



Examiners' Report

June 2024

Int GCSE English Language B 4EB1 01

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June 2024

Publications Code 4EB1_01_2406_ER

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Introduction

The texts about protecting the environment and climate change were accessible across the full range of abilities and candidates were able to engage with the tasks and respond appropriately. Examiners commented on the relevance of the topic.

Examiners commented there was evidence of some good teaching and learning in preparation for this examination in the responses seen and many candidates seemed generally well-prepared. Examiners saw some good responses across all the questions.

More successful candidates were able to engage fully with both texts and respond thoughtfully and articulately. Their writing responses were often engaging and effective and were well-controlled and accurate. Less successful candidates sometimes struggled to understand the passages and the questions. Their writing was often pedestrian or lacked coherence and had weak language controls.

There were some candidates who made references to the pictures in their responses to Question 3, Question 6 and Question 7. This is not an appropriate way to respond to the texts as the pictures are not language or structural devices chosen for effect by the writers. Some also commented on the glossaries which are not a feature of the texts but are there to aid understanding.

There were a number of blank responses, notably for Question 7, which may indicate issues with timing. Candidates should be encouraged to respond to every question.

There were some candidates who copied out all, or considerable parts, of the extracts in response to Question 8. This can never be a successful way to respond as candidates are required to produce their own work and show the ability to adapt the original texts for a different audience and purpose.

Examiners were concerned about a number of responses to Question 10 which were almost identical. Although these may have been learned responses rather than evidence of copying, centres must discourage candidates from learning responses and not producing their own work. Similarly heavily scaffolded responses were seen to Question 9 which also should be discouraged as they do not allow candidates to develop their own ideas.

There was evidence of planning which is to be encouraged. However the use of very long plans or draft essays is to be discouraged as they are not a good use of time. Candidates should be encouraged to plan their response in the answer booklet rather than on separate additional sheets.

Question 1

This is a straightforward question on Text One which does not require candidates to use their own words.

The majority of candidates responded correctly and the most popular correct responses were: 'it reduces individual carbon footprint' and 'it helps reduce landfill pollution'. The most common errors came from describing the recycling process, eg 'separate your plastic, paper and metal waste'. which does not answer the question, or using the wrong lines, eg 'recycling unwanted paper will reduce the raw material demand for paper production.'

Examiners did comment that many candidates were giving too many points for this one mark question and perhaps spending too long on it.

Candidates must ensure they read the text and the question carefully.

Question 2

This is a straightforward question on Text One which does not require candidates to use their own words.

The majority of candidates provided correct examples of advice the writer gives. All six of the bullet points were seen. Common correct responses were 'try to avoid plastic', 'look for eco-friendly alternatives' and 'buy a reusable water bottle'.

The most common error was responses that did not include sufficient information eg 'reusable water bottle' or 'local products'.

Examiners did comment that many candidates were writing too much and giving too many points for this one mark question and perhaps spending too long on it.

Candidates must ensure they read the question and the text carefully.

Question 3

The question asks the candidate how the writer presents her ideas about how young people can protect the environment.

Some examiners observed that candidates been prepared for this question and knew how to approach it.

Examiners commented that most candidates demonstrated at least some understanding of the text and some awareness of the devices used to present ideas. Candidates were able to demonstrate some understanding of language and structure and how these were used to present the writer's ideas about how young people can protect the environment.

Most candidates were able to identify a range of features and support them with examples from the text such as the use of sub-headings, listing, direct address, questions and the informal, friendly tone. They were able to use quotations and show a clear understanding of Reddy's ideas, identifying some features of the writer's style and considering the effect on the reader. However examiners commented that candidates did not always explore or analyse their chosen features and effects. Examiners also noted that some candidates tried to identify every technique they had learned despite there being no evidence of their use in the text eg every question was regarded as rhetorical and alliteration was identified where there was none.

Successful responses were developed, analytical and examined a range of language and structural features used, exploring the impact on the reader and the intended effects. They were able to explore and analyse how ideas were presented, supporting their points with embedded quotations and references. A good range of points was selected including the use of imperatives, the use of inclusive pronouns and the use of statistics to give credibility together with the use of sub-headings, listing, direct address, questions and the informal, friendly tone . A number related the writer's techniques successfully to the intended audience of young people, identifying features like the use of informal language and how imperatives were used to encourage action .

Less successful candidates produced responses that were often content based. These tended to focus on 'what' the writer said rather than 'how' the writer presented her ideas about how young people can protect the environment. It was clear that the text in most of these was understood – and there were suitable references and quotations made in the answers. However there were only comments such as: 'tells us', 'states', 'talks about', 'describes', 'presents' and nothing else that would answer the question as to 'how'.

A number of examiners observed that candidates did not comment on the effects of their chosen features on the reader. They identified techniques but failed to make specific reference to the writer's intended effects, saying little more than 'this interests the reader', 'The subheadings organise the text' or 'this makes the reader want to read on'. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features and offer textual support but do not explain them. Occasionally candidates adopted a list like approach to this question identifying techniques and choosing appropriate references but doing no more.

Some of the least successful responses were simply summaries, retelling (sometimes with supporting quotations) or direct copies of the text.

Centres need to remind candidates that this question asks **how** the writer achieves his/her effects not **what** he/she says.

This is a successful response to Question 3.

3 Explain how the writer presents her ideas about how young people can protect the environment.

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

(10)

The writer uses emotive language to present her ideas about how young people can protect the environment. In the first paragraph she states that humans have 'chosen' a path of 'self destruction' this highlights the fact that we humans are culpable for environmental issues, as well as using the 'self destruction' to emphasize how dire the situation is. The combination of these two elements make the reader want to take action against environmental issues as the text highlights the humanities role in the issue as well as blaming the reader themselves. ~~In~~ for issues Reddy also ~~uses~~ states that often teens feel as though they are 'helpless' and 'powerless' to take action, this is intended to appeal to ^{the emotions} of teens ~~to~~ who may feel as though they don't have the ability to aid in environmental issues. ~~and is followed~~ ^{as it is followed} ~~by the writer~~ by the writer stating that there is in fact ways to help as a teen, this draws readers in by empathising with their struggle and subsequently informing them of how they can help. ~~and is an effective persuasive~~

The writer also uses structure to present her

ideas about how young people can protect the environment. In this text, Reddy uses numbered subheadings ^{and a glossary} to organise the article. ~~This presents~~ ~~to~~ This presents the text as an informative piece, and by ~~to~~ placing a subheading above each section she makes it easy to identify different parts of the text. For example '3. Recycle more often', this ensures people fully understand her message and also makes the text easier to navigate for those who may want to revisit it as it contains advice meant for the every-day, as each section is labeled, a person searching for advice only on buying sustainable products will be able to find what they're looking for easily making the text more practical for its use of informing people on ways they can aid the environment. Also, organising it in such a way ~~makes it easier to~~ ^{who are the target audience,} and making it easy to understand may allow younger people ^{who don't want to read a whole essay} the incentive to read this text.

The writer also uses punctuation to present her ideas, throughout the text, she frequently uses question marks and rhetorical questions to ~~display~~ ~~to~~ engage the reader. The use of rhetorical questions such as 'What do you do with your old textbooks and novels that are not in use?' puts the responsibility on the reader by using 'you' and 'your' the

writer is directly addressing the reader, holding them accountable. This makes ~~the~~ ^{the reader} reflect on ~~our~~ ^{their} poor actions for the environment and may motivate them to do better in the future.

The writer also uses statistics to display her ideas to the reader. For example she states that only '0.07%' of the 70% of water available to us is fresh water. This use of data such as this ~~make~~ gives the writer a feeling of authority and makes them more trust worthy to a potential reader. In the case of this text, it may cause the reader to realise the seriousness of ~~issues~~ environmental issues is a reality, and take the text itself more seriously.



ResultsPlus
Examiner Comments

There is a thorough understanding and exploration of language, eg when discussing the use of emotive language and rhetorical questions. The references are appropriate and support the points being made. Level 4; 8 marks.



ResultsPlus
Examiner Tip

Note how the candidate has made detailed comments about the chosen features, exploring the language and structure and their effects on the reader.

This is an example of a less successful response to Question 3.

3 Explain how the writer presents her ideas about how young people can protect the environment.

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

(10)

The writer presents her ideas through ~~an open approach~~ a friendly and appreciable way, ~~to~~ while still being a little formal and mature. She offers multiple different ways for protesting the environment, saying, "from running online awareness campaigns to offering ~~practical~~ practical help like beach clean-ups and fundraising events." This is a good way to motivate young people because for most, doing things online, like through the ~~entire~~ online awareness campaign, is much more comfortable than protests or anything to major.

She also asks a question in Reduce/Recycle paper. She asks, "What do you do with your old textbooks and novels that are not in use?" This gets the ~~the~~ reader much more involved ~~and~~ and is even aimed

well at younger readers because she mentions textbooks, which most younger people own.

She ^{also} uses statistics when writing about water. She writes "Did you know that only 0.03% of the 70% of water available to us is fresh water?" Not only is this a question, ~~but~~ ~~it~~ ~~is~~ ~~also~~ getting the feed reader back involved after too feeding so much, but it's also giving statistics, which people are going to most likely believe.



ResultsPlus
Examiner Comments

The points made about rhetorical questions and statistics show some understanding of the writer's techniques but the points made are quite simple and do not demonstrate clear understanding. Level 2; 4 marks.



ResultsPlus
Examiner Tip

To improve the mark, the candidate would need to provide more examples of how the writer uses language and structure for effect and develop their points on the intended effects of the writer's choices.

Question 4

This is a straightforward question on Text Two which does not require candidates to use their own words.

The majority of the candidates responded correctly with the most popular responses being 'it is destabilising' and 'it is breaking down'. There were a few incorrect responses that used the wrong line references eg referring to the Greenland ice sheet melting.

Centres need to make sure that candidates read the question and the text carefully.

Question 5

This is a straightforward question on Text Two which does not require candidates to use their own words.

Most candidates correctly identified two of the comments the writer made about weather patterns. The popular points made were 'increasing in frequency', 'more and more extreme' and 'the weather seems to be on steroids'. The most common incorrect responses listed weather events from the first bullet point without a reference to 'more', 'more common' or anything similar. These candidates simply wrote 'wildfires' on one line and 'heatwaves' on the other, for example, and so received no marks as it does not address the question.

Some examiners commented that candidates were writing too much and giving too many points for this two mark question and perhaps spending too long on it.

Centres need to make sure that candidates read the question and the text carefully.

Question 6

The question asks the candidate how the writer presents her ideas about climate change.

Some examiners commented that candidates' performance was similar to Question 3, however other examiners observed that candidates did not do as well on this question and some seemed to find the text more challenging. However examiners commented that candidates did appreciate the passion shown by the writer.

Most candidates were able to identify some features and attempt to describe the writer's intentions and effects on the reader, however examiners commented that candidates did not always develop their comments on the intended effects of these features. They were able to comment on the language used although there was often a tendency to explain what the chosen quotation meant rather than to explore how it was used for effect.

Most candidates commented on the negative language, particularly 'destabilising', 'breaking down' and 'catastrophic'. Most were able to identify the use of listing eg 'wildfires, hurricanes, heatwaves, floods, storms, droughts'. They also commented on the use of the inclusive pronoun 'we'. The use of short sentences in the first and last paragraph was also mentioned.

More successful responses demonstrated thorough understanding though exploration of language and structure, supporting their points with well selected quotations. They used appropriate references such as 'catastrophic', 'on steroids', 'dramatic' to analyse the urgency of the situation and how the use of this kind of vocabulary created a sense of guilt and urge to act in the reader. They also identified the irony in 'What's not to like' and 'doesn't sound that bad' and explored the writer's intentions in making the reader question themselves on a personal level. They were able to explore the use of the snowball and bathtub metaphors and understood how vividly the writer conveys the inevitability of global warming if we do not act 'right here, right now'.

There was evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them. Occasionally candidates adopted a list like approach to this question identifying techniques and choosing appropriate references but doing no more. A number of responses that did identify techniques failed to make specific reference to the writer's intended effects, making generic comments such as 'it makes it more interesting' or 'this makes the reader want to read on'.

Some examiners noted that there were a number of responses which expressed either agreement or disagreement with Thunberg's views without considering language and structure.

Less successful responses struggled to develop their responses beyond identifying obvious features with a little comment. They often used over-long quotations in support. The least successful tended to re-tell the events or simply copied out sections of the text.

As with Question 3, centres need to remind candidates that this question asks **how** the writer achieves his/her effects not **what** he/she says.

This is an example of a very successful response to Question 6.

6 How does the writer present her ideas about climate change?

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

(10)

The writer opens ~~the~~ with three short sentences, highlighting the focus of her piece 'climate change.' by locating it in the centre. She uses positive, light-hearted vocabulary, such as 'possibility of improvement' 'harmless' and 'slow and linear' to present the stance that some take in response to climate change. This is then contrasted by the harsh vocabulary of 'scary and dangerous' ~~when used~~ that some use to describe as the 'opposite' of 'global warming'. This further emphasises the persistent nature of the 'changing world' & that is 'destabilising' and 'breaking down'. The introduction of the metaphor of 'negative tipping points' creates suspense which is continued as it takes on ~~an~~ ~~attendant~~ ~~clattering~~ significance throughout the piece. The use of the pronouns 'we' and 'they' place humanity face to face with these 'catastrophic' natural disasters, emphasising humanity's need to 'transform' & in response to the climate's own 'accelerating' 'transformation.'

The tone shifts as the author describes ~~the~~ real life examples of these disasters such as the 'doomsday glaciers' and the 'Greenland ice sheet', placing these events on the reader's radar as actual threats rather than

hypothetical, future damage. ~~The~~ ~~the~~ the negative vocabulary of 'imminent' and '~~no longer~~ 'can no longer be stopped' present the felicity of the situation. The syndetic listing of 'wildfires, hurricanes, heatwaves, floods, storms, draughts' depict natural disasters occurring during every day life. ~~The~~ the writer ~~is~~ uses ~~the~~ the intensifier of 'more and more' to depict their extremity, as well as the parallel of 'less and less' to present the ~~the~~ abnormality of these unnatural events. She again ~~removes~~ removes hypothetical occurrence ~~by~~ by addressing the reader's thought process in ~~describing~~ describing the popular view that this is 'many years into the future' but then dramatically locates the 'ecological crisis' as 'right here right now' to instil both fear and action in the reader.

she ends by describing a suggested course of action for humanity. The abstract nouns of 'honesty, integrity and courage' emphasise desirable qualities ~~that~~ that we should adopt to take on to 'stand our ground' and save the planet. The continued metaphor of the overflowing 'bathtub' creates vivid imagery and emphasises the writer's ~~the~~ point of increasing urgency, yet also reflects the rising of sea levels and the 'floods' and 'storms' described earlier. The ~~the~~ phrase 'right here, right now' aims to motivate the reader, and instils panic and urgency to act on the

'small chance' to avoid ~~at~~ a 'chain reaction beyond human control.' This along with the adjective 'intense' is shocking for the reader and emphasises the scale of impending danger if we 'ignore' ~~at~~ or 'deny the problem' any longer.



ResultsPlus
Examiner Comments

This is an outstanding response that is analytical and perceptive throughout. The candidate makes discriminating use of embedded references to illustrate their analysis, eg when talking about the overflowing bathtub metaphor. Level 5; 10 marks.



ResultsPlus
Examiner Tip

Note how the candidate has focused on and analysed individual words and phrases to show how the writer presents her ideas.

This is an example of a Level 3 response to Question 6.

6 How does the writer present her ideas about climate change?

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

(10)

The writer uses language techniques varied punctuation and her own opinion to present her ideas about Climate Change.

The title 'The Climate Book' suggests that her book is ~~not~~ only about Climate Change. If a book needs to be written surely? this is a big problem.

Greta Thunberg uses ~~the~~ many different sentence lengths to present her ideas about Climate Change. 'It is breaking down.'

This shows that she is trying to build tension and suspense within the reader. This gives the reader the impression that our planet is disintegrating and falling apart and no one is doing anything to stop it apart from her and a few others.

The writer uses a list to ^{lay out} list all of the things that are destroying the Earth: 'wildfires, hurricanes, heatwaves, floods, storms, droughts and so on'. Greta Thunberg does this to show and present the reader with the 'rapid changes' that are going on in our world. Thunberg even uses another list further on in the passage to present her ideas 'honesty, integrity and courage'. She is telling the reader that, if we are to stop Climate Change, then that is what we will have to do so.

Thunberg uses metaphors and idioms throughout the passage to show her opinion and her ideas about Climate change. 'This is the new

normal... The weather seems to be on steroids' This suggests that the weather is becoming increasingly aggressive and that people are not taking any notice of what is happening. The metaphor 'once the snowball has been set in motion it will just keep going' Thunberg is saying that because nobody is doing anything about 'Climate Change' it will only get worse and worse and will eventually take its toll on humanity.

The writer uses a rhetorical question to suggest not enough is being done to prevent it. 'What's not so nice?'. Thunberg is using this to ask the reader if we were to have a perfect planet 'what's not so nice?' about that.

Thunberg uses Simile to present her ideas about Climate Change. 'and I would strongly suggest' which shows she is adding her own opinion and her own thoughts into it. She is adding her idea almost as to ask the reader this is what we can do and that we should listen to what she is saying.

Hyperbole is used throughout to tell the reader that the Government is on the wrong and that we are being 'greenwashed' by them. 'Do not see them drag us another inch closer to the edge'. Thunberg is standing up for the public and saying that what the government is doing is wrong and misleading. That they are giving us false information.



The response covers a wide range of features including lists, metaphors, rhetorical questions, sibilance and alliteration. There is ample evidence of clear understanding and explanation of language and structure, but this does not go into the exploration needed for Level 4. Level 3; 6 marks.



To improve the mark, the candidate would need to develop and explore their points on how the writer uses language and structure for effect and develop their points on the intended effects of the writer's choices.

Question 7

This question requires candidates to compare how the writers convey their ideas and perspectives about climate change.

It was evident that some candidates had been taught how to answer this question. Examiners commented that many candidates were able to identify and discuss basic similarities and differences at a minimum, and a number produced well-thought-out comparisons of the extracts. Some examiners commented that candidates engaged well with the task and most understood the need to make points of comparison but other examiners thought candidates found this task more demanding. Some examiners commented positively on evidence of planning these responses although others felt that there was very little evidence of even simple plans which might have aided comparison. Examiners noticed that some candidates appeared to be responding in the style of the mark scheme. This is not a successful way to respond to this question. The mark scheme offers indicative content as a guide for markers.

Most candidates made comparisons between the texts. They were able to identify similarities and differences between the texts and support their ideas with valid references. Most candidates found the obvious comparison that both writers were worried about the climate. Many identified that Text 1 was a generally positive, advisory text giving practical advice on things young people can do to help, whereas Text 2 was more negative and focused on the terrible things that are going to happen and how only direct action can help. Other common points were that both texts used negative language and referred to statistics and research, as well as the different audiences for each text.

More candidates are writing responses that are comparative throughout eg identifying points of comparison from each text in an integrated response. This is a successful way to respond to this task. However there were a number of candidates who wrote about each text individually and then wrote a comparative comment at the end, often unsupported. Examiners commented that these responses were not as successful as those candidates whose responses were comparative throughout.

Successful candidates were able to structure their responses comparatively by taking the various features of the text and comparing and contrasting them throughout. They were able to make a wide range of comparisons with clear exploration of ideas and perspectives and support their points with references which were balanced across both texts. They were able to examine the similarities and differences and what these showed about the writers' viewpoints. They compared the texts effectively using a variety of points such as stylistic features of both texts, positive and negative language, opening and closing statements, writer's tone and urgency. The use of embedded quotations helped these candidates in putting a wide range of comparisons together. Successful candidates responded considering a wide range of comparisons, with brief and apt quotations, which they explored thoroughly, such as the use of persuasive language in both to achieve different effects: Text 1 is focused on actions; Text 2 focused on the problems. They also explored the use of literary devices in both texts and analysed the choice of each writer eg 'Text 1 uses questions to make the reader think; Text 2 uses irony in the rhetorical question to make the reader question their own views', 'statistics used in Text 1 to add credibility/ facts used in Text 2 to add authority'. The references used were brief and discriminating and supported the points being made.

Some candidates compared the writers' techniques and did not relate these comparisons to the writers' ideas and perspectives. They wrote about what the writers used in terms of language and structural devices but did not really elaborate on how these techniques helped them to present their ideas and perspectives. Some candidates offered a range of comparisons but did not support their points with references to the texts which limited their achievement.

Less successful candidates made few comparative comments. They tended to respond by listing comparisons one after the other often with no references, or by listing quotations from each text with no further comment. Their comparisons were often undeveloped e.g. Text One uses subheadings and Text 2 does not. They sometimes gave summaries of the texts and concluded their response with a brief overview of one or two similarities. Some less successful candidates focused on inappropriate points of comparison such as the use of full stops or commas which showed little understanding of the writers' ideas and perspectives. Some candidates paraphrased the texts, retelling the passages or directly lifting from the texts.

Two examiners commented on responses that were biased towards textual preference along the lines of 'I prefer text 1 ...'. It is now a very long time since that was part of the comparison question and is not an appropriate way to respond.

Some examiners commented that there were more unfinished or blank responses to this question than any other. This may be a time management issue or candidates prioritising Section B and C over Section A. Candidates should be encouraged to respond to every task.

Centres will need to continue to work with candidates to make sure they have a clear understanding of valid ways of responding to texts. This should include how to analyse how writers use language and structure to achieve their effects (Questions 3 and 6) and how to write comparative responses (Question 7).

This is a successful response to Question 7.

7 Compare how the writers of Text One and Text Two present their ideas and perspectives about climate change.

Support your answer with examples from **both** texts.

(15)

Both writers hold opinionated and urgent beliefs surrounding climate change. The passages are both ~~proposed~~ ^{argued} purposed to inspire people to take action and responsibility for the planet's warming, and to educate the public.

Text One is a blog, mainly structured as a list with direct and detailed instructions such as to "save resources" and "recycle paper"; ~~the~~ ^{the} piece is concise ~~and~~ ^{and} overall imperative, reflecting how urgent it truly is for immediate action to be taken. However, Text Two is overall an informative and educational extract, while featuring instructions to "start facing this emergency", demands are generally ~~broad~~ ^{broad} and not as precise as Text One's direct listings. The writer may instead be highlighting the complexity of climate change, and how it is ~~may~~ ^{impossible} to pinpoint ~~exact~~ ^{exact} formula to solve the issue while there ~~are~~ ^{are} "greenwashed" people refusing to accept the significance of the problem.

Both texts are written in the first person. Text One writes and to resonate with its teenage audience and how "we feel helpless". The tone created is conversational and relatable, which ~~encourages~~ ^{may encourage} readers to reflect upon the beliefs and instructions in the piece. Text Two alternates between first-person plural and also the singular variation. With this, the writer establishes a sense of authority in a speech-like atmosphere, while also connecting to the audience and distributing responsibility upon each individual consuming the information. Audiences may feel more inclined to accept the concerns about climate change as a fact, as

well as the urge to be responsible for the Earth, due to this.

The texts are directed to different demographics. Text One is primarily focused on teenagers and young people, the title including the general "youth". As a result, the language used is overall not incredibly complicated, but has numerous slips of formality, such as "kids" rather than a more formal replacement.

The topic of climate change is presented as less daunting, with a hopeful and motivated tone for the young audience to best respond to. On the other hand, it can be suggested that Text Two has been written for older demographics, particularly those with great power; language used is more complex and used to create an unsettling ^{image} ~~change~~ rather than spark determination, as the youth tend to feel more inspired by change. The evocative imagery of "disrupted" systems of that "sustained life" may have more of an impression upon those with the maturity and wisdom to perceive the planet as a deteriorating system - ~~the~~ ^{an} older demographic, especially people with the power to cause a massive impact, such as politicians - might resonate more with this than a teenager, who could feel alarmed and more helpless by the idea.

*① →

Overall, both texts effectively present how climate change is a severe issue and action must be taken. Text One's use of clear and ~~specific~~ ^{detailed} instructions contrasts Text Two's demanding plea for a broad, unspecified change. The texts are ^{targeted} ~~directed~~ to different age groups, with Text One pointing the power of the youth while Text Two seeks to unsettle the powerful adults. Similarly, both texts utilize the first-person to include every reader individually in the necessity for change, ensuring each person accepts responsibility for their planet and alters their behaviour.

*¹⁰ Additionally, both texts feature a lengthy ^{to promote a certain attitude} introduction before introducing the main body of points. ~~Text One~~ The beginning of a text is often a vital strategy for a writer to set tone or purpose to a text. Text One quickly prioritises that young people are not as powerless as they may believe – this is particularly effective as it is mentioned after highlighting the “self-destruct” “self-destruction” in the actions of human ^{behaviour,} ~~actions~~ ^{the idea that} ~~constructing an atmosphere~~ ^{everybody can take action} against climate change, and ^{still the} ~~emphasise~~ ^{importance} for the youth to make an impact. Text Two also begins by demonstrating the ways in which the climate is ~~being~~ “destabilising” and “breaking down”, but not before drawing attention to the common ignorance of everyday people. By first presenting the manner by which people allow climate change to progress and increase in severity by exercising ignorance, the ^{demonstrates} ~~clearly explains~~ ^{how a change in actions begins with a change in attitude,} and an example of what attitudes are insufficient.



ResultsPlus
Examiner Comments

The candidate considers a varied and comprehensive range of comparisons including the narrative approach, the different audiences and the introductions. References are discriminating and balanced across both texts, but some points would benefit from further reference. Level 5; 13 marks.



ResultsPlus
Examiner Tip

Note how the candidate compares both texts throughout the extract. Try to support all comparative points with references from the texts.

This is a less successful response to Question 7.

Text one's purpose is to advise and inform the reader, shown in the quote, "Start Your Own Initiative or Volunteer With Environmental Organizations". However, text two's purpose is to inform and persuade, shown in the quote, "It will take many things for us to start facing this emergency...". Text one uses organised paragraphs with sub-headings to make the passage easier to read. On the other hand, text two uses long and detailed paragraphs to allow plenty of room for detail. Text one uses data and statistics

to strengthen the writer's points, shown in the quote, "0.03% of the 70%." In a different way, text two uses well known phrases such as, "This is the new normal" to bring famous examples into her points. Text one offers structured advice to the reader, shown in the quote, "There are several ways in which you can get involved..." In difference, text two warns the consequences of not taking action. This is shown in the quote, "The longer we wait to start taking ^{the} action needed... the harder and more costly it will get to reach them."

Both text one and text two use negative language such as, "We humans have chosen a path of self-destruction." and, "It is breaking down. Where text one uses writing techniques such as ~~R~~ rhetorical questions to grab the readers attention, so does text two, which uses short and strong sentences. Both texts are written in a formal tone.



There is a range of comparisons considered, including the use of statistics and negative language. There is explanation of ideas and perspectives but this would need more development to go higher in the level. Level 3; 7 marks.



To achieve a higher mark, the response would need to have a wider range of comparisons and to develop their points about the ideas and perspectives.

Question 8

There was some evidence of good teaching and learning in the responses to this section. Most candidates understood the requirement of the task and were able to use the appropriate register for a letter to peers. It was generally felt that candidates engaged with this task and some produced lively and convincing responses. The most successful responses had a strong sense of audience and purpose and included personal touches and rhetorical language to engage the audience. Many candidates were able to adopt an appropriate register and there was clear evidence of an understanding of the purpose, audience and format required although some examiners commented that some candidates struggled to adopt an appropriate register. Some examiners noted that they saw quite a few responses that had pre-prepared introductions/conclusions and topic sentences, which did not add to the authenticity of their texts and did not always fit in with the rest of their response.

AO1

Most candidates referred to the three bullet points and managed to cover a reasonable number of points. Most were able to make fairly equal use of the texts, although some examiners noted that Text 2 sometimes was referenced less successfully. Some candidates were able to add personal knowledge and experience to points taken from the two texts eg in referencing heatwaves or floods. The first and second bullet points were often covered in the most detail, with most candidates identifying plenty of ideas from Text One but also managing some references to Text Two, often about the Greenland ice sheets melting. For bullet point 2 there was a lot of borrowing from Text 1, but most did manage to use their own words to some extent. Some candidates found the third bullet point more challenging although most were able to identify the idea of climate change not being a problem in Text Two or people feeling powerless in Text One.

More successful candidates were able to refer perceptively to information and ideas whilst maintaining the required tone and register. These responses were more balanced and offered a good range of points on all three bullets from both texts. They successfully reworked the texts, covering all the bullet points in a sophisticated way and adding their own experiences and opinions. They wrote with what felt like genuine passion on the subject and were genuinely persuasive in the way they presented the importance of climate action and cleverly blended in ideas from the texts.

Less successful candidates were able to select and interpret a small range of bullet points, sometimes paraphrasing the content of both texts. Some of the less successful responses were brief, did not have much focus on the ideas in the passages and did not offer balance between the texts and bullet points. In the least successful responses there was evidence of much lifting from the original texts without any attempt to re-work the material.

AO4

Most candidates were able to communicate their points clearly with enough purpose and appropriate use of form, tone and register. They wrote in an appropriate style for a letter and made use of features like direct address, humour and rhetorical questions to create a friendly and convincing tone. They were able to communicate their ideas clearly and sometimes persuasively, with a clear sense of purpose and understanding of the expectations of the intended reader. Some examiners observed that the tone was sometimes a little too formal but it was felt that the topic may have lent itself to this approach.

Successful responses were lively and engaging with a convincing rapport with their friend. They used a wide range of techniques to communicate their ideas often adopting a highly persuasive tone and selecting techniques such as humour, direct address and rhetorical questions to communicate their ideas. They offered clear and well organised responses adapting form, tone and register in an effective and sophisticated manner. They were able to relate directly to the teenage audience, for example by using comments such as 'I know you are a book worm' or 'I know how much you love burgers' and there were some nice touches like saying how hot it is currently or referring to a recent weather event. There seemed to be a real and genuine appreciation of the topic of protecting the environment and of climate change. The ending of one response struck one examiner as very thoughtful: 'the earth is starting to send us messages, as if they were a sort of warning or cry for help'.

Less successful candidates communicated at a basic level and had problems sustaining the required register throughout their response. Some did not convey much sense that this was supposed to be a letter to a friend often only acknowledging it in the salutation and sign off. They often had issues with clarity as they had weak writing skills and this impeded their ability to communicate clearly. These responses often copied considerable amounts from the texts and did not show ability to adapt for audience and purpose.

AO5

There were some examples of successful responses with good levels of accuracy.

Most candidates were able to use spelling, punctuation and grammar to make their meaning clear. They were able to communicate clearly with reasonably accurate sentence structures and a range of vocabulary. Spelling was often correct and many candidates tried hard to use a range of sentence structures and punctuation for effect. Most employed some paragraphing, sometimes using the given bullet points to help them. However some examiners commented that although spelling was often accurate, expression, grammar and punctuation were not always secure. Some examiners commented that it was pleasing to see evidence that candidates were checking and correcting their work.

More successful candidates used a varied range of correctly spelt vocabulary with some ambition and used a range of appropriate punctuation and different sentence structures to help them create particular effects. These responses employed accurate paragraphing which could be for effect. There was often evidence of proofreading.

Less successful candidates sometimes struggled to communicate their ideas and their language controls were not always secure, especially grammar. Some examiners commented that weaker candidates had problems with grammar and expression, despite good spelling and punctuation. Other examiners noted that punctuation was an issue with candidates writing long, one sentence paragraphs or using very little sentence punctuation.

Common errors commented on by examiners were: missing basic sentence punctuation; the use of very long, unstructured sentences; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences as well as random capital letters within sentences; verb tenses and other grammatical errors.

Centres should continue to work to ensure candidates have a clear idea of how to adapt ideas from texts and how to write appropriately and accurately for different audiences and purposes.

This is a full mark response.

8 Write a letter to a friend on the topic of protecting the planet and preventing climate change.

You should include:

- the damage that is being caused to the environment and our climate
- what can be done
- reasons why people may not want to take action.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

Dear Will,

I heard that you recently planted ten trees as part of a project recently - that's fantastic! It will be very beneficial to help absorb all of that horrible carbon dioxide in the air.

Climate change is not something to be taken lightly - people may think it's 'not a big deal' but it really is - we can't let our planet destabilise and just stand and watch and let climate change take hold of our planet. It feels as though we as humans are choosing the path of self-destruction rather than trying to ~~to~~ preserve our future - isn't that just awful?

I'm glad you think that more needs to be done, but more people need to be concerned of this. What are we going to say when the doomsday glaciers in the Antarctica melt, and the sea levels rise? So many beautiful locations will be destroyed. I, for one love going to Venice on holiday, and if things continue like this there won't be a Venice to go to. I know you like FL too, and ~~Monaco~~ Monaco could be submerged if sea levels rise.

So what can we do about it? What can we do? Well, there's many things, actually. Such as saving resources and reducing our daily and next consumption. It's crazy to think that a mere 0.03% of the water available to us is actually fresh, and therefore I'd say it is ~~important~~ imperative that we do not waste it. Things like taking shorter showers and trying to avoid just putting in a small bundle of clothes in the washing machine have a hugely beneficial impact on the climate, as we are saving ~~water~~ and gallons of water and living sustainably. In terms of eating less meat and dairy, I know that you love your steaks and ~~bacon~~ bacon, but there's many good

dishes that are vegetarian'. (I ~~see~~ can't let dairy go though, because I'm still fighting off my calcium deficiency.) ~~Et~~

Either way, I'd say it's worth checking out some more eco-friendly options. You can still eat eggs and fruits, though, and personally I'd actually recommend that as I do like the odd mango here and there. Did you know that excessive meat ~~to~~ eating is actually bad for the environment? It sounds rather peculiar but in truth ~~it~~ livestock farming produces lots of methane, which is a ^{very} nasty greenhouse gas. It also involves cutting down many acres of important land such as forests, which would lead to the loss of biodiversity, which would be terrible for the environment. I don't see why the loss of endangered species is worth more food for us - we can always grow crops such as rice and wheat.

I don't really get why some people don't want to actively prevent climate change, though. Of course we don't have a say in any big corporations, but surely it's possible to at least try and live more sustainably?

I guess some people aren't that concerned about it, after all. In fact you actually get those headlines who think climate change is a myth - can you believe that?

You also get those people who think climate change isn't so bad. Maybe it's because of how ~~it's~~ it's dubbed. After all, isn't change supposed to be positive? Not this one, however. Lots of people might also think it's not so bad, especially in the freezing North. However, it'll get worse if we don't take action though. We've already already seen a significant increase in global temperature, which proves that the climate is changing. We're also projected to get more and more extreme weather events, such as tornadoes or storms. Surely that's not something we want more of, no?

I wouldn't say this is a situation to be taken lightly. In fact, we are edging closer to a total disaster, and the worst part about it is we ~~that~~ don't even know when it's going to strike.

Oh well, now's not the time to think about that. I'd say that what we need to do right now is to come together, and stop all of

th's. We need to put an immediate halt to further production of greenhouse gases.

This all sounds quite negative, but I assure you it is well and truly possible if we try to stop it. Everything is possible.

Have a nice summer!

Ryan



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Examiner Comments

A01: There is a wide range of relevant points from each text. The response covers all three bullets in excellent detail and in a way that is apt and persuasive. Level 5; 10 marks.

A04: Communication is perceptive and subtle and sharply focused on purpose and the expectations of the reader. Form, tone and register are sophisticated and the response is genuinely convincing. Level 5; 12 marks.

A05: The candidate successfully utilises a range of structural and grammatical features and uses extensive vocabulary strategically with rare slips. Punctuation is used successfully to aid emphasis and precision. Level 4; 8 marks.



ResultsPlus
Examiner Tip

Note how the candidate has covered all the bullet points in detail and maintained the sophisticated form, tone and register throughout the response.

This is a less successful response to Question 8.

8 Write a letter to a friend on the topic of protecting the planet and preventing climate change.

You should include:

- the damage that is being caused to the environment and our climate
- what can be done
- reasons why people may not want to take action.

Think carefully about the purpose of your letter and the audience for whom it is intended.

(30)

4410 avenue

House 1, row 1

07997 81623

Peony road

house 26

07997 623618

Dear Louise,

I am writing to you to discuss and outline the detrimental affect climate change is having on our planet, whether to us indirectly or directly.

The damage our environment and climate has sustained is monumental but its still fixable and even we can contribute to helping day-to-day. Volunteering for beach clean ups and donating to organisations that help combat climate change, environmental conservation and land fill can go a very -

long way. Reducing our paper usage can also save resources, donate your old books and novels you don't read and recycle any that can't be donated. doing these steps can reduce the demand for paper production thus conserving our trees and rain forests! isn't that grand?

Recycling your plastics, paper and metal can reduce landfill and reduces fossil fuels. In turn buying sustainable and completely recyclable products also lessen your carbon foot print, buying and throwing less plastic in the bin can help save marine life and life on land. Be wary of products sustainability and the green washing of some products as these may lead you into thinking they are great for the environment but in actuality they can cause more harm than good.

Did you know 70% of our water comes from fresh water ~~to~~ sources?

It is mad! By turning off your tap when brushing your teeth, taking shorter showers and doing big laundry loads instead of small ones, can detrimentally help the eco-systems that rely on fresh water. This also helps lessen your bills!

Methane is a detrimental greenhouse gas and the biggest factor in global warming, excessive meat consumption and production can contribute to global warming and climate change, therefore I've found the substitutes work just as well and are also tastier!

Doing our small bit can make a monumental difference in the long run, especially when we all take part!

Kind regards, Eleni

e.jagater



A01: There is a reasonable number of relevant points and the candidate provides some appropriate ideas. There is no information from Text B and the candidate does not consider the third bullet point in the text about reasons why people may not want to take action. This keeps the response in Level 2; 4 marks.

A04 : The response is clearly communicated with a clear sense of audience and purpose and appropriate use of form, tone and register. Level 3; 6 marks.

A05: Varied vocabulary and punctuation are used with some control but some of the better words are lifted from the text and there are some errors. Level 2; 4 marks.



This response could have been improved by using both texts and covering all the bullet points.

Question 9

AO4

Examiners commented positively on some candidates' responses to this question. However some examiners thought that some candidates struggled to develop and sustain a response.

The topic 'I much prefer working in a group than on my own' was accessible and many candidates who chose this question had clear and informed opinions.

Most candidates were able to communicate their ideas successfully and understood the nature of discursive writing. They were able to put forward reasonable points and explain and justify them. Most candidates were able to create a balanced response and provide reasons why one approach or the other was preferable. The topic clearly appealed to them, and most candidates seemed to be writing from a position of knowledge because they might be regularly involved in activities that required group collaboration.

Ideas presented included: the support and variety of ideas you get from a group; the problems of group work eg dominant or lazy personalities within a group; examples of successful group working either from their own lives or more generally eg charitable work or action groups. The majority of responses were in favour of working in groups although there were some well-argued points made for working on your own.

More successful candidates adopted a persuasive and argumentative tone and had clearly been prepared to write this kind of response. These responses had a clear structure with a strong introduction and conclusion. It was clear that these candidates had been well-prepared in meeting the demands of this type of task and had a range of appropriate skills to tackle the task in a focused and sustained manner. They generally took a broader view and looked at the positives and negatives of different approaches to work and generally came to a more balanced judgement, eg that both approaches could work well in different situations or that a blended approach was the best of both worlds. They included anecdotes and examples that illustrated their ideas in a thoughtful way. They generally agreed, as did most candidates, with the statement presenting a wide range of argument in favour of working within a group which could be both subtle and sophisticated. Ideas were varied and creative.

Less successful candidates had problems with both maintaining a clear argument and structuring their responses. Some could create an argument but it was one sided or poorly supported. They sometimes struggled to find enough ideas and these responses became repetitive or were brief.

Most examiners commented on responses that were heavily scaffolded. One examiner noted that quite a few opened with a philosophical quotation or with their 'most crucial reason.' Another noted 'A few scripts used phrases that had been pre-taught and were familiar from previous series. These phrases were ineffective as they were pompous and overly formal and broke up the flow of the candidate's argument'. Examples were: 'I am going to be making strong and robust points on my stance', 'these points fall short of the mark because ...', 'as the dust settles, where do we find ourselves?' and the phrase 'indubitably exigent' also made a reappearance. These responses do not allow candidates to fully demonstrate their own writing skills in response to this task.

Centres need to ensure that candidates who choose this option are well prepared in argumentative, discursive and rhetorical techniques and are able to develop and sustain their ideas effectively.

A05

Most candidates were able to develop and express information and ideas in suitable way with the use of appropriate structural and grammatical features. They used a range of correctly spelt vocabulary and were able to punctuate with some control. Most were able to communicate successfully even if there were errors. Examiners did comment that there was a lack of variety in the use of punctuation.

More successful responses had full control of spelling, punctuation and grammar. These candidates were able to use a wide range of grammatical features together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation, often used for effect.

Less successful candidates had difficulty communicating clearly. They were often repetitive with their word choices and sentence structures and had many errors. They had poor language controls and weak paragraphing. There were often numerous errors of spelling, punctuation and grammar.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression such as problems with tenses and sentence structure, including missing words. Some examiners also commented on the use of over-ambitious vocabulary which was not effective or appropriate. Some examiners noted that the use of paragraphing was an issue for some candidates. These problems limited the effectiveness of the communication.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences as well as random capital letters within sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

Centres need to focus on developing accurate and effective grammatical structuring and punctuation to enable candidates to express themselves clearly and access the higher mark bands.

This is a successful response to Question 9.

- 9 'I much prefer working in a group than on my own.' To what extent do you agree with this statement?

(Total for Question 9 = 30 marks)

OR

- 10 Write a story (true or imaginary) entitled 'The Future'.

(Total for Question 10 = 30 marks)

OR

- 11 Describe the untidiest place you know.

(Total for Question 11 = 30 marks)

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

Chosen question number: Question 9 Question 10 Question 11

"I much prefer working in a group than on my ~~own~~ own." I think most people would agree with this statement. But I think there are positives and negatives of both working in a group, or alone.

~~There are lots of reasons to enjoy working in a group. A group means working~~

working with other people. This can be good for getting a wide range of ideas and perspectives on different topics. You might need this for discussing something more opinion-based. But on the other hand, opinions might clash resulting in a messy and jumbled piece of work. Working on your own may be able to produce more cohesive, structured, and put together work.

But what about working together on something less academic? It would be much easier to win a football match with other people than just by yourself. Playing sports together can be a fun way to meet and bond with other people while exercising.

I think the question of working with other people versus working alone is a quite broad question, as it could vary greatly from person to person and activity to activity. Playing a cooperative board game would be a fun way to

work in a group for some, but some people may find it hard to voice their opinion and help out.

Working in a group can help eliminate competition, as everyone is working together, or so you think. Group activities may be even more competitive as everyone is trying to get their idea to be the one presented. If you are in a group with people who all know and respect each other then this won't be an issue, but if there are multiple competitive people in a group it could get very heated and competitive.

Working alone is a lot simpler, as you know what you want and how to do things. There are no other people to say you're doing something wrong. ~~or that~~ Some people may always choose working alone over working with other people, for a variety of different reasons. They may know that in a group setting they tend to go along with whatever someone else says, leaving themselves excluded. Working in a group is only good when everyone

is confident in expressing their views and ~~of~~ ideas in a respectful manner. I have been in a lot of group projects where either everyone was too scared to speak so nothing got done or group projects where everyone was so opinionated and argumentative that nothing got done. For someone who likes ~~their~~ their alone time and needs to know what is happening working in a group could be too unpredictable and chaotic for them to be able to focus or keep calm.

If something has to be done in a group, a way to make it more enjoyable for everyone involved is to let people pick their groups, so they can be with people they are comfortable with.

Working alone all the time isn't good for anyone either, though. Learning to be independent is a necessary skill for everyone to learn, but never being able to ask or accept help from others can be isolating and dangerous. Working only by yourself

could ~~also~~ put you in an echo chamber, always repeating the same ideas and not getting any differing ~~opinions~~ perspectives to help you understand things better. Not accepting help from others could mean putting a lot of pressure on yourself to always be able to do everything ~~by yourself~~ ^{on your own}, which could be a very big workload and very time-consuming.

In conclusion, ~~I would prefer~~ for the statement "I much prefer working in a group than on my own" I disagree to a point, as working in a group at times can be unsustainable for your emotional wellbeing. Whereas working alone ~~can make sure you can adjust your~~ you can prioritise yourself if you need to, as long as you have a healthy social life as well.



A04: The response communicates successfully throughout and there is a secure realisation of purpose and the expectations of the reader, with the candidate exploring both sides of the argument in detail. The form, tone and register are effective, without being sophisticated. Level 4; 16 marks.

A05: Structural and grammatical features are used cohesively and deliberately. A wide range of vocabulary and punctuation is used with occasional errors. Level 4; 8 marks.



Note how the response maintains the focus on discussing the statement and provides a range of ideas.

Question 10

Question 10 was the most popular question.

Examiners, as always, commented on how much they enjoyed reading the responses in this section.

AO4

Examiners commented positively on the quality of some of the responses to the title 'The Future'.

Candidates interpreted this question in a wide range of ways. There were stories about waking up in the future (flying cars etc), time travel, fantasy worlds and other sci-fi interpretations with some producing dystopian stories of environmental collapse or a post-apocalyptic world, presumably inspired by the texts. Other ideas included narratives about future sporting success; about having control over one's future, in some way shape or form; stories involving someone whose life had been 'turned around' by an event; narratives based around crime, relationships or bad decisions that would have a significant future impact.

Examiners did comment on a number of unnecessarily gruesome and gory stories. It was felt that these were perhaps influenced by themes on contemporary television, films and computer games. These unpleasant plots sometimes struggled to maintain focus on the title.

Occasionally candidates were over-ambitious, producing extremely long responses with complicated plot-lines. Often candidates chose to reveal the link to the title 'The Future' at the end of their writing and, whilst in some cases this appeared to be a deliberate strategy, examiners commented that sometimes it seemed to be an afterthought.

Examiners saw a number of responses that were identical (or nearly identical). It is assumed that these were learned responses. Candidates should not be encouraged to learn essays which they then regurgitate as this does not demonstrate their writing skills.

Most candidates were able to communicate clearly, with an appropriate sense of purpose and some apt use of form, tone and register. They were able to create a narrative with a central plot device and believable characters. They tried to bring the qualities of surprise, drama, suspense and excitement to their narratives. There were attempts to include flashbacks, dialogue, character and setting descriptions.

More successful candidates were able to write entertaining and engaging responses that were sharply focused on the task. They developed a story and characters with a clear narrative structure and a range of writing techniques used to good effect. These responses had fewer characters which were well-developed and a well-thought-out plot, designed to entertain. They were able to use figurative techniques and wide-ranging vocabulary deliberately to achieve particular effects for their reader. Examiners commented positively on the range of structural techniques that these candidates employed, deliberately and effectively for example through flashbacks or narratives that cleverly built up to a shock ending.

Less successful candidates lacked development of ideas or the ability to maintain a narrative or tended to write simplistic narratives without any great awareness of form, tone and register. They struggled with clarity, with over-complicated or muddled storylines and weak endings that were not closely related to the events that had unfolded. Their responses were often lengthy with repetitive and unfocused plot ideas. Examiners commented that some less successful responses seemed to be a prepared story which they barely adapted for the given title.

Centres need to ensure candidates have a secure understanding of narrative techniques and the ability to develop a coherent personal response without relying on plots from other sources.

A05

Most candidates were able to develop and express information and ideas in suitable way with the use of appropriate structural and grammatical features. They used a range of correctly spelt vocabulary and were able to punctuate with some control. Most were able to communicate successfully even if there were errors. Examiners did comment that there was a lack of variety in the use of punctuation.

More successful responses had full control of spelling, punctuation and grammar. These candidates were able to use a wide range of grammatical features together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation, often used for effect.

Less successful candidates had difficulty communicating clearly. They were often repetitive with their word choices and sentence structures and had many errors. They had poor language controls and weak paragraphing. There were often numerous errors of spelling, punctuation and grammar.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression such as problems with tenses and sentence structure, including missing words. Some examiners also commented on the use of over-ambitious vocabulary which was not effective or appropriate. Some examiners noted that the use of paragraphing was an issue for some candidates. These problems limited the effectiveness of the communication.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences as well as random capital letters within sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

Centres need to focus on developing accurate and effective grammatical structuring and punctuation to enable candidates to express themselves clearly and access the higher mark bands.

This is a successful response to Question 10.

10 Write a story (true or imaginary) entitled 'The Future'.

(Total for Question 10 = 30 marks)

OR

11 Describe the untidiest place you know.

(Total for Question 11 = 30 marks)

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

Chosen question number: Question 9 Question 10 Question 11

I had not seen my father in ten years, but ~~was~~^{today} that was going to change. I could not wait for the future.

The first thing I did in the morning was stand up and look at myself in the mirror and say "Today is the day. Today is the day you see Dad." I noticed bags under my eyes from my complete lack of sleep, I ~~also~~ looked almost like a panda. My shining red hair ~~glittered~~ glittered as the morning sun broke through my bedroom curtains. I opened my window and took a deep ~~breath~~ inhale of the fresh spring air.

I couldn't believe it was finally happening. What should I wear? What should I say? Would I recognise him? My mind was filled with questions.

Time passes, and my head is vated against the car window, feeling every bump on the motorway. The journey to the airport was long; a final addition to the wait to see my father after such a long time.

Suddenly I was brought back to my favourite memory of him. I remember the way he wore his toy backwards - I thought it was the coolest thing I had ever seen at the time. I remember the way he smiled at me whenever I caught the ball like he had taught me, revealing his hidden gold teeth, like a treasure waiting to be found. I remember when he sat me down and explained how he would be leaving for a little while, but he would be back when I'm older. I didn't really think much of it then.

Regret.

I wished we had spent more time together before he left. I wished we had never gotten into so many arguments. I wish he had never left.

Back in the car I think to myself: now is the time to make new memories, instead of regretting old ones.

Now I am in the airport, sitting awkwardly in an uncomfortable, plastic chair.

I try to relax myself, but I can feel a layer of sweat forming ^{on} my forehead. I look through the bustling airport crowd unconsciously, recognising each person as my father began realising they're not. The strong white lights seem to be getting brighter and brighter. This chair is getting worse and worse. The voice over the loudspeakers droned on constantly. Everything turned to a blur. *

He must be coming soon, right?

As I stand up to find a water fountain, I feel ^{dirty} ~~dirty~~ and my veins bleed, until suddenly, out of the corner of my eye I notice a man with the same shining red hair as mine.

Could it be?

I turn towards him, and a flash of gold is revealed as he spots me too. I started to run towards him without even realising. I jump into his arms and he places his cap on me backwards whilst we embrace.

I can't wait for the future.

* = I attempted to calm myself, and thought of the last time I had seen him. His eyes were glittering, as he said goodbye to me with his hair blowing wildly in the wind. After being teased apart from him in my friend's hug, he gave me one final wave, flung his bag over his shoulder, and began to leave me. His muscular build was outlined by the dark orange sunset, and I watched him walk away until he was just a pin prick.



ResultsPlus
Examiner Comments

A04: This is an engaging, perceptive and well-crafted response. There is sophisticated use of form, tone and register, eg in the use of very short sentences for effect. The ending is a little flat but the response fully merits Level 5; 18 marks.

A05: The candidate uses a range of structural devices to sustain interest throughout, shifting effectively between shorter and longer sentences and paragraphs. Vocabulary and punctuation are highly accurate, but a bit more range would be needed to award full marks. Level 5; 9 marks.



ResultsPlus
Examiner Tip

Note how the candidate uses flashbacks and variety of sentence and paragraph lengths for effect.

Question 11

AO4

Some candidates produced well-written responses that were fully focused on the task of describing an untidy place. However examiners also commented that a significant number of candidates did not focus on the descriptive nature of the task and wrote narrative responses focusing how or why they were in the untidy place.

Candidates chose a range of untidy places to describe. Probably the most common place to describe was a sibling's or friend's bedroom. One examiner commented that there were many quite revolting bedrooms and that pizza featured heavily in the descriptions of these. Other places were a slum, a ruined building or untidy natural scene such as a beach. An unusual response described the untidiest place as the candidate's mind. One examiner commented on a successful response which described a fish market with all of the blood and smells in detail.

Most candidates were able to communicate clearly, with an appropriate sense of purpose and some appropriate use of form, tone and register. Most responses focused at least partially on description of an untidy place although examiners commented that some responses were too narrative, with pockets of description.

More successful candidates had been prepared for the requirements of this response and often demonstrated a focused and sustained attempt at crafting a piece of description. These candidates employed a range of techniques appropriately, creating a vivid picture of the untidy place using the different senses to communicate successfully. These responses had flair and enthusiasm, with effective imagery, creating mood and atmosphere. They used an impressive range of vocabulary, clearly painting a picture with their words. Some employed humour in their descriptions.

Less successful responses were often pedestrian, undeveloped or unclear. These responses often struggled to describe the untidy place and were often narrative. Some simply provided lists of unpleasant things found, for example, in a brother's bedroom. Others wrote more generally, eg about a trip to a dirty house that was more event based than descriptive.

Centres need to ensure candidates are aware of the techniques they can use in descriptive writing and also ensure candidates develop a varied vocabulary which they can use appropriately.

A05

Most candidates were able to develop and express information and ideas in suitable way with the use of appropriate structural and grammatical features. They used a range of correctly spelt vocabulary and were able to punctuate with some control. Most were able to communicate successfully even if there were errors. Examiners did comment that there was a lack of variety in the use of punctuation.

More successful responses had full control of spelling, punctuation and grammar. These candidates were able to use a wide range of grammatical features together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation, often used for effect.

Less successful candidates had difficulty communicating clearly. They were often repetitive with their word choices and sentence structures and had many errors. They had poor language controls and weak paragraphing. There were often numerous errors of spelling, punctuation and grammar.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression such as problems with tenses and sentence structure, including missing words. Some examiners also commented on the use of over-ambitious vocabulary which was not effective or appropriate. Some examiners noted that the use of paragraphing was an issue for some candidates. These problems limited the effectiveness of the communication.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; problems with homophones; misspelling of basic vocabulary; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences as well as random capital letters within sentences; grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

Centres need to focus on developing accurate and effective grammatical structuring and punctuation to enable candidates to express themselves clearly and access the higher mark bands.

This is a response to Question 11.

11 Describe the untidiest place you know.

(Total for Question 11 = 30 marks)

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

Chosen question number: Question 9

Question 10

Question 11

The untidiest place I know. I would say that it is my house. It is filled with love, hobbies, food, family, work and upset. These things being put together make the house a very untidy place but that is what makes it our home, without the untidiness ~~we~~ it would simply not feel like home. Our hallways

are filled with scattered shoes of all different sizes, shelves ~~are~~ filled with books and tiny creations, ~~papers~~ ~~are~~ letters and packages on the floor that nobody opens and the pile of things on the stairs for people to take up their that never happens.

The kitchen filled with food on the counters and in the cobourds, last nights dinner plates still in the sink, ingredients left out from baking and the meals made for our freinds. The floor is covered in crumbs and smudges with boxes of stuff on top. The dinning table is scattered with anything you could imagine, documents, school work, sprinkles, paints, tape messures and so much more.

The lounge, this has a peice of us all in ther. Weather its my dads model making station covered in paints and tools and model planes, or the way my mum decorated the room with the ~~pillows~~ ~~or~~ cushions on the sofa that

we all hate, or the curtains we all thought would look awful, or the cabinets that perfectly fit in the grooves on the wall with the matching coffee table in the middle of the room that just takes up space. My ~~countless~~ My hundreds of candles that have been left out to collect dust, and my brother's games he likes to play clutter up the room. ~~to~~

Our bedrooms, all covered in clothes and clutter that we don't need but keep in case we do one day, toys and beauty supplies, crafts and plants causing the untidiness but it's things we enjoy so I suppose it's not really mess it's all of our love spread out in our home and if it wasn't that way ~~if~~ we wouldn't call it home.



A04: This response communicates clearly with a secure sense of audience and purpose and is focused on description throughout. Form, tone and register are appropriate, but not effective. Level 3; 12 marks.

A05: The response develops and connects appropriate information and ideas, with paragraphing being used accurately. Vocabulary is varied and punctuation is mostly accurate, but there are enough errors for this to be placed at the lower end of the level. Level 3; 5 marks.



Try to check through your writing to make sure there are no errors.

Paper Summary

Most successful candidates:

- read the texts with insight and engagement
- were able to explore language and structure and show how these are used by writers to achieve effects in response to Questions 3 and 6
- were able to select a wide range of comparisons and explore the writers' ideas and perspectives in response to Question 7
- were able to select and adapt relevant information from the texts for Question 8
- wrote clearly with a good sense of audience and purpose in an appropriate register in response to Question 8
- engaged the reader with creative writing that was clearly expressed, well developed and controlled (Questions 9, 10 and 11)
- used ambitious vocabulary appropriately
- wrote with accuracy in spelling, punctuation and grammar.

Least successful candidates:

- did not engage fully with the texts
- were not able to identify language and structure or made little comment on how these are used by writers to achieve effects in response to Questions 3 and 6
- were not able to compare the texts or offered very limited comparisons in response to Question 7
- sometimes narrated the texts in response to Questions 3, 6 and 7
- were not able to select and adapt relevant information for Question 8
- did not write in an appropriate register in response to Question 8
- sometimes copied from the original texts in response to Question 8
- were not able to sustain and develop ideas clearly in response to Section C (Questions 9, 10 and 11)
- produced heavily scaffolded or learned essays in response to Section C (Questions 9 and 10)
- did not demonstrate accuracy in spelling, punctuation and grammar.

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>

