

# **Examiners' Report**

## **June 2023**

**Int GCSE English Language B 4EB1 01R**

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## Introduction

The texts about successful and inspirational people were accessible across the full range of abilities and candidates were able to engage with the tasks and respond appropriately.

Examiners commented that there was evidence of good teaching and learning in preparation for this examination in the responses seen and they commented that most candidates seemed well-prepared on the whole.

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 texts as the pictures are not language or structural devices chosen for effect by the writers.

Examiners commented that there were a number of blank responses to Question 7 which may have been a timing issue. Candidates should try to respond to all questions.

There were a few 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 the candidate is required to produce their own work and show the ability to adapt the original texts for a different audience and purpose.

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 retrieval question on Text One which does not require candidates to use their own words.

The majority of candidates correctly identified one of the features of the Gymshark campus within the given section. The most popular responses were: 'It has space for 400 staff', 'It occupies three buildings' and 'It has a vast gym'. A few candidates wasted time copying down too much or offered too many points which was not necessary.

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

## Question 2

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

Most candidates successfully identified a relevant point about Ben Francis's lifestyle, commonly 'he is down-to-earth', 'he likes Marks and Spencer ready meals', or 'he sees his mum and dad every weekend'. Common errors were 'he does not embody any of the negative traits' or 'he dropped out of Aston University' which are not points about his lifestyle.

Candidates must ensure they read the question carefully.

### Question 3

The question asks the candidate how the writer presents his ideas about Ben Francis and Gymshark.

The majority of candidates understood the text and engaged with some of the ideas that the writer presented.

Examiners commented that most candidates demonstrated at least some understanding of the text and some awareness of the devices used to present ideas. They were able to select examples of language use, make some relevant points and provide some appropriate references but they did not always explain how these features helped the writer to achieve his effects. Responses included the use of direct speech/quotations from Ben Francis, statistics and reference to his achievements, his work experience and the use of questions.

More successful candidates showed a thorough understanding of linguistic features and these candidates were able to engage with the significance of language using a variety of examples. The best thoughtfully embedded quotations and probed the language in detail. They focused on 'how the writer presents his ideas' and were able to engage with the writer's use of language by commenting on the writer's techniques and how they were used for effect. They explored devices such as: the use of figures and statistics; the use of temporal markers; the idiom 'by hook or by crook'; the use of tricolons. Some candidates were able to identify the use of humour and its effect. They managed to write confidently about the writer's methods with appropriate references to support their points.

Sometimes candidates made generic comments such as 'this was very engaging to the reader' or 'this makes the reader think' which do not clearly explain how the writer has achieved his effects. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them.

Less successful candidates produced responses that were content based. These tended to focus on 'what' the writer said, rather than 'how' the writer presented his ideas about Ben Francis and Gymshark. In some responses many quotations were used but these supported a content-based, narrative response summarising the content rather than focusing on the writer's techniques. Examiners commented that some candidates listed their points as bullet points with little explanation and sometimes no references. Some candidates used very long quotations but offered limited explanations of their chosen examples. Some of the weakest responses were simply summaries of the text. There were a few who merely copied out large parts of 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.

The writer utilises a very positive tone when referring to Ben Francis and Gymshark ~~as~~ this is done with the use of positive adjectives: "fastest growing business", "biggest brands". This creates an image of that depicts Gymshark as a ~~pioneer in the~~ ~~success and~~ success.

The writer frequently uses statistics as well: "£1 billion ~~total~~ valuation", "100 million" to refer to the exponential growth Ben Francis and Gymshark has undergone this once more presents the writers depiction of a successful ~~business story~~ business story (as the large numbers ~~at~~ show how successful it is). Statistics are also used to give details on the costs that Ben Francis had to deal with: "£8-50" for a domain name", "£300 a day in revenue" and "paid £2000 for a stall". These "costs" ~~are~~ ~~compar~~ and ~~minuscule~~ revenues are minuscule compared to the current revenue, this ~~large~~ glaring difference in numerical data again is used to



show the amazing success that Gymshark is.

The writer also presents Ben Francis as a good individual this is done with the use of dialogue: "Seeing the sacrifices my grandfather made.... a young age". This line of dialogue shows how from a young age Ben was a competent person and the dialogue "I didn't want to be... the rest of my life" - shows how Ben was a determined person. Dialogue is further used to portray Ben as a kind and self reflective person: "very average" - (The line description very average shows how despite being young and wealthy, he is still the same person and hasn't gotten cocky or overbearing.

The writers descriptions / imagery of the Gymshark are once again used to depict its success: "Office space for 400 staff" - (The 400 staff is in contrast to how it used to be only Ben himself, this shows how much of a success Gymshark has been.) "three buildings", "vast gym" - (These lines are once again in contrast to its past where



~~where~~ they were previously based in "mom and dad's living room", - this contrast once again shows how successful he is and the humble background he had & once again showing Ben's determination, humbleness. ~~and~~)

The writer uses rhetorical questions to lines like "Be a pioneer!" (exclamation mark emphasises the fact that Ben is a pioneer.)

The title of the article: "... Built a Sportswear Empire" ~~now~~ once again shows the great success of Ben Francis but may also perhaps mean that the industry is monopolised (Empire).

Ben Francis' competence is depicted by the descriptions: "appetite for IT", "made four apps". In conclusion the writer presents Ben Francis as a proxy to show that through hard work and dedication success can be achieved, it also shows ~~how to~~ ~~keep~~ shows Ben's humble nature. It ~~is~~ is an informational text that can act as inspiration.



Thorough understanding and exploration of language and structure is shown. There is a good range of points selected such as positive language, statistics and use of dialogue. The selection of references is detailed and appropriate, fully supporting the points being made. Mark = 8, Level 4.



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

This is a less successful response to Question 3.

- ① The writer begins the text with a formal informative tone to give information about Ben Francis. "When he was 14 ...".
- ② The writer has used quotations to add authenticity. "I think we're building one of the biggest brands in the world here".
- ③ The writer has used facts and figures to support his ideas about Ben Gymshark. "Fifteen years and £1 billion plus valuation later ...".
- ④ The writer has used descriptive language to describe the structure of Gymshark. "campus occupies three building in an industrial park".
- ~~⑤ The writer has used ~~rather~~ rhetorical questions in the reader's mind ~~to~~~~
- ⑤ The writer has used rhetorical questions to provoke a thought in the reader's mind about Gymshark. "Where did Gymshark come from?".



⑥ The writer has used proper nouns to give information about Ben Francis. "Aston University" "Aston Villa Football Club".

⑦ The writer has used third person to present his ideas about Ben Francis and make the text more engaging. "When he was 14...".

⑧ The writer has used tricolon to clearly describe the success of ~~the~~ Gymshark. "Nine years down the line..., by every available measure, became a giant".

⑨ The writer has used <sup>dashes</sup> ~~hyphen~~ to add in extra information about Ben Francis for his readers. "- even though he dropped out of Aston University to pursue Gymshark -".

⑩ The writer ended the text on a positive note to highlight the success of Ben Francis. "where that deal was signed" "I just thought it sounded quite cool".



The response lists techniques with supporting quotations. There is some comment about why the writer has used these but there is little comment on how the writer presents his ideas. Mark = 3, Level 2.



Always remember to focus on how the writer uses language and structure, and explain the writer's intended effects on the reader.



## Question 4

This is a straightforward retrieval question on Text Two which does not require candidates to use their own words. There were more attempts at using own words in response to this question which is not necessary.

Most candidates answered this correctly. Popular points identified were: ' she has enjoyed setting goals for herself' , 'she has enjoyed the reward of seeing people excel', 'she has enjoyed working on a team' and ' she has enjoyed overcoming challenges and barriers' .

Candidates need to make sure they have read the question carefully.

## Question 5

This is a straightforward retrieval question on Text Two which does not require candidates to use their own words. As with Question 4, there were more attempts at using own words in response to this question which is not necessary.

The majority of candidates answered this correctly. Common correct responses were: 'empower them', 'build their confidence', 'having more women teachers in IT' and 'create a more diverse and inclusive syllabus'. A common error was referring to 'a change in working habits and increased flexibility' which is outside the line references.

Candidates need to make sure they have read the question carefully.

## Question 6

The question asks the candidate how Nicky Saner presents her ideas about her job and women in technology. Most examiners commented that candidates' responses had similar qualities to the responses to Question 3.

Most candidates were able to identify and explain what the writer was saying and the language used to express this although there was often a tendency to describe what the chosen examples said rather than how the language was used for effect. They were able to comment on the use of first person; the structure and the use of questions; the use of listing; the inspiring and imperative final sentence.

More successful candidates were able to explore the writer's use of language and structure using a variety of examples. They explained how the writer presented her ideas about her job and women in technology and how the reader might respond. They also expressed an understanding of how language works. They commented on the use of verbs in the opening sentence; the sentence length and the effect; the use of direct address; the reassuring tone.

Sometimes candidates made generic comments such as 'it makes it more interesting' or 'this makes the reader want to read on' which do not clearly explain how the writer has achieved his effects. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them.

Less successful candidates produced responses that were content based without much focus on the writer's techniques. Some candidates wrote a summary of the text but did not offer any comments on language or structure. Some candidates simply re-stated their chosen quotations. Examiners commented that some candidates listed their points with little explanation and often no references. A number of candidates focused on punctuation at the expense of commenting on more obvious linguistic techniques. Some of the weakest responses were simply summaries 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 very successful response to Question 6.

Nicky Sauer has used simple language and vocabulary throughout the text which allows readers to understand her views and she is able to articulate her ideas to a wider range of audiences, even to uneducated women. She uses encouraging and strong verbs throughout such as "striving" and "breaking down barriers", as well as "empower" which serves to uplift more women and have them consider and ponder over Sauer's words more deeply - perhaps even considering to join the IT industry. Sauer's use of metaphor in "breaking down barriers" connotes to women pushing past their limits and going beyond the stereotypes and misconceptions that society has placed on women of not being able to work in the IT industry.

She Sauer also uses personal experience and uses ~~an~~ <sup>a</sup> proper noun for reference in her famous show "Tomorrow's world". This highlights the informal and conversational style of language ~~the~~ of Sauer and achieves

its aim of being relevant to readers so they feel a personal connection to Sauer's words and are hooked on her answers. Her use of personal experience is displayed through the repetition of the personal pronoun "I" throughout the text which, once again, motivates the reader to be more engaged and continue reading the ~~edit~~ interview.

The use of listing throughout the text demonstrated how many ~~problem~~ issues and advantages of working in IT. ~~ex~~ For example, Sauer lists how the main reason why many females aren't in the IT sector is because of "stereotypes, education, confidence and lack of role models". This serves to ~~then~~ show the large number of problems that have to be solved and taken into consideration by society in order to get women to find an interest or get employed in the IT industry.

~~Sauer's constant use of dashes, <sup>and</sup> throughout also ~~it~~ conveys a~~

Sauer's use of long sentences conveys <sup>much</sup> how she thinks believes the ~~issue~~ is a problem. In these long sentences, she uses dashes and semi-colons to give additional



information, or to lay emphasis on her words.  
It could also highlight ~~the~~ her thoughts <sup>and</sup> opinions  
on the matter such as when she pauses mid-sentence  
to convey her opinion that "all innovations ... are  
to make people's daily lives better". She  
even uses an exclamatory sentence ("Be confident,  
... go after it!") to encourage women and  
to portray her excitement for the future of  
technology and women working in the field.  
The imperative "Be confident" can be argued  
to be quite demanding, yet it serves its purpose  
of pushing women to not be afraid of working  
in a "male-dominated environment".

In conclusion, the writer of text two uses  
listing, ~~a formal~~ simple vocabulary, personal pronouns  
and imperatives ~~and~~ to portray ideas about Sarei's  
job and women in technology.



**ResultsPlus**  
Examiner Comments

Perceptive understanding and analysis of language is demonstrated throughout. A range of language and structural features are explored, including sentence structure, inclusive language, listing and the informal tone. The selection of references is discriminating and these are successfully embedded in the response to clarify the points being made. Mark = 10, Level 5.



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

## Question 7

This question requires candidates to compare how the writers present their ideas and perspectives. Examiners commented that the majority of candidates were able to identify and discuss basic comparisons at a minimum, and some produced well-thought-out comparisons of the extracts.

Most candidates were able to discuss some comparisons between the texts. They commented on: Text 1 is in the third person whereas Text 2 is a first person account; Text 1 is the story of a single man whereas Text 2 is about women and technology; the use of sub-headings in Text 2 and the use of positive and negative language in the texts; both texts describe their influences and use anecdotes from their life.

More successful candidates developed a balanced approach in comparing the texts. They developed a wide range of comparisons and explored the writers' ideas and perspectives. They were able to analyse the differences and compare the language as well as the content. They supported their points with apt references. These responses identified the optimistic and enthusiastic attitude of Text 1 and realised that this text was an informative article and compared it with the reassuring and advisory tone of Text 2. They commented that Text 1 highlights the rise of a successful businessman and Text 2 focuses on persuading more women to work in IT. Some compared language features successfully, eg that the language in Text 1 was less high-powered and more relaxed in tone which suited the more relaxed approach of Ben Francis compared with the more forceful language used in Text 2 and how these language features helped the writers present their ideas. However it was noted that some candidates only made comparisons of the features of the texts instead of exploring the ideas and perspectives, which limited their achievement.

Some candidates wrote about each text separately with a comparative section at the end. More successful responses made points of comparison linking the passages throughout. There were some candidates who offered a number of reasonable comparisons but did not provide any kind of support or references to the texts. Some responses followed the pattern of the indicative content in the mark scheme – this is not a successful way to respond as the indicative content is not an exemplar response.

Less successful candidates often compared the content. Some candidates wrote paragraphs which summarised the content of the two extracts but did not compare them. Weaker candidates sometimes wrote about one text and then added some undeveloped points about the other text at the end. The least successful candidates wrote very little.

Centres will need to continue to work with candidates to make sure they have a clear understanding of valid ways of responding to texts in Section A. This should include how to analyse how writers use language and structure to achieve their effects and how to write comparative responses.

This is a response to Question 7.

(15)

Both text one and two are interviews, however— text one is centered around Ben Francis and how he came to success with his company 'Gymshark' and text two is more focused on bringing more women into the world of technology.

In both text one and two we are given an insight in Ben as well as ~~to~~ Nicky's childhood. The writer presents 14 year old Ben Francis work experience at his grandfather's company which lined industrial furnaces and Nicky talks about how she remembers watching "Tomorrow's world" a British television series about various visions of the future and technological evolution. Both writers explain how this specific childhood experience had brought them into their present careers. For Nicky, the television series has ~~created~~ help to develop her fascination towards technology. She says "I remember— watching Tomorrow's World as a child with my family and being fascinated."



On the other hand, Ben's childhood experience ~~showed him that~~ gave him an idea of what work he did not want to get involved in.

The writer makes this point by stating that "he saw a future he would rather avoid".

In contrast to Nicky's experience that directed her towards her career, Ben's experience was not as pleasant. However, it did eventually have a positive impact on him as he says "seeing ~~my~~ the sacrifices my grandfather made for his business made me feel comfortable with the concept of financial risk at a young age."

~~Technology and is also apart of both texts. In the article about Ben, technology had played a role in getting him where he is today. It had played a role of helping Ben develop his brand, Gymshark.~~

Both Nicky and Ben share a fascination for technology. It was technology that helped Ben create Gymshark. However, in the article about Ben, the concept of his use of technology is glossed over and only



written in a singular paragraph whereas  
text two mainly evolves around technol-  
ogy.



### ResultsPlus Examiner Comments

The response offers a range of comparisons with explanation of the writers' ideas and perspectives. The references are appropriate and relevant to the points made. Mark = 8, Level 3.



### ResultsPlus Examiner Tip

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

This is a less successful response to Question 7.

### Differences

i) Text 1 is written by first and third person point of view, whereas Text 2 is written by First and second person Point of view.

ii) Text 1 is an extract, extracted from an article, whereas extract 2 is an interview.

iii) In Text 1, the main character of the passage is male, whereas in text 2, the main character is female.

iv) Text 1 explores the themes of motivation, hard work and success, whereas text 2 explores the ~~the~~ theme of motivation, success, gender equality and empowerment of women.

v) Text 1 makes reference to technology and sportswear, whereas text 2 only

refers to the use and advantages of technology.

vi) Text 2 contains a lot of advices on how to be successful in life, whereas Text 1 has no advice.

vii) Text 1 makes reference to money and statistical data, whereas text 2 doesn't.

viii) Text 1 uses a lot of quotations and reference to daily life, whereas Text 2 only ~~refer~~ contains reference to daily life.

### Similarities

i) Both text are written on ~~to~~ the bases of business. "Gym Shark", "IT business."

ii) Both text are written in first person point of view. "I didn't want...", "I have always enjoyed."

iii) Both text make reference to the

use of technology. "An amplitude of ~~IT~~ for IT", "Heart of technology and ~~heart~~ IT are people".

iv) Both text make reference to success. "Britain's fast-growing businesses..."  
,"The road to success".



**ResultsPlus**  
Examiner Comments

The response provides a list of differences and similarities providing quite a lot of obvious comparisons. References are provided for the similarities but these are not developed. Mark = 6, Level 2.



**ResultsPlus**  
Examiner Tip

This could be improved by giving examples from the texts to support all the comparisons and also by developing the comparative comments.

## Question 8

### AO1

Examiners commented that many candidates relied too heavily on the texts to the extent that the two individuals in the texts became the sole focus of their responses and some of the same vocabulary from the texts was used.

Most candidates referred to the three bullet points and managed to cover a reasonable number of points although examiners commented that bullet point 1 (the challenges they faced) was sometimes undeveloped. References were made to family members as well as well-known individuals such as Elon Musk, Mark Zuckerberg and footballers, eg Cristiano Ronaldo and Lionel Messi. These individuals were perceived as determined, obstinate, passionate, and persistent. The challenges they had faced were outlined including poverty, rejection, failure and, in the case of sportspeople, being told you were physically unlikely to be successful. Influences were often identified as support from family and friends and being able to overcome obstacles. Advice focused on working hard and never giving up. A few candidates spoke of having the right mindset, being passionate and confident and refusing to compromise.

The more successful candidates used a systematic approach and fully developed the ideas from the texts. They offered a good number of relevant points, made well-focused comments about how successful people can be an inspiration and dealt with the three bullet points in some detail, incorporating ideas from both texts and skilfully incorporating their own examples.

Less successful responses only referred to one or two of the given bullet points, most commonly missing out the first one (the challenges they faced), although some missed out the third bullet point (advice on how to be successful). The least successful candidates directly lifted much material from the source texts.

### AO4

Examiners commented that most candidates understood the requirement of the task and were able to use the appropriate register and tone for a talk to their peers and there was clear evidence of an understanding of the purpose, audience and format required. These responses often started with greetings and an introduction to the speaker before the three bullet points were tackled. In most cases the text was convincing. It sounded like a talk to peers and the writer was able to engage with their audience.



More successful candidates wrote persuasively and assertively, always aware of their audience. They used a range of rhetorical techniques confidently, demonstrating a secure sense of purpose and engaging the intended audience. Some resembled motivational speeches. They were full of practical comments, anecdotes and occasionally there was humour. They included language devices, short sentences, a personal voice, statistics and quotes from experts, hyperbole and use of ellipsis. These responses were lively and engaging.

Less successful responses were not able to adapt the texts for audience and purpose and often had problems sustaining the required register throughout their response. There were some quite brief responses.

## **A05**

Most candidates were able to develop and express information and ideas in a suitable way with the use of appropriate structural and grammatical features. They were able to write with clarity and spell a range of vocabulary correctly and were able to use punctuation with some control.

More successful responses had full control of spelling, punctuation and grammar. These candidates were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful responses were often repetitive with their word choices and sentence structures and had many errors. They had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but examiners commented on candidates who had problems with grammar and expression such as problems with tenses and sentence structure including missing words. Examiners commented that punctuation and vocabulary choices sometimes lacked variety.

Common errors were: missing out definite and indefinite articles; comma splicing; lack of capital letters, especially for the personal pronoun 'I' and sometimes at the start of sentences; grammatical errors such as incorrect subject/verb agreement.

Centres should continue to work to ensure candidates have a clear idea of how to adapt ideas from texts and how to write appropriately for different audiences and purposes. They should also be able to write with accurate grammar, spelling and punctuation.

This is a successful response to Question 8.

(30)

Good morning everyone! ~~Today~~ You may think this is going to be another one of those boring speeches about success and life, but I ~~can~~ think this topic is a little more interesting and relatable than we think.

Ah, success. Don't we all want it?

I know I've stayed up all night pondering how I could be the next Elon Musk and not have to work another day in my life.

We all look up to certain successful people, but ~~why is that?~~ how can they really inspire us? Part of the reason I look up to Elon Musk

is just the fact that he is deemed one of the world's most successful men; all while being a college dropout. I don't say that because I think being a college dropout is inspiring, but ~~because~~ because what's inspiring is how he beat all odds against him! Now, enough about my inspiration, let's talk about some other factors.

Firstly, all successful people have faced multiple challenges.

No one has ever become a millionaire in a single try.

Did you know, it took Tata 30 years to sell its first car? Gym Shark took a total of 10 tries to be first established! ~~So~~ Listen to your elders when they say good things take time! All their challenges aren't seen as things holding them back, but rather their stepping stones. What's even more inspiring is that they can not only overcome their challenges but also learn from them. No



matter how cliché it may sound, mistakes are what help us learn. That is why most successful people have lists and lists of their failures. The challenges they faced should be our inspiration ~~are~~ because they helped them learn, and how they'll help us learn. Looking at other people's challenges helps us learn so we won't make the same mistakes as them. Instead, we make our own mistakes that will be on the Forbes list. ~~But hey, don't come to me when you go bankrupt or~~

Secondly, what influenced them and what drives them to do better. All people have their motivation, but what separates the successful ones and unsuccessful ones? Most successful people just truly follow their passion and what they love rather than listening to others.

What separates them is their drive, and their ability to follow themselves. This is why, often times, we see most successful people don't go to college.

This is not to discredit education, but just to follow their dreams if they think college may not be their best option. What influenced them is most likely themselves. They wish to build a better future for themselves and follow their passion as well as truly enjoy their job at the same time. Or, it could be other successful people; it's what influences me! Lastly, ~~ask~~ how can you be successful? Who's better <sup>to ask</sup> than someone who's already accomplished that! Most successful people do share their advice on how they got to where they are; but most of this is general stuff like working hard. Of course, the only way to get advice best suited to you is to just have a go at it. Failure can only lead to eventual success, which is evident through many examples. The best advice would be; keep trying. Yes, even if you already have everything you want. The



most notable feature is that although multi-million dollar companies reach their revenue and turnover, they never stop improving themselves and working even harder.

That's all for today! I hope ~~some~~ my speech will help you become the next person to be a millionaire. And if you do, I deserve a share! Remember to always keep trying ~~to~~ to be ~~the~~ a better person than you were yesterday, for your tomorrows to thank you.



**ResultsPlus**  
Examiner Comments

AO1: There is a wide range of relevant points with some well-focused comments on information and ideas. Mark = 9, Level 5.

AO4: The response is effective and communicates successfully with a secure realisation of audience and purpose. Mark = 10, Level 4.

AO5: There is varied punctuation and vocabulary with accurate use of structural devices. There is some manipulation of complex ideas, but greater control is needed in places. Mark = 7, Level 4.



Note how the candidate has covered all the bullet points in detail and has successfully maintained an effective use of form, tone and register throughout the response.

This is a less successful response to Question 8.

Hello everyone! My name is Haani Shariff -  
as you might already know - and today I will  
talk to you about how successful people can be  
an inspiration. I'm sure we look up to that  
one (or many) person (people) ~~the~~ who is  
very successful, be it your mom, dad, ~~mom~~  
~~mom~~ Taylor Swift, or all of the above.

But there are also many people who started  
their career at the age of 19 after dropping out  
of college or really successful female CEO's who  
enjoy setting goals and achieving them.

When you are taking inspiration from a

very successful person, you should keep in mind that they faced many challenges to accomplish what they have now. Like, stereotypical people back lashing them about what they can and can't do. Nothing comes for free, and we know it.

We try to be like the person we look up to most. But we should keep in mind that something influenced them to pursue what they do now. Be it watching fitness videos or living for the thrill of setting goals and challenging yourself.

Personally, I am into art. Painting, drawing, literature, and I am very much influenced by my mother - who is a teacher, and my father - who is an artist, and also my favorite authors and artists.

If I were to give ~~you~~ you some advice on how to be successful is to do what you love feel good about it and successful that you do what you love. Thank you! And you got this!



AO1

Some relevant points are made with a valid appreciation of information and ideas. The response covers all three bullet points although the coverage of the third bullet point is thin. Mark = 4, Level 2.

AO4

The response communicates mostly clearly. There is a clear sense of purpose and audience and an appropriate use of form, tone and register. Mark = 5, Level 3.

AO5

The response expresses and orders information and ideas. There is mostly correct spelling and control of punctuation. There are errors. Mark = 4, Level 2.



Remember to cover all 3 bullet points equally. This response could have been improved by having a wider range of ideas used from the two texts and using a stronger register.



## Question 9

### AO4

Many candidates agreed with the statement 'You do not need to earn a lot of money to be successful' although examiners noted some candidates disagreed. Examples of being successful included passing an examination, losing weight or achieving small but important goals you had set yourself. Many teachers were used as examples of people who were successful and inspirational but not necessarily rich. Some thought money was desirable to provide opportunities and luxurious material possessions but others said that illness and diseases could strike anybody and you could not take your money to the grave. Many thought happiness was important and that was often bound up with success and a person's sense of fulfilment.

Most candidates were able to communicate their ideas successfully and understood the nature of discursive writing. Ideas were usually well sign posted and the reader was appropriately addressed, with a range of ideas on whether money and success were linked. Responses sometimes lacked total clarity and confidence and on occasions became a little narrow and repetitive.

More successful candidates structured their responses coherently with well-formed arguments that fully supported their views. They were able to write in depth and breadth. They used a range of techniques successfully to add interest and variety to their writing. Their tone, form and purpose were convincing and persuasive. They were able to make the pertinent point that success must be judged by a range of factors, money being one of them.

Weaker candidates offered points that were quite predictable and found it difficult to sustain an argument, often leading to repetition. Weaker candidates often presented muddled ideas or were very brief. A small number of candidates wrote a narrative rather than a discursive response.

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

### AO5

The comments for AO5 are the same across all three options.

Most candidates were able to develop and express information and ideas in suitable ways 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.

More successful responses had full control of spelling, punctuation and grammar. These candidates were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful responses were often repetitive with their word choices and sentence structures and had many errors. They had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but examiners commented on candidates who had problems with grammar and expression such as problems with tenses and sentence structure including missing words. Examiners commented that punctuation and vocabulary choices sometimes lacked variety.

Common errors commented on by examiners were: comma splicing, problems with homophones, missing or misused apostrophes, not capitalising 'I' for the personal pronoun, missing capital letters at the beginning of sentences, and grammatical errors.

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

This is a response to Question 9.

I partly do agree with this statement,  
As once Mansa Musa exclaimed  
on his death bed "starting from  
scratch makes it more ~~en~~ worthy"

"The lower the investment the worthier the result!"

A lot of money why???

We don't need a lot of money to be successful because with less money we will be more careful and more ~~less~~ focused on ~~design~~ planning out the idea, As we don't

Due to the reason that we don't have a lot to work with so we make to make use of it as efficiently as possible. Working with less makes the

person desperate to work harder in order to become successful. A study conducted by University of Ohio in 2014 shows that 76% of successful people had started with less money. Even if we have less money but a good mindset and plan we will be able to pull it off. ~~Money is~~ Although money is a major factor leading to success there are



many other factors which could potentially lead to success such as planets. And lastly a survey conducted by Forbes in 2012 showed that on average successful who started from low are on average 6.9% more ~~that~~ proud of what they have achieved by seeing what they came from.

In contrast a lot of money can lead to success. As having more money can open much more doors to success. And it depends on what you trying to achieve ~~it~~ex. If you want to become a doctor going to a better medical school with better education will automatically put you ahead. If you already have money you will need to be put less effort in order to become successful. As money is a major factor

while dealing with this topic due to the fact that ~~is~~ without it you are nothing. A recent evaluation of successful people by national data scientists denotes the ~~results~~ results which show that a rich person takes about 4.2 years less than ~~an~~ a poor person in becoming successful. With money you ~~would~~ wouldn't need to be stressed or paniced as we could try different methods/ plans which will tend to increase our probability of being successful.

Although I do agree money isn't important it sure gives you a boost towards your goal. But remember hard work beats anything. And everyone should have this mindset in order to be successful.





AO4

This communicates clearly throughout, mostly with a clear sense of purpose and is focused on the intended reader. It supports points made with references to research and the use of statistics. It has a quite lively, appropriate tone and register throughout. Mark = 11, Level 3.

AO5

This uses varied, correctly spelt vocabulary with mostly accurate punctuation, with some range of sentence structures. Paragraphs are used correctly. There are some errors such as a few examples of comma splicing and the odd missing word. Mark = 6, Level 3.



Think about how more development of ideas and proofreading might have improved this response.

## Question 10

This was the most popular choice.

### AO4

Some examiners commented positively on the quality of some of the responses to the title 'The Day Everything Changed'. There were some effective narratives with engaging plots.

Different interpretations of the title were plentiful. These included getting their exam results, the end of a relationship, the death of a parent, the birth of a sibling or a disaster in their community. Others wrote about medical diagnosis, plane crashes, accidents and robberies. Sometimes they involved too much direct speech without the necessary speech marks and the plot stumbled or became very far-fetched rather than being properly executed. Some wrote about rather far-fetched happenings in bizarre settings such as motiveless kidnappings and killings for no apparent reason. Examiners did comment on a number of unnecessarily gruesome, violent and gory stories. These unpleasant plots sometimes struggled to maintain focus on the title.

Most candidates were able to write a narrative with some sense of plot. Some candidates organised their narrative so that the 'The Day Everything Changed' appeared at the end. They were able to narrate successfully and the narratives were full of pace and conflict and were often fast moving. Their tone was appropriate and characters were developed.

More successful candidates planned their ideas well, focused on developing characters as well as plot, selecting details to create pace and sometimes tension. These narratives did not try to cover too much plot detail as there is simply not enough time to do these plot developments justice in an examination. They often chose topics that were within their experience and so more credible.

There were some narratives which were rather long-winded and convoluted where candidates had developed over-ambitious plots. In some responses the link to the task was only revealed at the end. This was successful for some but others would add it on at the end of the story without a link to the narrative they had constructed.

Less successful candidates lacked development of ideas or the ability to maintain a narrative. They often gave a lengthy narration, with repetitive and unfocused plot ideas. They struggled at times with clarity, with muddled storylines and weak endings. Some candidates wrote responses that showed evidence of prepared essays or used plots from films, computer games or novels.

Centres need to ensure candidates have a secure understanding of narrative techniques and the ability to develop a coherent and cohesive personal response.

### AO5

Most candidates were able to develop and express information and ideas in a 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. Examiners did comment that the range of punctuation used was quite limited.

Better responses had full control of spelling, punctuation and grammar. Better candidates were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful candidates tended to use fairly basic vocabulary and often used fairly simple sentence structures throughout their responses. Weaker candidates had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression. There were problems with tenses and sentence structure including missing words. Some examiners noted that the lack 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; problems with homophones; misspelling of basic vocabulary; missing or misused apostrophes; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences and 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 to enable candidates to express themselves clearly and access the higher mark bands.

This is a very successful response to Question 10.

<sup>30th</sup>  
~~Apr~~ <sup>at</sup> ~~first~~ <sup>December, 2007.</sup> ~~glance, it would just~~ <sup>Perhaps, in</sup> ~~just a date, to many.~~ <sup>someone won the lottery</sup> ~~Maybe~~ <sup>that day in some obscure town,</sup> ~~someone got married.~~  
But <sup>for Kris</sup> ~~that~~ <sup>her</sup> ~~was~~ <sup>the day</sup> ~~the world came crashing down.~~ <sup>shifted.</sup>

<sup>afternoon</sup>  
The ~~day~~ <sup>had</sup> started off fairly normal. ~~she was~~ <sup>Barney was</sup> on TV, talking about news, as Kris laid on ~~her~~ <sup>Mum</sup>. Well, the weird bump on ~~her~~ <sup>Mum's</sup> midsection. She had <sup>had</sup> ~~a few suspicions -~~ <sup>mum</sup> ~~ate~~ <sup>too</sup> suspected ~~mum~~ <sup>mum</sup> had eaten all her chocolate eggs, but ~~dad~~ <sup>Mum</sup> told her that there was a human in ~~them~~ <sup>Mum</sup>. ~~But~~ Hence why all of Kris's 2~~8~~ year old classmates

thinking thought Mum would eat them, and <sup>had been running</sup> ran away screaming at pickup for 5 months, up till 2 months ago, when mum started to barely leave the house.

Kris's curious toddler eyes were trained on the purple dinosaur on screen, a smaller plush version being strangled by <sup>a</sup> ~~her~~ chubby hands. In the other hand, the subject of asphyxiation was green — Dad had bought Baby Pop for the human inside Mum, to coax her out, he had said. Kris was too busy playing dress-up as toddlers do, to try and make sense of it.

But suddenly, the peace (and Barney's educational speech) was interrupted by Mum's ~~sh~~ shouts. Kris was swept up in a <sup>flurry</sup> ~~total~~ of panic and running adults as she was whirled to the car. Hadn't they already attended Church this morning? Whatever, she would prepare for this adventure with a nap.

She ~~opened~~ awakened to the sterile ~~smell of~~ white walls of the hospital. She recognised them from her visits to Dr. Jen, from when she dislocated her arm. There were so many scary noises and people bustling down the corridor. She looked down to see herself being held by Gran's wrinkly, soft arms. Gran was asleep. Kris decided she would follow. "It's ok," she whispered to the purple and green dinosaurs, burrowing into Gran's chest.

The next time she woke, it was with a cry. It was already nighttime, and though she couldn't read the clock, her little body knew it. But when



Gran said, "You wanna see the baby?" she leaped down, dinosaur toys in tow. She knew what a baby was! Auntie Pat had one, and he was really cute. Of course she wanted to see the baby!

"Oh, Kris Kris, you're here," Mum's voice filled the room as Kris stepped in. "This is the baby, sweetheart ~~"Your sister, she's Kate in."~~" Kris waddled forward, prodding at the word bundle on Mum's chest. "Mum, whose baby?" she whispered.

"Mine, darling," the woman answered. "This is your sister, Kate ~~in~~."

"Kris!" A shout pulled Kris out from her daze. "Come look at this dog video!",

It was Kate, shouting from their bedroom.

Smiling, Kris hid down the photograph — Kate in her arms, supported by Dad, as Kris sat on the couch of that ward. At the bottom, in faded marker: 30th December, 2007. ~~Kris holding Kate~~ The day ~~her world~~ everything had changed.



AO4

This is an engaging, perceptive and well-crafted response. The candidate is in control of structure and tone throughout and handles part of the narrative from a young child's viewpoint with sensitivity and credibility. Well-chosen details build convincing characters, and the narrative is framed effectively with clear reference to the task title and the time frames. The overall effect is subtle, moving and convincing. Mark = 20, Level 5.

AO5

The candidate uses a range of structural devices to sustain interest throughout, shifting effectively between past and present and between dialogue and reflection. A range of punctuation is used to create varied sentence structures for specific effect. Vocabulary is precise and varied. The rare slips in spelling and punctuation do not detract from the overall effect. Mark = 10, Level 5.



Note the imaginative interpretation of the title that is always fully focused. The opening paragraph immediately grabs the reader's attention. Note the wide variety of sentence structures used.

## Question 11

### AO4

Candidates produced some effective responses that were focused on the task of describing their role model. However examiners noted that some candidates wrote narrative responses

The choice of role models included family members (parents and grandparents were the most common), celebrities and sports people. They admired the attitude, commitment, devotion, selfless behaviour and undiluted love, affection and loyalty of their chosen role model. There were accounts of how, why and when these qualities were in evidence. They looked up to the role model and they admired and respected the person chosen but often felt inadequate themselves in comparison.

Most candidates were able to give a range of descriptions based on their role model and how they have made an impression on them. They offered some detailed description of both the person and the qualities they exhibited.

More successful responses were able to give a perceptive insight into their chosen role model. Their tone was convincing with a clear focus and avoidance of repetition. Their writing was often based on real experience and the candidates were able to detail their connection with the individual concerned.

Less successful candidates tended to produce responses that were pedestrian, used a limited range of vocabulary and lacked detail. They had a tendency to focus on one or two specific events featuring the role model and were more concerned with the event than the person. Some responses were entirely narrative losing the descriptive focus of the task. A few did not engage with what a role model is other than using information provided in the texts with references to it.

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.

### AO5

Most candidates were able to develop and express information and ideas in a 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. Examiners did comment that the range of punctuation used was quite limited.

Successful responses had full control of spelling, punctuation and grammar. They were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful candidates tended to use fairly basic vocabulary and often used fairly simple sentence structures throughout their responses. These candidates had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression. There were problems with tenses and sentence structures. 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; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences and 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 to enable candidates to express themselves clearly and access the higher mark bands.

This is a successful response to Question 11.

Blazing, confident and inspired, a lone artist crafted his masterpiece in the confines of his studio. His animation was to be shown on screens, everywhere in ~~American~~ the USA, giving solace to the people in the middle of the second world war.

Walt Disney was charismatic and comedic; his cartoons had a unique flavour of 'slap-stick' and charming that appealed to both children and adults



Physically, he wasn't a very notable man, ~~colleagues~~ described him as ~~being~~ ~~always~~ unlike his iconic characters, such as 'Mickey-Mouse', ~~and~~ He had black hair, and he was neither too skinny nor fat. He had a funny mustache, and I remember laughing when I saw a photo of him because of it.

Rather, Walt Disney was known of his life's work; creating iconic cartoons that modern day animators still look back to and admire. Although in black and white, Walt took advantage of the medium and designed characters and settings of varying shades, allowing them to be easily readable and distinct from each other. For his time, his ~~own~~ animations were incredibly fluid and bursting with vitality. 'It was as if they were alive', ~~and~~ my mother said, as we used to watch ~~the~~ them in the precious days of my childhood, where nothing else mattered except demanding the next episode, ~~laughing~~ giggling with mischief, and falling asleep when I simply lost all my energy.

I have Walt to thank for these wonderful memories, and other fans of him ~~thinks~~ seems to share the same feelings for him.

A far-cry from ~~the~~ the cuteness of 'Mickey', Walt Disney ~~wasn't~~ had a dark sense of humour. Early on, his cartoons were filled with references to substances and other topics of taboo, although they eventually were phased out as children started to show interest in his stories. ~~However~~ In the reality of his studio however, he was terribly genius in ~~the~~ terrible humour. "It was like the king was also the court's jester", one of his former colleagues said, as they recount the time he ~~did~~ performed a series of crude jokes, causing them to roll their eyes. Despite this, Walt Disney was still a man of virtue. He was ~~a~~ kind and caring, ~~and~~ he stood up for ~~people~~ complete strangers, ~~and~~ he made sure to give his audience the best possible experience rather than ~~put~~ prioritizing profits.

I respect Walt Disney for his unparalleled creativity and willingness to take risk. Animation before his intervention was an incredibly niche medium for story-telling; Now it is one of the most ~~love~~ beloved forms of media. ~~Some~~ Certain jokes and ~~stories~~ ~~up~~ conflicts created by him are still widely referenced and ~~now~~ reimagined ~~til~~ this day, inspiring junior writers in ways that cannot be expressed in a reasonable amount of words, without ~~me~~ creating ~~an~~ something that will rival the Bible in terms of content, at least.

Walt is my role model, the one person who I  
aspire to be. I want to be brave to tell my stories,  
like how he didn't hesitate to bluntly express his  
jokes and with multiple layers of references, yet  
transparent enough for most people to get. One day,  
I wish to create something I can truly be proud  
of, like 'Mickey' was to Walt. §

§ When you watch a cartoon in the future, and  
you get a sense of unexplainable excitement,  
you might have to thank the pioneer that brought  
§ laid the foundation for countless artists: Walt  
Walt Disney.



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AO4

A descriptive, individual response about Walt Disney, which communicates successfully. There is a secure realisation of purpose and at times this is perceptive and subtle.

There is effective use of form, tone and register, which on occasion is sophisticated, which tips this into Level 5. Mark = 17, Level 5.

AO5

The response manages complex ideas cohesively with an extensive, accurate vocabulary and precise punctuation. There are a small number of errors, which do not impede meaning. Mark = 9, Level 5.



Note how the writer maintains the secure focus on description throughout the 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 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
- 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 or copied the texts in response to Questions 3, 6 and 7
- were not able to select and adapt relevant information for Question 8
- sometimes copied from the original texts in response to Question 8
- did not write in an appropriate register in response to Question 8
- were not able to sustain and develop ideas clearly in response to Section C (Questions 9, 10 and 11)
- did not demonstrate accuracy in spelling, punctuation and grammar.

## **Grade boundaries**

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