in bullet 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 bullet points.

An understanding of the conventions of a given form, as well as an awareness of audience, can help candidates to make appropriate language choices that will lead to apt register and tone.

As with Q06, 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.

Travel can offer many benefits to young people, but they should ensure that they are properly prepared. Of course, young people have more time to live than those that are old; and this gives more opportunities to do more for them. However they still may be unsure on what to do before leaving and what to bring with them.

For benefits to young people of travelling, they have more energy, this means that they can indulge in more activities that older people are too late to join in. This includes nightlife, parks and online entertainment. These kinds of things are only most enjoyable to the younger generation as the elderly may not find them so appealing or are physically unable to. If you are young and you are reading this, what are you waiting for? Get packing and start travelling!

But, hold your horses! Of course you can't just go and have fun, preparation is key. Your parent must be informed of any plans of you travelling, that is if you do have any. They can be the ones that approve of your departure and maybe even help you prepare. The first things to do when preparing is packing. You must make sure that all necessary items that you need such as food, water, clothes and cleaning products. The intensity of packing can depend on whether you are leaving for good or only travelling for a limited time. Make sure to have everything

you need whether <sup>you're</sup> travelling for any of these conditions. Any other preparations such as final goodbyes or optimizing your home for your absence can also be done.

Once all your preparations are set and you are good to go, it's time to leave! But you're still go a few obstacles such as airport traffic and security and flight but it'll all be worth it once you arrive at your desired destination. That is where the fun begins!



**ResultsPlus**  
Examiner Comments

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

Opportunities to develop ideas are missed, possibly due to time constraints, and therefore the requirements of the intended reader are not met fully.

Paragraphing helps to make meaning clear and there is an attempt to adapt and craft some sentences.

Marks for this response were within Level 3 for both AOs.

Level 3

AO4: 16 marks

AO5: 11 marks

Total:

Total: 27 marks



Allow sufficient time for the writing question so that you can develop ideas effectively.

## How to travel effectively

Travelling is a great way to explore ~~the~~ our vast and diverse world, it allows us to experience and discover other traditions and cultures with an open and accepting mind. Nowadays travelling has become easier than ever, and this allows our youth to travel all over the world for many reasons whether its education or even vacation! You might be wondering ~~if~~ the reasons and risks of travelling, or any other important factors. Well you're in luck because you chose the perfect ~~article~~ information guide.

## Benefits of Travel

Travelling can be overwhelming or stressful, especially at such a fresh and young age, that is if you don't know the benefits, these benefits of travelling will surely comfort you on your journey. Travelling gives you the amazing opportunity of building newfound relationships with others from different cultures and backgrounds, especially if you plan to travel for the purpose of studying. In addition to being kind and lovable buddies, ~~you~~ your new friends can help you acclimate to your new home, they can help comfort you or even ~~teach~~ <sup>teach</sup> you about their cultures and traditions. By travelling at a young age you will learn how to be independent and confident, travelling can put you out of your comfort zone and into your danger zones, you might think this is terrible however this allow you to

build your character and confidence and face your fears. You might be an introvert, extrovert, or the smartest in your class, but there will always be something to ~~the~~ improve in your life and travelling can be that one last push towards ~~the~~ success, comfort, and confidence as it requires to make difficult decisions like picking your new home, or even socialising with others. It all depends on ~~you~~ you! You are the biggest factor when it comes to success and you make the calls, don't forget that.

### Preparing your trip.

You can't wait to book that flight, pack your bags and take off! However you should slow down and think, ~~do I pack anything~~ 'what am I missing', because it is more than likely that you forgot something ~~essential~~ crucial that could significantly affect your trip. This is the biggest rookie mistake young travellers make and I am here to help you avoid that. ~~Firstly~~ Firstly, you should make sure you packed all your essentials, it all depends on your destination, however there are things that can significantly impact your experience. Make sure you pack a nice ~~fluffy~~ fluffy neck pillow especially if it's a long flight ride, you don't want that ~~head to get~~ neck to snap do you? A good neck pillow allows you to get a good night's sleep on your way to your destination and wake up refreshed ~~and~~ ready to tackle your next challenges. An international debit/credit card is also essential to your trip and experiences; it saves you the hassle of converting all your saved up money

into a new currency that you are not familiar with, ~~the~~ with an international debit/credit card you can easily undergo transactions by just tapping, and selecting your desired currency, ~~could~~ can it even get any easier? Make sure you also pack other destination specific essentials such as Sunscreen or jackets.

## Your Destination

When you travel, you need to make sure you familiarise yourself ~~the~~ with the cultures and traditions of ~~your~~ the country you are visiting. There could be things you think are normal to do that are not acceptable somewhere else. For example, if you decide to travel to the middle east make sure to wear modest clothing! Stay away from revealing clothes as this is very disrespectful and frowned upon by middle eastern communities, it goes against their morals and values. Another example is drinking, public drinking should be avoided at all costs, specifically in middle eastern or South Asian countries as it goes against their morals and values, and if you do it you might have to deal with a hefty fine, and you don't want that. A study conducted by the University of Oxford shows that ~~90~~ 75% of people don't like foreigners who visit their countries as many travellers are ignorant and don't take time to consider the fact that their actions could be disliked or disrespectful. So please, please make sure you read up on the cultures and traditions of the place you are visiting to avoid becoming a nuisance and disliked by others.

Now that you are ready ~~to~~ to explore the world ~~and~~ you can travel worry free with great expectations. What are you waiting for? GO!



**ResultsPlus**  
Examiner Comments

The candidate approaches the task with confidence and clarity of purpose.

The guide is effectively structured with the three sub-headings used to give direction and order to the content.

Ideas are developed appropriately and there is careful and deliberate choice of vocabulary that mixes the colloquial 'rookie mistake' and the formal to good effect.

The target audience of young people is at the forefront throughout and this is a successful piece of writing that is best placed towards the top end of Level 4 for both AOs.

Level 4

AO4: 21 marks

AO5: 14 marks

Total: 35 marks



**ResultsPlus**  
Examiner Tip

Note how the use of sub-headings helps to indicate the given form.

## 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 Qs01-03 to ensure that your answers come from the correct part.
- Answer Q02 in your own words as far as possible; do not copy out large chunks of the text. Aim to make four clear and distinct points. They can be set out separately but must be written in full and complete sentences.
- Make five clear points for Q03; brief quotations can be used to support these points but quotations without explanation are not sufficient. Do not spend time analysing the language of the quotations. Points may be set out separately but must be in full and complete sentences and offer some interpretation.
- Do not waste time on a general introduction or summative conclusion in Q04 – every sentence should be earning marks.
- Consider the effects of language and structure features within the context of the given extract in this question. Ensure that you focus on the question and avoid simply giving an overview; highlighting key words in the question can help.
- Make a range of comparative points in Q05. Rather than simply compare the ideas or events within the texts, try to link similar elements such as content, theme, tone, purpose, narrative voice, language and support points, with relevant quotations or textual references. Ensure that references are balanced across both texts.
- Take time to make a brief plan for the higher tariff questions (Q05 and Q06 or Q07) and use it.
- Consider the given form and audience for the writing task and use these to inform register and tone. Try to use a wide vocabulary and varied sentence structures. Think carefully about how you can engage the reader right at the start and consider how you will end. This will help you to produce a structured, cohesive and complete piece of writing. Allow time to proof-read in order to achieve the highest possible degree of accuracy and keep handwriting as neat as possible.
- 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. Avoid using a very thick pen because this can obscure letter formation and the ink can smudge or leak through into subsequent pages.

## **Grade boundaries**

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

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

