

Examiners' Report

June 2025

Int GCSE English Language B 4EB1 01

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June 2025

Publications Code 4EB1_01_2506_ER

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Introduction

The texts about visiting new places were accessible across the full range of abilities and candidates were able to engage with the tasks and respond appropriately.

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 a few 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.

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

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.

Some examiners commented that candidates are using ellipsis in quotations rather than giving the whole quotation. Sometimes these quotations are very long. Candidates should be encouraged to provide brief and focused quotations.

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 'towering cliffs' and 'wadis' although examiners saw all the points from the mark scheme.

Errors were rare, but the occasional candidate did not refer to a thing, e.g. by referring to the 'dangerous places where a vehicle might sink' or by saying the narrator had seen 'a sea' or 'sea and sand' rather than 'a sea of sand'. Occasionally candidates used material from outside of the specified lines or used the wrong text.

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 points the writer makes about the village. Common correct responses were 'it is fortified, 'it stands on a prow of rock', 'it has about a hundred tower houses' and 'it reminds him of a forgotten, hidden world from a childhood story'.

The most common errors were out of lines references, e.g. 'empty streets' and references to 'travelled back in time' or references to the mist which is not about the village.

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

Question 3

The question asks the candidate how the writer presents his experiences of travelling in the Yemen.

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 experiences of the Yemen.

Most candidates were able to identify some relevant language and structural features used by the writer to present the narrator's experience of travelling in Yemen. Commonly explained features included adjectives such as 'breathtaking' and the use of similes like 'slashed as if with a giant knife.' Candidates were able to identify a range of features and support them with examples from the text such as the simile e.g. 'wadis slashed as if with a giant knife', short sentences e.g. 'It is a magical place', first-person e.g. 'we had travelled' and the use of imagery. Almost all candidates picked up on the very positive nature of the passage and there were numerous references to positive language.

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 e.g. identifying every use of 'like' or 'as' as a simile, even if no comparison was evident, or alliteration where there was none.

Successful responses explored a range of features including vocabulary choice, sentence structure, and figurative language such as alliteration, tricolon, and adverbs like 'suddenly.' They were able to explain and explore how these techniques emphasised the narrator's sense of wonder, surprise, and cultural disorientation. They made effective use of embedded quotations and supported their comments with thoughtful interpretations that linked well to the overall impression of a magical, diverse landscape.

They explored the use of adjectives like 'breathtaking' to convey a sense of awe and wonder, and linked colour imagery such as 'golden' and 'purple' to ideas of majesty and richness, showing how impressed the narrator was. They were able to explore the writer's purpose, e.g. to evoke curiosity, and explain how these intentions affect the reader's engagement. They commented on the structure and the ways the experience unfolds across the passage, noting shifts in mood or pacing and made nuanced inferences about the narrator's attitude, suggesting a blend of fascination and excitement, supported with close reference to the text. These candidates also successfully analysed figurative language, for example the simile 'slashed as if with a giant knife' to describe the wadis, noting how it added drama and emphasised the raw power of the landscape. They also considered the writer's tone when describing the desert (the Empty Quarter), noticing the use of alliteration in 'sculpted sand' and the simile 'dunes like long fingers' to show its allure and haunting beauty.

Some 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 his experiences of

travelling in the Yemen. It was clear that the text 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’, ‘it helps you imagine it’ 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. Some explained the meaning of the references in their own words using phrases such as ‘to show it was beautiful’ or ‘to say how high it was.’

Some of the least successful responses were simply summaries, retelling the text (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 Level 3 response to Question 3.

In the text "Salmon fishing in Yemen", the author Paul Torday has implemented a plethora of literary devices and different languages to portray his impressions of the country, Yemen. The title itself provides the readers with a slight hint of what the text is about and is considered as an informative title.

Paul Torday began his text using a single sentence paragraph, "We are here in the Yemen at last", this creates curiosity amongst the readers and the sentence is a bit dramatic which creates interest among the readers. The author continued his text with a long sentence, "The landscapes are breathtaking... salt to the surface", describing the beauty of Yemen and its landscapes. In doing so, Paul has used a hyperbole, "slashed as if with a giant knife cutting thousands of feet between sheer rock walls", which helps to exaggerate a point.

Moreover, the author has used descriptive language throughout his text, which helps in portraying the authors impression and provide more information to the readers, for example, "towering cliffs that are golden in the sunlight and purple in the shade...". Paul has use a numerical fact expressed in words, "a million square miles of uninhabited desert", which provides authenticity and information to the readers. The text consists of triplets, such as "garden of paradise, cool and mysterious", which helps in describing a certain point. and

The narrator uses a similie, "And the towns are as wonderful as the desert", helping the readers to convey a portrait of the town's beauty. He + While trying to portray the journey from the desert to the town, the author has used a proper noun, "Manhattan" which tells the readers, the ~~town~~ drive way ~~as if~~ similar to a drive to Manhattan.

Paul uses an alliteration, "millet and maize" which catches a readers attention and helps in making the text more interesting.

The text is mostly written in third person narration and consists of inclusive pronouns like, "We spent the first few days", "we went from bright sun into thick mist" etc which helps the writer to put in a lot of information in the text and makes the text a bit more descriptive. A slight hint squirt of first person narration can also be observed, like "I have ever seen or heard of.", which makes the text more chat personal and helps the readers to connect with the writer. The author has implemented positive and formal language throughout his text.

Nonetheless, Paul uses a metaphor, "boulders the size of churches," to portray the massive size of the boulders. Lastly, the the author ends his text with a positive and dramatic ending, "It is a magical place." which provides a positive impression of Yemen to the readers. Overall, Paul has been successful in portraying his first impression of Yemen.



The candidate identifies a wide range of features, e.g. descriptive language, alliteration and inclusive pronouns. Some of the points made about the impact of the features do not go beyond comment, e.g. 'making the text more interesting.' There are some examples of clear explanation and so the response is placed at the lower end of Level 3.

Level 3 - 5 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.

This is a successful response to Question 3.

~~Throughout the passage~~ The passage begins by ~~dec~~^{the} immediately declaring that they "have arrived in Yemen at last" which immediately conveys the writer's previous longing to travel ^{to} Yemen ~~an~~^{the} while foregrounding ~~the~~^{his} appreciative nature of ~~excited~~^{excited} feelings towards the place. The passage is highly descriptive which ~~convinces~~^{subsequently almost} the reader to indulge in the ~~beu~~ beauty of the Yemen and to maybe even consider travelling there themselves. ~~Altho~~ The audience is directed to see a wide range of people who have a liking towards travel.

Although the passage is not ~~spee~~ specifically persuasive, the use of simple sentences to discuss ~~the~~ the Yemen's "breathtaking" and "beautiful" landscapes creates a finality ~~and and~~ to how ~~very~~^{truly} amazing this place is. The contrast between the ~~"golden" "sunlight" and the~~ "golden" cliffs being "golden in the sunlight" yet "purple in the shade" highlight the universality of the beauty in the Yemen while also hinting to the narrator's attention to detail which exposes his absolute awe towards this experience.

However, a perilous aspect is highlighted through the ~~hyperbolic met~~ simile "slashed as if ~~cutting~~ with a giant ~~in~~ knife cutting thousands of rocks." ~~The~~ The narrator also outwardly ~~say~~^{his surroundings} describes ~~the Yemen as~~ as "dangerous".

places" further evoking the risy nature of his travels.

Despite the danger that potentially inhibits the Yemen, all is overcome with the "wonderful towns." ~~The culture of the place is also~~ Moreover, the captivating descriptions of "shouting voices," a riot of colour, ~~unimaginable~~ and "unimaginable smells of drains and spices" highlight the stark contrast in culture and ~~it evokes~~ ^{sensory imagery that} ~~an image of~~ "spices and" ^{an image of} a happy, bustling city. This ~~ere~~ possibly creates the sense that the narrator has never experienced such a place like the Yemen before.

The narrator structures the description of his trip to Yemen in a chronological order of his holiday which makes the reader feel as though they are part of this tour.

In addition, the evocative descriptions of the residents ^{the} of Yemen further enhance the ~~the~~ liveliness of the place. ~~The de~~ The cultural reference to the "futans" ^{wear depicts} the young children ~~where~~ ^{creates} a knowledgeable understanding of the Yemen ~~and the~~ which helps to enhance the appreciation that should be ~~felt~~ ~~felt~~ ^{felt} towards the beauty of the place.

Furthermore, the idea that only "occasionally" a child would "peer" ~~at~~ through ^a "darkened doorway" expresses the ~~at~~ hidden and forgotten

aspect of the villages.

Moreover, the "total annihilation of the "white washed walls" evokes an eerie ~~new~~ sense to the "garden of paradise". The "cool and mysterious" nature of this building in the Yemen shows all the ~~of~~ different aspects of the place in an evocative and highly descriptive way.

The narrator ~~conclude~~ concludes the text with the powerful, yet simple sentence "It is a magical place" which ~~clearly depicts the~~ expresses the idea that the Yemen ^{have been} is so amazing, it must ~~be~~ ^{have been} supernaturally ~~created~~ manufactured.



There is perceptive understanding and analysis in parts of this response, e.g. when discussing the description of landscape on the first page. Points are supported by a discriminating selection of references. The response is a little uneven and so is placed at the lower end of Level 5.

Level 5 - 9 marks



Note how the candidate has focused on individual words and phrases and their effects to show how the writer presents his ideas.

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 'Dorset Hills' and 'flecks of sheep', although examiners saw all the points on the mark scheme.

The few incorrect responses left out the key words e.g. just putting 'sensational' which is not a thing. 'Taxing slog' came up a few times as well. A few candidates used the wrong line references.

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 unpleasant experiences the writer had. The popular points made were 'crawling under barbed wire', 'falling down' and 'fording streams'.

The most common incorrect responses were references to 'try to find some small point of similarity between my map and the surrounding landscape' or 'strike off in an entirely new direction'; neither of which is an unpleasant experience. A minority took ideas from out of the line references with references to the 'Giant's Grave' being the most common.

Some examiners commented that candidates were writing too much and giving too many points for this 2-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 describes his journey along the south coast.

Examiners commented that candidates' performance was similar to Question 3. However, some examiners observed that candidates did not do as well on this question whereas other examiners thought candidates did better on this question.

Most candidates were able to identify basic language features used by the writer to describe the journey along the south coast, such as adjectives e.g. 'sudden', 'beautiful' and metaphors e.g. 'hills rolled and billowed'. Many recognised the personal and descriptive nature of the writing and attempted to explain how some choices conveyed the writer's feelings or created imagery, though comments were often brief or lacked development. They were able to select appropriate quotations to support general impressions, such as the beauty of the scenery or the writer's struggles or the physical difficulty of the walk in simple terms e.g. 'it was beautiful' or 'he found it tiring' and recognise that the writer found the experience both challenging and rewarding. There were comments on the humorous tone of the article and most identified that the writer had some negative experiences. They were able to find techniques used by the writer and support them with relevant quotations; however, a number of candidates did not develop their comments on the intended effects of these techniques. They commented on the language used although there was often a tendency to explain what the language meant rather than how it was used for effect.

More successful responses demonstrated thorough understanding through exploration of language and structure, supporting their points with well selected quotations analysing their impact on the reader and authorial intent. They also knew language techniques and stylistic devices at a greater depth, could identify them in the text, used better linguistic terminology in their writing and offered a variety of valid points. These candidates referred to a wider range of techniques including simile, tricolon, first-person perspective, and religious language e.g. 'celestial music' to show the writer's amazement and the spiritual impact of the experience analysing the writer's use of celestial imagery, and how this underscored Bryson's sense of an almost other-worldly experience. They offered close analysis of the writer's language choices, exploring how figurative language such as similes e.g. 'like being on top of the world' and 'like escalators to heaven' creates a sense of awe and wonder. They linked similar ideas e.g. 'celestial' and 'stairway to heaven' in a thorough and thoughtful way. They provided more developed and thoughtful explanations of how language and structure combined to present the journey as both dangerous and awe-inspiring, exploring the contrast between struggle and reward, commenting on the contrast between the early scenes and the increasingly disoriented, difficult final leg of the journey, showing an understanding of structural progression.

Less successful candidates explained the meaning of the references in their own words often paraphrasing or describing content without analysing the effect of language or structure. Their responses relied heavily on quotation without commentary or focused on re-telling the journey rather than how it was communicated. They used generic phrases to explain their quotations such as 'to make it interesting', 'to say how far it was', or 'to show that it was beautiful.' They confused numbers with statistics: the fact that Bryson tells us that somewhere is '18 miles away', or that there's a '200 feet' drop, does not make us trust him more. There were also quite a few instances of candidates selecting and analysing quotations that were not really relevant e.g.

attempting to analyse the alliteration of 'Corfe Castle'.

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'.

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 a less successful response to Question 6.

The writer uses first person point of view 'I' to share his ~~the~~ own experience. ~~The~~
The writer uses descriptive language to talk about the Island. ~~200 feet~~ 'drop of perhaps 200 feet', 'frothy seas', 'two stranded pinnacles of lime stone'. ~~The~~ The ~~author~~ author uses irony 'known as Old Harry and Old Harry's wife' to add a sense of ridicule. The author also uses proper noun to describe the place. The author talks about the path to Ballard Down 'steep climbed steeply'.
~~The~~ use of descriptive language. Use of descriptive ~~the~~ language through out the whole passage.



The response identifies several features but does not explain the effects of these and only demonstrates basic identification and little understanding. The response meets all of the Level 1 criteria.

Level 1 - 2 marks



Remember to focus on **how** the writer achieves his effects not **what** he says.

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

In the beginning the writer describes his journey along the south coast through informal ~~language~~ language making it out to be dangerous and unpleasant. He begins stating how the ~~the~~ below the cliff were 'seriously frothy seas'. Bryson's declarative here demonstrates the importance of his text. The simile of ~~seriously~~ 'seriously' and 'seas' really ~~is~~ puts emphasis on the severity that ~~the~~ the south coast carries. Furthermore the ~~adverb~~ concerning ~~adverb~~ adverb 'seriously' ~~puts~~ instills a sense of fear. • Reinforces how the south coast is not the safest place for us to visit. The author's use of factual language here of ~~the~~ how the least of which was just '18 miles away across the bay' ~~that~~ ~~the~~ may possibly ~~indicate~~ indicate how ~~the~~ the narrator already ~~wanted~~ wanted to leave the south coast and go elsewhere.

~~As~~ As the passage progresses ~~the~~ the Bryson ~~introduces~~ introduces colloquial language and ~~carries~~ carries a more ~~descriptive~~ descriptive tone to describe his journey to the south coast.

He illustrates how it was a fairly slow for an old putted-out white person like me. ~~the~~ Byson use of colloquial language here restores how he attempts to make the reader sympathise with ~~him~~ him. For us to feel more. Furthermore, ~~it~~ it could be ~~for~~ ^{conveyed} that Byson already attempts to make excuses with his more negative ~~the~~ tone of language. This backs up ~~the~~ ^{the} beginning of his extract where he ~~states~~ describes to the reader how he already feels like heavily and how he does not want to be there.

Byson scittily classes both perspective and tone to use inclusive pronouns 'I' and 'we' through through more descriptive language. He ~~also~~ ^{states} states how 'It was beautiful beyond words' highlighting to us readers that we should not give up at something and instead we should give it a go because we might like it. Moreover, Byson use of sibilance ~~for~~ ^{of} ~~the~~ ^{how} 'spears' of shimmering light, ~~then~~ like escalators to leave' emphasises how he wants to how engage the reader more and to describe now more positively how beautiful it really was. Rather than 'spears of shimmering light' may suggest how only some ~~will~~

~~as the~~ ~~pouring~~ ~~pouring~~ 'poured'
 through the clouds. Possibly foreshadowing that it's
 may not be the end of his journey, however it may
 be the end to a painful one. The simile Byson
 uses here depicts how he believes the island was
 like 'heaven'. This reinforces a ~~strong~~ clear and
~~strong sense~~ of strong sense feeling for us readers
 knowing that it is almost God like.

As Byson ends the his ~~extract~~ he reinforces
 struggles he faced ~~at~~ at the end of his
~~going~~ journey. He reiterates how he was
 'longing to be elsewhere'. Byson's use of the verb
 'longing' depicts the intense regret ~~at~~ ~~how~~
 he had from visiting the South ~~East~~ coast.



This is a strong response that meets all of the Level 4 criteria and goes into Level 5 as there are parts that show perceptive understanding of how the writer achieves effects. There is also good analysis of language, e.g. when describing the use of sibilance on the first page.

Level 5 - 9 marks



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

Question 7

This question requires candidates to compare how the writers convey their ideas and perspectives about visiting new places.

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.

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 comparisons e.g. that both pieces were about travel and in the first person. Most candidates were able to identify that both writers are describing journeys through unfamiliar landscapes, and that both convey admiration for the places they visit. Some made references to 'a magical place' in Text One and 'like being on top of the world' in Text Two, showing that both writers had a positive outlook overall. Others commented that Text 1 was an overwhelmingly positive text inspiring readers to go to Yemen, whereas Text 2 was more realistic and a mixture of positive and negative.

More candidates are writing responses that are comparative throughout e.g. 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.

More 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 were able to comment on the writer's purpose in each text e.g. Text One seeks to immerse the reader in a rich, almost mythical world, using precise, layered description and a tone of wonder and awe whereas Text Two aims to entertain and inform, using humour, self-deprecation and quirky observations to create a more personal, accessible travelogue. They explored the contrast in tone at the beginning of each extract: Text One starting positively, Text Two beginning with 'a sudden drop'. These candidates often demonstrated perceptive insight into how the writers' ideas were influenced by their context—fictional narrative vs. personal travel writing—and were able to analyse structural and language features effectively.

Some candidates compared the writers' techniques using material from Question 3 and 6 and did not relate these comparisons to the writers' ideas and perspectives. They compare how the writers used language and structural devices but did not explain 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 is more descriptive', 'Text Two is funny' or 'both talk about landscapes' without support or further comment. Some responses provided more quotation than comment. 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, dashes, commas, or that the texts included a picture, some even comparing the pictures, which showed little understanding of the writers' ideas and perspectives. The least successful candidates paraphrased the texts, retelling the passages or directly lifted from the texts.

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.

Both texts present their perspectives and admiration towards newly discovered landscapes, however, their use of techniques ~~contrast~~ contrast from one another. While Text 1 highlights the breathtaking nature of Yemen via similes and personifications, Text 2 uses his opinions, embodied as dialogue, and experiences, both good and bad to present their ideas.

In Text 1, Yemen is described as an otherworldly place, supported by similes ^{and metaphors} which ~~make it even more~~ ^{heightens this impossibility} and disbelief that something so beautiful exists, portrayed in quotes such as "was a garden of paradise". Similarly, Text 2 also portrays ~~this~~ ^{the} visiting of Handfast Point as a true awe-awakening experience, the similar use of holy references and similes "like escalators to heaven" further reinforces ~~this positive~~ ^{how perplexed the} writer felt when he ~~reached~~ ^{reached} the top, mirroring Text's 1 "the landscapes were breathtaking".

While Text 1 emphasises this visiting experience as a thoroughly positive ^{one} ~~experience~~, with only ~~very~~ ^{ever so slightly,} subtle changes of tone, the most unexpected one in the 6th paragraph via the use of the adverb "suddenly" - portrays how, overall, this experience was extremely positive. This is further supported by the ending of this pass-

age using the semantic field of nature to, once again, portray Yemen and the monuments found as ^a sacred haven. Text 2 uses a different approach to portray ^{their} ~~his~~ experiences, the use of the drastic change of tones from a humorous ~~one~~ to a serious one, highlighted via the declarative sentence "because if you are ~~to~~ ^{stupid} you do" presents the writers intent to try and reference both the amazingly good experiences and those who made him feel foolish to do. The use of anaphoric repetition to present his unpleasant experiences might have been used by the writers as a way to heighten the resilience he needed in order to achieve his journey, which not only juxtaposes with, a few paragraphs back, the ^{tranquility} ~~set~~ he felt ^{which made him} ~~basically~~ "hear celestial music" but also with Text 2 and the use of asyndetic listing to highlight the wonders they experienced.

In conclusion, both texts approach their perspectives on the journey by describing the landscape as a breathtaking one, both texts also separate their ideas in paragraphs changing and transforming as one reads ahead. Despite, Text 2 being quite more realistic, by sharing their constant views and opinions as well as actual quotes such as "Well, that sounds interesting", both texts highlight the beauty of doing such activities ^{by} ~~appreciating~~ and embracing the good and the bad of each journey and ending on a positive note.



This is a sophisticated response that considers a varied and comprehensive range of comparisons including the other worldly nature of both places and how the writers use change of tone. There is clear analysis of writers' ideas and perspectives. References are discriminating and balanced across both texts, but some points would benefit from further textual support.

Level 5 - 13 marks



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

This is a less successful response to Question 7.

Text 1 is more formal tending to mainly use bigger words with more vivid descriptions, while text 2 is more informal and tells more of ~~the story~~ his personal story.

Text 1 uses lots of third person perspective such as "we" while text 2 uses words such as "me" and mainly tells it from his perspective. (ie. text 2 is more personal to him)

Both texts are about travel and what they saw.

Both contain mountains / hilly terrain. Text 1 says "it seemed impossible from below that any vehicle could travel" while text 2 said "agony summit" these help show to the reader that it's possible, but not easy.

Both texts go further they are in a similar way. Text 1 with "hidden world from a childhood story" and text 2 with "it there poured magnificent spears of shimmering light, like escalators to heaven!" These show to the reader that the pain can be worth it.

Both text also use similes, to engage the readers. These are "As ^{text 1} is one is approaching Manhattan" and from text 2 "like escalators to heaven" these portray how the writer feels.

Both texts are written by men
male advertisers.



This response makes several obvious comparisons and supports these with valid, but undeveloped references. There is some comment on the writers' ideas, but not enough to go higher in Level 2.

Level 2 - 5 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 talk 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.

AO1

Most candidates referred to the three bullet points and managed to cover a reasonable number of points. The texts gave them lots of information they could adapt and many of them could draw on their own experiences as well. Some of them used the bullet points as subheadings or rhetorical questions. The vast majority of candidates wrote long and detailed responses to this question. There were a couple who focused their speech on visiting one specific destination – Paris seems particularly popular in this series – but still managed to incorporate all three bullet points. Candidates showed their personal travel experience, warning of difficulties related to the language barrier, the risk of street crime and the importance of having a good local guide, when discussing the third bullet point.

The first and second bullet points were often covered in the most detail with some candidates omitting references to the third bullet point

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 bullet points. They were genuinely persuasive in the way they presented the benefits of visiting new places and cleverly blended ideas from the texts with their own experiences. They used ideas from the texts, presenting them perceptively without specifically referencing or rephrasing them.

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 address all the bullet points and lacked development. 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 demonstrate understanding of the task and produced a response that mostly followed the format of a talk. Most provided an introduction and closing statement that linked to the requirement of producing a talk. They maintained a consistent tone appropriate for a peer audience, often informal and friendly. They were able to communicate their ideas clearly and sometimes persuasively, with a clear sense of audience and purpose. They used a range of techniques including writing in the first person, using rhetorical questions and direct address and anecdotes to engage their reader. Many responses used some persuasive or emotive language e.g. 'beautiful views,' 'you should definitely go' to encourage the audience to

explore new places.

Successful candidates were able to create a lively and engaging style that suggested they had a well-developed understanding of the required approach. They used form, tone and register very skilfully to deliver a range of interesting and engaging speeches. They used a wide range of techniques to communicate their ideas, often adopting a highly persuasive tone and selecting techniques such as humour, self-deprecating comments, informal language, direct address and rhetorical questions to communicate their ideas. Some of these candidates were able to use personal experiences confidently and appropriately to relate to the audience. Their register was sustained throughout their responses. They were able to relate directly to their peer group, for example by using comments such as 'I know you're all planning to spend the summer scrolling and rotting in your bedroom but there is a world out there you know'. The best were genuinely persuasive in how they asked the audience to imagine travel, whether internationally or domestically, and retained focus on the purpose of the task.

Less successful candidates communicated at a basic level and had problems maintaining the required register throughout their response. Some did not adopt a suitable register for a talk: some simply recounted a travel experience or wrote a review of a destination; others wrote articles or stories. Some did not convey much sense that this was supposed to be a talk to a peer group often only acknowledging it in the greeting and conclusion. Some candidates wrote in an overly informal way (as if it was a transcription of a social media video), perhaps because they were addressing an audience of their peers. 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.

More successful candidates used a varied range of correctly spelt vocabulary effectively and used a range of appropriate punctuation and different sentence structures to help them create particular effects. These responses used accurate paragraphing effectively. 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

~~you up every morning to do grocery shopping with her.~~
Visiting new places allow you to escape from your daily routine and ~~actually do something that~~ ^{add} ~~adding~~ ~~strict~~ colours to your dull and boring life. Visiting new places can broaden your perspectives and widening your knowledge about the world. Instead of reading about places from a travel book, ~~who tell what which~~ that the writer keeps telling you about his sensational journey ~~and how the scenery was beautiful beyond words~~; why ~~don't you~~ ^{not} experience it yourself and absorb the beauty of nature that ~~the~~ words cannot describe. ~~Apart from~~ Instead of learning ~~that~~ about boring geography or history that you might already know in class, visiting new places ~~also~~ allows you to explore new culture and new food, ^{allowing you to} ~~like actually~~ ^{immerse} ~~immersing~~ yourself into the streets of India where you can enter a place with traditional music, vibrant colours from textiles, and the unimaginable smells of daisies and spices - these are things that you can only feel and experience by visiting new place and ~~make~~ ^{transform} ^{into} their beautiful memories that ~~the~~ ~~memory~~ ~~in your brain~~ for many years so you could tell your children ^{in the future} ~~as you become an adult~~ and inspires them to be an 'interesting man/woman' just like ~~the~~ ~~one~~ ~~has~~ ^{do the same} and have memorable ~~things~~ experiences full of happiness and nostalgic memories.

Visiting new places isn't just about forming new bonds or experiences, they are something that ^{are} ~~is~~ enjoyable and

make you want to stay in that place for the rest of your life. I remember ~~my~~ the breathtaking landscapes that I have experienced in Yemen, where I ^{saw} ~~experienced~~ scenery that I thought could only exist in my forgotten, hidden world of childhood stories. And as I was going through photographs on this brilliant journey, ~~the~~ the nostalgic memories just flooded out ~~from~~ ^{from me} as tears, reminding me of how wonderful that experience was. ~~For~~ For me, visiting new places are like combining separate puzzles that helps complete a whole new version of myself. With that ~~be~~ being said, I truly regret the school trips that my man wanted me to join during ^{middle} ~~primary~~ school and how I rejected all of them because I foolishly believe that it is more important to stay at home and play computer games with friends on Xbox.

With all that's being said, nothing is perfect. Visiting new places aren't the key to a better life. They are just part of the keys that help unlock happy ~~but~~ the hidden apparatus of happy and memorable memories.

Visiting new places isn't that easy for everyone. For example, travelling across to a new country requires lots of money and effort. You can't just suddenly decide that you wanted to go to Madagascar tomorrow and book a ~~ticket~~ plane ticket immediately (unless you are very rich and have a private jet that ~~is~~ can take you there at any moment).

However, I also believe that if you save a certain amount of money ~~and~~, you should use it. You only live once, there is no point in leaving regrets. ~~That's that~~ On your journey or visiting new places, it is also challenges are also unavoidable. I remember on my journey to Sahara Desert, me and friends experienced a huge sand storm. At our most desperate moment, ~~but~~ we ~~are~~ were very fortunate to meet a kind local family who provided us somewhere to stay for the night and something to eat, which also reminded me of how important planning is as you are visiting a new place.

So, ~~what~~ why are you hesitating right now. Talk ~~to~~ to your parents, plan your weekend, and fill your life with chapters of new adventures and ~~the~~ memorable experiences!



A01: There is a wide range of relevant point 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 fully focused on encouraging people to visit new places.

Level 5 - 12 marks

A05: The candidate successfully utilises a range of structural and grammatical features and uses extensive vocabulary strategically. There are a few slips but responses do not need to be flawless to get full marks.

Level 4 - 8 marks



Note how the candidate has covered all the bullet points in detail and maintained the sharp focus on purpose and audience throughout the response.

This is a Level 3 response to Question 8.

Imagine you are on top of a ~~cliff~~
ginormous cliff wind hitting your hair,
adrenaline rushing through your veins. These
are things that we don't experience
often or some of us never. Good morning
my fellow students and friends. My name
is Maher Khalid I believe most of you
already know me. Why travel Some where
new? or ~~why~~ what we will enjoy by travelling?
Those are most questioned asked when
try planning to travel.

Firstly you need to step out
of your comfort zone you might
be travelling here and there but

You don't experience or see something that make you feel that your in a move.

I know that many people here are asking them selves okay were do we travel then? You don't worry ~~that~~ your boy has got you covered, firstly you can travel to Yemen for the land scape, hunting, rock climbing, rides through the desserts ~~or~~ OR you can go Hand Fast point. ~~and~~

What are there that are worthy going there any way? firstly in yemen there ginormous cliffs which are golden under the sunlight. the Italy is a site to be hold and the fortified towns, castle bra al am telling that place makes you fill like your in a call up duty game!

And for those who like the peaceu thing then you should stay up during the night and str gaze the star are ~~some~~ shimmering and shining

like pearls. And your going to enjoy
dirt bike racing in the desert and your
going to also like sand skiing. Yes you
~~have~~ heard me sand skiing is a real
thing, Yup, you can even search it up
Personally I will go live there my self.

And IF you don't like the dessert
you can also go to the south coast of
england there, ~~there~~ is a cliffs almost
200 feet! you can go for snorkeling
the beautiful ocean or you enjoy dinner
at sun set the view is just mind blowing

Now the worst part of these is that
in Yemen your car tires might get
stuck in the sand and your clothes
are going to be filled with sand. I
hate that filling.

while south coast of England you
need to be fit and be able to
go under barb wires to reach that
sweet spot and I know it is
really a homer.

Thank you all for listening and
catch you guys later.



A01: The candidate offers a reasonable number of relevant points. The response covers all three bullets in appropriate detail and the response meets all of the Level 3 criteria.

*Level 3 - 6 marks *

A04: The response is clear and shows a clear sense of purpose as a talk, with an appropriately lively register and some use of rhetorical questions.

Level 3 - 6 marks

A05: There is varied vocabulary and punctuation is used with some control. Paragraphs are used to order ideas and the response meets all of the Level 2 criteria.

Level 2 - 4 marks



Note how the response uses ideas from both texts and is clearly focused on the correct register for a talk.

Question 9

A04

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 'New opportunities present new challenges' was accessible and many candidates who chose this question had clear opinions. Almost without exception candidates argued that new opportunities do present new challenges.

Most candidates were able to communicate their ideas successfully and understood the nature of discursive writing and were able to use appropriate form, tone and register. They were able to put forward reasonable points and explain and justify them. They identified several ways in which opportunities can be challenging, and also how this can be a positive thing e.g. how new opportunities challenges people to grow.

Ideas presented included: moving to a new school, starting university, trying something new, starting a new job or moving to a new country.

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 discussed a range of opportunities e.g. immigration, technological change, travel and the challenges these may bring. They gave detailed examples of the new challenges that come with new opportunities, e.g. having to learn a new language and make new friends if you're going overseas to a new college. They developed a balanced and mature argument, often acknowledging that challenges are not always negative but may foster personal development. These responses often included well-integrated anecdotes or hypothetical examples to illustrate points and demonstrated an engaging, confident voice, drawing the reader in with flair and rhetorical sophistication. They employed a good range of rhetorical techniques in their responses and the purposeful inclusion of techniques such as the use of questions, expert opinion, anecdotes and listing was designed to convince the reader of their own side of the argument. They generally came to a more balanced judgement, e.g. that while opportunities do bring challenges, you need challenge in order to learn and grow as a person.

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 and undeveloped. They struggled with clarity of expression, leading to vague or confusing arguments. Some wrote narrative responses.

There were a few responses that were heavily scaffolded. Some opened with a philosophical quotation or with their 'most crucial reason.' A few scripts used phrases that had been pre-taught and were familiar from previous series. 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 and candidates should not be encouraged to use heavy scaffolding.

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.

AO5

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. They managed information and ideas cohesively and deliberately. 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.

Some people may endorse the idea that new opportunities present new challenges. I, as a matter of fact, am among those who agree. My aim here will be to convince you that, indeed, new opportunities do present new challenges.

First and foremost, job offers are a worthy example of this. This is true because no matter how

much you prepare, you'll never be fully equipped for a full-time job. It takes time to adjust, even when you've had a part-time job in the past. You'll have studied for the job, knowing what you'll need to do; you'll have practiced for it, with an aforementioned part-time job; but will you really be prepared for the stress that a job requires you to handle? It's a challenge you will have to face.

Secondly, the fact of the matter and inescapable truth is that getting a scholarship to a world renowned school is just as bad. I've seen toppers go to universities like Rochester or Harvard and barely manage to keep up there. The pressure ~~in~~ is unlike any other. You even have to keep up your social life whilst also doing all of the chores at home yourself. There's barely any time left to study. But, of course, being able to overcome this leaves you with an impeccable ability of discipline and time management.

Then we have parenting, an experience some dream of, and some dread. New parents, of course, face the challenge of raising their children. Some say it's utterly painful, and others

say they enjoy every second of it. Both are right in their own regards. Having a child is like having a bundle of joy at all times. It learns to walk, talk and eventually starts having friends before you know it. Of course, # it is a hassle to change their diapers when they spoil themselves every so often. It really does get annoying when they start wailing at the slightest inconvenience. But at the end of the day, it still is a bundle of joy.

Lastly, I'd like to present my own experience. A good while back, I had the opportunity to participate in the national math olympiad. The first time I participated, I really wasn't that good at it. But it gave me a glimpse of what these olympiads were like. Eventually I started to join the other olympiads, I had to study for them, challenge myself. Challenges that I wouldn't find elsewhere.

In ending, it must be reiterated that, new opportunities do indeed present new challenges. There may still be some who oppose this view, but opposing arguments fall flat when up against

paints like the challenge of parenting.



AO4: The response communicates successfully throughout and is sharply focused on purpose, with some sophisticated use of form, tone and register. The response meets all of the Level 4 criteria and the strong sense of purpose moves it into Level 5.

*Level 5 - 17 marks *

AO5: Structural and grammatical features are used cohesively and deliberately. An extensive range of vocabulary is used and punctuation is accurate.

Level 5 - 9 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.

A04

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

Candidates interpreted this question in a variety of ways. Candidates wrote about their incorrect first impressions of a new student at their school; travelling to another country; a job interview; getting into university or meeting a parent's new partner. Examiners commented that there were fewer unnecessarily gruesome and gory stories.

Occasionally candidates were over-ambitious, producing extremely long responses with complicated plot-lines. Often candidates chose to reveal the link to the title 'The First Impression' 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 develop a basic storyline with an identifiable beginning, middle and end; introduce a central character or situation that related in some way to a 'first impression' and maintain a consistent narrative voice, even if simple. They used some descriptive detail to engage the reader, often around setting or appearance and attempted a resolution or twist that reflected a change or revelation about the first impression. 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, varied pacing, and well-placed dialogue to enhance the narrative.

Less successful candidates lacked development of ideas or the ability to maintain a narrative or tended to write basic 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. They used plots from films, television series and computer

games which were barely adapted for purpose. 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.

AO5

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. They managed information and ideas cohesively and deliberately. 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 very successful response to Question 10.

As a 22 year old police captain I've never been one to crumble under pressure. ~~*Never Back down~~
The phrase "Never Back Down" has been drilled into me so many times that I'm sure if someone split my head in two they'd find the words imprinted on my brain in fine print. However my mantra is getting put to the test at ~~that~~ what I have lined up

for me next week Friday. Or what is already sure to be the most awkward day of my life I'll have to meet my girlfriend's parents for the first time.

I already talked to my mother about it and was ~~reg~~ trapped in a 40 minute ~~discussion~~ spiel on how clumsy my dad was meeting my maternal grandparents. Thanks a lot more, now I'm late for work AND feel worse than I did yesterday. When my girlfriend brought the topic up she said, "All you need to do is make a good first impression," before kissing me on the cheek, giggling and running off to the mall to buy some more LV bags. She must not remember I met her by spilling coffee all over her shirt at the laundromat. Anyways I'll talk to my best friend Nate this afternoon and see what he says, he always seems to know about these things anyways.

It is now Wednesday, a day after seeing Nate and two days to the D-Day. Nate didn't have a clue what to do. All he said was that I needed to make a good first impression. What does that even mean and why does everyone keep saying that? Sometime around dusk it hit me, I could just search up it upon google! It's all the rage these days anyways. So I returned on my dusty desktop computer, grabbed a pen and paper and got to

work. "How to make a good first impression with future in-laws?" The question sounded accurate enough and as I hit enter I was immediately flooded with about 30 different websites detailing how I was going to "Knock the socks" off my future in-laws. I started to jot and came up with 4 main ideas. Show up in a fancy car, wear a nice suit, bring flowers for my girlfriend and buy a car magazine for her father. Well I have my police car and I own a few good suits so I ~~figured~~ figured I'll buy the magazine and flowers ~~tomorrow~~ the next day.

The day has come and I'm still quite nervous. Thankfully I have everything I need and am ready to get there early. I arrive at the front door, flowers in hand, and dressed in my Sunday Best and press the bell. There's no answer so I press again, no answer. I press a third time and instead of the door opening and a warm welcome, I hear a distant shriek at the top floor of her ~~4 story~~ ^{parent's} 4 storey mansion. ~~Now~~ At this point my officer instincts kick in. Still carrying the flowers I sneak over to the windows which are suspiciously slightly open ~~for~~ at this time in the night. I jump in and hear panicked footsteps. Slowly, I stalk to the stairs, no one so far and the house is as dark as a cave. I go to the ~~second~~ ^{first} floor and no one is there ~~and~~ again, it's dark.

The same happens for the ~~the~~ second floor. I get to the 3rd floor and am greeted with a gun pointed at my face. "Leave or we'll make you leave," I hear. Fortunately I'm a trained ~~off~~ police captain and won't be bested by amateurs that leave the windows open. I surge at his feet, punch him in the gut and take his gun.

I then notice a dim light from the corner of a room in the ~~the~~ same floor. I stalk over there and see a ~~prisoner~~ man with a gun pointed at 3 people with blonde hair. I recognize my girlfriend and I figure the lady and man beside her must be her parents. They can't see me however as ~~for that~~ they're blindfolded and gagged. The sight makes my blood boil.

I creep behind the man with the gun in his hand. "Stand down," I say, which caught him off guard. He spun around and shot at me, my girlfriend and family are screaming, it's pure chaos. I dodge his shots ~~my~~ by ducking, it turns out the fool emptied his whole clip on me so now he has no bullets. "Say hi to the bad guy," I say as I knock him unconscious with a punch to the gut.

I move over to my girlfriend and her family and untie them ~~and~~ and remove ~~her~~ ^{her} ~~for~~ their gags and blindfolds. My girlfriend's eyes light up with recognition while her parents' eyebrows furrow with confusion. "Well, how's that for a first impression?" I thought to myself.



A04: This is an entertaining, perceptive and well-crafted response that finishes with a clever plot twist. There is sophisticated use of form, tone and register, e.g. in the use of humour and the return to the idea of 'The First Impression' at the end.

Level 5 - 20 marks

A05: The candidate uses a range of structural devices to sustain interest throughout and makes effective use of an extensive vocabulary and a range of punctuation. There is the occasional slip in the use of tenses, but the response still merits full marks.

Level 5 - 10 marks



Think about how the narrative is cleverly controlled and engages the reader. Note the wide variety of vocabulary and sentence structures used.

Question 11

A04

Some candidates produced well-written responses that were fully focused on the task of describing a beautiful place. Examiners commented that many candidates did focus on description, however examiners also commented that some candidates did not focus on the descriptive nature of the task and wrote narrative responses focusing how or why they were in the beautiful place.

Candidates chose a range of beautiful places to describe. Many focused on beautiful natural places such as beaches e.g. Cox's Bazaar, mountains e.g. the Himalayas or forests. Several wrote about cities e.g. Dubai or Paris. Some chose personal settings e.g. a grandparent's garden, a favourite park while others described exotic or unfamiliar places, often inspired by reading or travel.

Most candidates were able to communicate clearly, with an appropriate sense of purpose and some appropriate use of form, tone and register. Most candidates were able to show awareness of the descriptive nature of the task, offering some visual detail to depict a place, organize writing into clear paragraphs, often moving from setting description to personal feeling or mood. They attempted to create atmosphere, although not always sustained. Most responses focused at least partially on description of a beautiful place although some 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 beautiful 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. These candidates were able to stay sharply focused on the place itself, describing it in detail and looking at the reasons why it was significant. Some candidates chose a place that was beautiful in a way that was deeply personal to them and described it considering different aspects, interacting with the place in different ways and evoking a sense of how they felt when in the place.

Less successful responses were often undeveloped or unclear. These responses often struggled to describe the beautiful place and were often narrative. They tended to list features of a place without developing the description. They repeated adjectives like 'nice,' 'beautiful,' 'amazing,' without exploring what made the place beautiful. Some wrote about beautiful places in general or included several examples of places, sometimes listing popular tourist destinations like Burj Khalifa and London Bridge without much description.

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. They managed information and ideas cohesively and deliberately. 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.

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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 Level 3 response to Question 11.

When people talk about beautiful place, they usually talk about a place that astonishes them. A place that is peaceful, yet exciting. It does not necessarily have to be a world famous ^{spot} ~~stop~~, nor a place full of undiscovered corners that only he knows about. A "beautiful place" is what excites the human eye, calms the human brain and is

pleasant in the ears. To me, it is my father's country side villa.

That villa has bright white exterior which grabs a lot of attention from passer bys.

It is a large duplex building with extremely complicated, yet delicate carves and designs on every corner of the building. It is located just beside a lake that gives an outstanding view from my bedroom. The lake is connected to the backyard of the villa. The frontyard consists of freshly cut, bright green grass. The trees are shaped perfectly and give is enough to please the aesthetics of ~~any~~ normal a human eye. The birds chirping on the trees, the sunflowers smiling and staring at the sun while the sun blooms delightfully.

The pleasant warmth from the sun encourages me to go out on ~~to~~ the frontyard and ^{hangout} with my dog. My dog's name is Mini.

As the name suggests he is still very tiny. His fluffy hair, light brown colour and his wide and ~~brough~~ broad smile makes up his personality. He likes to play with his tail is always wiggling. Mini's mood is always

as good as a child with his dream toy.

The chirping of birds, the smooth sound of the breeze and the barks of Mini ~~make~~ completes the place. It is the most relaxing place anyone could find after a tough day. The scenic beauty is also no joke. The flowers dancing with the wind, the green grass that feel so soft that ~~it~~ ^{anyone} could take a nap in it and the divinely modest exterior design of the building makes it a scene that anyone could stare at for hours. It is truly the perfect fit for someone who wants to enjoy absolute peace, ~~the~~ pleasant silence and a joy of hanging out with the best pet in the world. It is an unbelievable experience that everyone dreams to have.

This villa is not just like any villa. It is the country side. It lacks all the pollution and noise that any other villa might have. It ~~has been a tradition~~ ^{has} ~~been a tradition~~ ^{has} coming here at least has been a tradition to come here at least once every month. It is not just any other beautiful place. It is filled with childhood memories. My ~~the~~ emotions drawn deeply with this villa. This why it is

may the most beautiful place to go & visit.



AO4: This response communicates clearly with a good sense of purpose and is mainly focused on description throughout. Form, tone and register are appropriate, but not effective.

*Level 3 - 12 marks *

AO5: The response uses paragraphing accurately most of the time. Vocabulary and punctuation are generally accurate and there is enough variety to place this at the top of the level.

Level 3 - 6 marks



Think about how the development of the ideas and more detail would have improved this response.

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 in response to Section C (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>

