



# **Examiners' Report**

## **June 2024**

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

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## Introduction

The texts about looking after orphaned birds and animals 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 some 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. This series there were also some candidates who focused on the glossaries provided as being helpful information from the writer. They are not a feature of the texts but are there to aid understanding.

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 ways that Willy behaved, from the given section. The most popular responses included: 'Willy lingered by the studio and squawked in recognition' and 'pecked at his feathers'. Other responses included that Willy 'was possessive' but all bullet points in the mark scheme were seen. Occasional incorrect responses used ideas from outside the line references such as: 'snuggled' or 'he responded with a little caw' or identified things that were not related to his behaviour eg 'Willy was to be attended to' or 'fed with pellets'.

A number of 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.

The majority of candidates successfully identified a relevant point about how creatures behave when there are people around, commonly that Willy was 'nervy, loud or silly' and other responses included 'fusses' or 'hostile' or 'playing the fool (as children do)'.

Occasional incorrect responses included 'It is impossible for anyone except the owner to see the creature as it actually is'.

A number of 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 3

The question asks the candidate how the writer presents his experiences of looking after Willy, the goose.

The majority of candidates understood the text and engaged with some of the ideas and experiences that the writer presented. Most understood the close bond between the writer and Willy. Examiners commented that they did not see many higher level responses.

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 comments on: the use of listing eg to describe Willy's activities in the horse trough or to describe the sounds he made; the use of metaphors eg 'a pillow of warmth'; the use of tricolons eg 'preening, cleaning and ordering'.

Sometimes candidates made generic comments such as: 'this connected to the reader' or 'this was very engaging to the reader' with little or no explanation of how it was engaging or how it connected to the reader. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them.

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 experiences and were able to engage with the writer's use of language by commenting on the techniques and how they were used for effect. They explored devices such as: the use of onomatopoeic words eg 'caw', 'hiss', 'trumpeting'; the use of metaphors and similes; the use of tricolons. Some candidates made the point that Willy was a child substitute referencing the comments in the first sentence of the second paragraph: 'my writing day was changed, brightened in unexpected ways'.

Less successful candidates often produced responses that were content based. These tended to focus on 'what' the writer said, rather than 'how' the writer presented his experiences of looking after Willy. Some of these responses would repeatedly write that the 'writer describes' or 'the writer presents', focusing on what the writer said. 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. 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 presents his experiences of looking after Willy, the goose, through the format of an article

Immediately at the start of the article, the writer embodies a motherly figure to the goose Willy, stating that "the first moving creature Willy saw was me." The use of personal pronoun 'me', conveys a sense of closeness, allowing the writer to present himself as a caretaker <sup>and,</sup> a motherly figure ~~to the goose~~, as we often associate our 'mothers' to be the first 'moving creature' we see after birth.

Their closeness of their relationship is further emphasized through the use of the verb 'snuggled', in "he snuggled in my hand."

~~the~~ The verb 'snuggled' conveys a sense of unconditional love the goose has for the writer, ironically without ~~any past experience~~ ~~experience~~ experiencing any experience with the writer. This further

illustrates the writer as an individual that embodies a parental figure to the goose Willy. The genuine care for Willy by the writer is illustrated through his actions. The writer states "I

put him in a warm cage. I kept it at eye level and made sure he had plenty to eat," again using <sup>the repetition of the</sup> ~~the~~ personal pronoun 'I' to convey a sense of possessiveness. The adjective 'warm'

~~portrays~~ tells the reader that the writer has genuine care for the goose, portraying the writer positively. The verb 'eat', in the phrase 'made sure he had plenty to eat' shows sincerity

in which the writer has for the goose as food is essential for not only human, but animal survival.

The level of care Willy ~~has~~ requires is portrayed in the second paragraph. The writer uses listing to show readers the behaviours of Willy's, and the level of care it requires to maintain it. Through the multiple use of verbs such as 'sploosh', 'diving', 'beating', 'grooming', the writer successfully presents Willy to be physically active, potentially reflecting ~~in it~~ <sup>the amount of</sup> chaos Willy has potentially caused in which allows the writer's life to be brightened in 'unexpected ways'.

For instance, the writer feeds ~~it~~ Willy 'by hand,' showcasing portraying Willy to be a child whose parents are taking care of. This personifies Willy ~~to be~~, giving him human behaviours which showcases how much the writer cares about ~~it~~ him. ~~It~~ As a result Willy 'served as' his 'protector,' which portrays their relationship as being ~~that~~ sincere, and consisting of genuine care.

The hyperbole in 'hundred yards away' in 'he emitted a squawk of recognition from hundred yards\* away,' again possesses Willy to contain human characteristic, referring ~~it~~ <sup>Willy</sup> with the pronoun 'he,' instead of again portraying ~~it~~ <sup>Willy</sup> to be child-like.

The writer first presents Willy to be different from other geese, stating 'unlike the others', to differentiate him apart from others. This illustrates a special bond between him and the geese, potentially presenting his experience of taking care of Willy to be more positive and special from others. However, the juxtaposition of 'unlike others' and 'like the other geese' further on in the article sets Willy the goose ~~back to~~ <sup>normal</sup>, taking a step back with his difference stating he still 'immerse their heads', just like others. However, ~~even~~ immediately after, the writer uses the conjunction 'yet' followed by the metaphor 'he was a living ornament', to personify the goose even more. This again emphasises their strong bond, ~~describing his daily routine~~. He further ~~on~~ He further on illustrates his sincere emotion to Willy by juxtaposing his having 'days and weeks' with the presence of Willy, stating 'he was a consolation', portraying his experience with Willy to be healing and positive.



**ResultsPlus**  
Examiner Comments

Perceptive understanding and analysis of language is demonstrated throughout. A range of language and structural features are explored, including use of pronouns, repetition, listing, and vocabulary. The selection of references is discriminating and these are successfully embedded in the response to clarify the points being made. Level 5; 10 marks.



**ResultsPlus**  
Examiner Tip

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

This is a less successful response to Question 3.

3 How does the writer present his experiences of looking after Willy, the goose?

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

I - Point  
E - Evidence Explain  
E - Example

(10)

The writer of "My Goose, Willy", Paul Theroux explain his experience as to how he felt raising his geese and ~~to~~ told the readers about his joys. The

The writer has used quite a few writing devices to explain to the readers in a clear ~~for~~ manner. Devices such as ~~for~~ first person perspective, ~~Anecdotes anecdote~~, listing, <sup>comparative</sup>imaginary and simile in his text.

The writer has written his entire passage in first person perspective to be able to converse with the reader directly, this is so that the readers can feel familiar and get a sense that the writer is talking with them directly, "...and when I put him in a warm cage I kept it at eye level and made sure he had plenty to eat". The writer has also used anecdote in his passage to ~~descrip~~ describe to the readers how ~~to~~ he had finally had ~~to~~ his writing inspiration reignited, "For the first time since my children finished school my writing day was changed, brightened in ~~up~~ unexpected ways".

The writer has ~~written~~ used ~~listing~~ listing in many places to describe many points and moments he shared with Willy. He has used ~~terrid~~ listing to describe in ways he has to tend to Willy. "Willy was to be attended to, fed with pellets, the horse ~~th~~ trough filled with water so he could climb in and splash, diving...", he has also used ~~listing~~ fish listing to describe the

various ways geese vocalise, and how he has learnt to recognise them, "the low of contentment, the shriek, the harsh squawk, the his, and loudest of all the trumpeting after overcoming an adversary". The writer has also used imagery to get the readers to try and imagine the same senses he was feeling and experiencing, "The density of down over a goose's breast is a pillow of warmth you can sink your fingers into".

The writer has used simile to tell the readers of the importance Willy had in the writer's life, "He end around his house, "He became a fixture, in the grassy acre, at the house, near the studio, in my life - a certainly, dependable and ~~was~~ unassertive, as true as a compass point, ...". At the end of his passage the writer has also used comparative writing to tell the readers how raising geese is much like ~~was~~ raising children, "... playing the fool as children often do in the presence of strangers."

In conclusion, the writer of "My Goose, Willy", Paul Theroux has used many writing devices to describe to the readers about his experience raising Willy and the joy he found raising the geese.



**ResultsPlus**  
Examiner Comments

The response shows clear understanding and explanation of language with references that are appropriate and relevant to the points made. There is some lack of development of the points which puts the mark at the bottom of Level 3. 5 marks.



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

## Question 4

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

Most candidates answered this correctly. Popular points about the rescues identified were: 'use whatever transportation is necessary, including vehicle, aircraft or helicopter', 'rescue teams are equipped with milk', 'they offer immediate aid'. Incorrect responses stated information such as that the elephants would 'suffer from starvation' or 'suffer physically/psychologically' which is not about the rescues. Occasionally they described the rescue: 'bring them to the safety of the nursery'.

A number of 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 5

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

The majority of candidates answered this correctly. Common correct responses were: 'the orphans were gradually weaned', 'they learn to live as wild elephants' and 'they walk far and wide with their keepers'. Another common response, which could only gain 1 mark as it came from the same bullet point, was 'they interact with wild herds and they learn about elephant society'. However most of those candidates that made this mistake gained full marks having given multiple points in their response.

A number of 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 6

The question asks the candidate how the writer presents the experiences of looking after orphaned elephants. Most examiners commented that candidates' responses had similar qualities to the responses to Question 3 although some examiners felt that the responses to this question were less secure.

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 listing; the use of sub-headings; the description of how the carers looked after the elephants (like children).

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.

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 the experiences of looking after the orphaned elephants and 'how' the reader might respond. They also expressed an understanding of how language works. They were able to explore the use of sub-headings; the use of pronouns, references to the time and what this shows about the commitment of the carers. Some were able to look at the anthropomorphism used to describe the young elephants.

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 successful response to Question 6.

6 How does the writer present the experiences of looking after orphaned elephants?

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

(10)

The writer presents ~~too~~ the experiences of looking after ~~the~~ orphaned elephants as challenging. The writer uses a triplet of '~~vehicle~~ vehicle, aircraft or helicopter' to show the ~~or~~ readers that the job requires special skills as most people would not be able to use 'aircraft or helicopter'. The writer also creates sympathy for the elephants through the triplet 'many orphans ~~so~~ suffer from starvation, dehydration or injuries'. The emotive language and the verb 'suffer' highlights the struggles the orphaned elephants face and also imply that there is a lot of ~~di~~ difficult tasks they have to do to help the elephants overcome their ~~pt~~ problems.

The writer also presents the experience as time consuming and requiring a lot of ~~decid~~ dedication. The writer describes it as 'a round-the-clock... commitment' to suggest that ~~so~~ the

keepers need to ~~se~~ spend most of their time with the orphaned elephants.

In addition, the writer emphasises ~~this~~ the ~~long~~ time it takes through the phrase '24 hours a day... sleeping with the orphans'. The specific number '24 hours' shows the audience that it ~~has~~ takes all of their time to help the orphans and the verb 'sleeping' further emphasises how ~~long~~ much time they have to spend with the orphans.

The writer lastly ~~describes~~ presents ~~the~~ ~~experie~~ taking care of the orphaned elephants as requiring a lot of care and thought. The writer uses <sup>the</sup> adjectives 'fr~~ax~~ fragile' and 'sensitive' to show the readers that the elephants need a lot of care even if they are much larger than humans. The adverb 'extremely' is also used before 'fragile' to emphasise how delicate the orphaned elephants are. The writer also uses repetition of ~~the~~ 'nurture' and 'nurturing' to

emphasise the ~~important~~ importance of giving the elephants love and support in order for them to be reintegrated.



**ResultsPlus**  
Examiner Comments

The response fulfils all the Level 4 criteria and demonstrates some perceptive understanding of language and structure and their intended effects which just tips it into Level 5. 9 marks.



**ResultsPlus**  
Examiner Tip

Note how the candidate has focused on and analysed individual words and phrases to show how the writer has presented the experiences.

This is a less successful response to Question 6.

6 How does the writer present the experiences of looking after orphaned elephants?

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

(10)

The paragraph starts off with third person "when we receive" making the reader feel as if the writer is personally talking to them.

Writer has used supportive and reassuring tone "it doesn't matter where they are in the country, we'll use whatever transportation to reach and bring them to the safety of our Nursery" to assure the reader's that no matter what happens they do their best to rescue the elephants.

Use of vocabular vocabulary such as "profoundly traumatic event" "both physically and mentally psychologically" to make the reader's feel how badly it affects the elephants. When something like being left occurs.

Moving on the writer has used listing ".... equipped with milk, stretchers to carry the orphan, and vital medical medicines including drips...." to list down all the things that are available with them as they are ready just in case for any kind of situation as saving them is their sole reason.

The writer has used hyphens "round-the-clock" to create a ~~dramatic~~ pause and tell that each second of the clock is used saving elephants just like a commitment.

Use of words such as "offer them unconditional love, emotional support and learning experience" telling the readers that they just don't rescue them and give them food so they could survive but they create a bond with them and love them just like a ~~mom~~ mother would do.

The writer has mentioned a place "Nairobi National park" to tell the readers where they are located to show accuracy and authenticity.

Descriptive language has been used by the author "Feed bottles of milk... elephant calves can only tolerate certain milk composition... baby elephants need toys stimulation... carers also walk with the orphans... 'sunscreen and umbrella when it's sunny...'" to describe how they take care of the elephants especially the younger ones and that they are very fragile even compared to their big size.

Use of subheadings has been used "living wild" "Recovery" to tell the reader's what certain paragraph is about.

~~use~~ overall positive and ~~inf~~ informative language has been used by the writer to enlighten the reader of their work and ~~to~~ give them more ideas about a life of elephants as they are not just weird looking giant animal but more than that.



**ResultsPlus**  
Examiner Comments

The response identifies some relevant features and quotations and comments on them. However the comments tend to be on content not the writer's techniques. Level 2; 4 marks.



**ResultsPlus**  
Examiner Tip

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

## Question 7

This question requires candidates to compare how the writers present their ideas and experiences of looking after orphaned geese and elephants. 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 about looking after one creature whereas Text 2 is about looking after many; Text 1 is a first-person account whereas Text 2 uses some inclusive pronouns; both texts present the positive reasons for looking after the creatures. Many focused on the ways in which both of the texts were about taking care of animals.

More successful candidates developed a balanced approach in comparing the texts. They developed a wider range of comparisons and explored the writers' ideas and experiences. 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 that Text 1 was an entertaining personal account and compared it with the informative and advisory tone of Text 2. They commented that Text 1 discusses the personal benefits for the writer and Text 2 focuses on the benefits for the orphaned elephants. Some compared language features successfully and explored how these language features helped the writers present their ideas. However it was noted that some candidates only made effective comparisons of the features of the texts instead of exploring and comparing the ideas and experiences, which limited their achievement.

Some candidates wrote about each text separately with a comparative section at the end which did not enable them to compare in any depth. 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 to support their comparisons.

Less successful candidates often compared the content. Some candidates wrote paragraphs which summarised the content of the two extracts but did not compare them. Sometimes they 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 (Questions 3 and 6) and how to write comparative responses (Question 7).

This is a successful response to Question 7.

7 Compare how the writers present their ideas and experiences of looking after orphaned geese and elephants.

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

(15)

Both the texts present the idea of looking after the ~~goose~~<sup>geese</sup> and the elephants as their main priority in life. For example, the writer in text 1 says, "Willy was to be attended to, fed with pellets, the house trough filled with water..." and this tells us on how seriously the writer was when it came to taking care of Willy and his needs, both emotional and physical. Similarly, the writer in text 2 feels the same way. This is evident when he says, "When we receive a call about an orphaned elephants, it doesn't matter where they are..." This tells us that the care-takers in text 2 are more than ready to do anything and use any means necessary in getting the orphaned elephant safe. We also make note on how both the writers ~~risk~~ partially risk their lives when taking care of them. Geese and elephants are usually very defensive creatures, especially when they are young and are under no supervision and have a chance of severely harming someone. Even

knowing this, both the writers continue taking care of the animals like their lives depend on it. This shows on how loving, caring and supportive they are to the animals.

• Both the texts show the fact that taking care of an orphaned animal isn't an easy going experience. For example, the writer in text 1 says, "He was to be attended to, fed, comb his feathers..." and this tells us on how it was a never ending job and how they need to be taken care of constantly, especially when they are young. Similarly, the writer in text 2 says, "Caring for elephants is round-the-clock, day-in and day-out commitment." This tells us on how the care-takers were busy 24/7 and had to adjust their personal lives around taking care of the elephants. It shows on how little they had of private time and moments to themselves as they spend almost all their time and energy on taking care of those orphaned elephants.

• In text 1, we see that the writer has grown an obsession towards one particular goose from the rest. This is evident when he says, "In those days when I felt uninspired... Willy was a consolation" or when he says, "It was my belief that Willy wasn't like other geese" and this tells us on how he preferred one goose the most and loved him the most, ~~not~~ all the while ~~not~~ liking the others. This shows on how emotionally attached he was to Willy and how he favoured him more. On the other hand, in text 2, we see that the writer ~~says~~ makes no comment of a particular elephant; instead he refers to them generally such as when he says, "They offer them unconditional love and support and ...." This tells us on how all the elephants are treated equally and with the same needs. We also need to make note that the writer in text 1 saves orphaned geese as ~~the~~ one man and tries to do his best while in text 2, there is a whole company, "Sheldrick Wildlife Trust", that is dedicated to taking care of elephants.

• We see that both the texts have different futures of the animals they saved. For example, the writer in text 1 keeps the goose after rescuing it and raises it as his own and keeps it until the end of time. This is evident when he says, "like other geese, he spent his day preening..." and it tells us on how he doesn't send them to live out on their own after they have matured. However, the writer in text 2 has a different idea. The care-taker send the elephants back into the wild and this is evident when he says, "~~Exposing~~ "Exposing an elephant to the vast wilderness... develops natural wild instincts" This tells us that the elephants aren't kept in their secure units but instead are sent back to the wild to where they belong. This could be due to the fact that very rare number of people choose to take elephants ~~as~~ into their home.

• We see that there <sup>is</sup> ~~may be~~ a ~~degree of~~ <sup>similarity in the</sup> ~~experiences~~ of ~~the~~ both the

writers. For example, the writer in text 1 sees raising and looking after Willy as a privilege and this is evident when he says, "what a marvel the creature is ... such intelligence and mutual understanding..." or when he says, "The density of down over a goose's breast is a pillow of warmth you can sink your fingers into."

All this tells us that he spoke of Willy as his entire world and how he got personal satisfaction when taking care of him.

<sup>Similarly</sup> ~~However~~, the writer in text 2 presents the care takers ~~as more of a dutie task~~ ~~an honour to take care of the elephants:~~

~~This is evident~~ as heavenly when he says, "Our careers play alot of games with the orphans to keep..." and this tells us on how loving the caretakers were. All of this tells us that the experiences of taking care of animals were almost similar as both of them were loving, kind and put the animals needs ~~befo~~ first before their own.



The response covers quite a wide range of comparisons with some exploration of the ideas and experiences. It is comparative throughout. The references fully support the points being made. Level 4; 11 marks.



Note how the candidate compares both texts throughout the response.

This is a less successful response to Question 7.

7 Compare how the writers present their ideas and experiences of looking after orphaned geese and elephants.

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

(15)

Both of the text are written in first person ~~pers~~ point of view to involve the thought and feelings of the writer which makes the text more interesting. The writer in text one uses the word "I" but the writer in text two uses the word "we"

Text one is written in an informal way while text two is written in a formal way. However, both text are article writing.

Both of the text are used to informed the orphaned animals. However, text two have a sense of persuading. "For the first time since... unexpected way" "Rescue, recovery"

The main idea in text one is to share the experience of the writer <sup>about</sup> ~~on~~ how he take care on the orphaned geese, while the main idea in text two is to describe how young orphaned elephants are looked after.

The writer in text one started the text by introducing his orphaned geese to the reader where the writer in text two started the text by ~~introducing~~ describing the way he rescue the ~~orphaned~~ orphaned elephants. "The first moving ~~iiii~~ to eat", "When we receive... our Nursery"

Text two have more paragraph than text one. One sentence paragraph can ~~be~~ also <sup>be</sup> seen in text two. "Caring ~~for~~ for elephants is a round-the-clock, day in and day out commitment"

Both of the text are targeted to audience who are interested in taking looking after to the orphaned animals. However, ~~household~~ the one who take care to the animals in their house will be ~~attracted~~ attracted by text one. Otherwise text two will be more attracted to people who are interested in organisation.

Both of the text are written by ~~use~~ using numerous long - complex sentences to give extra details and make the text more powerful for the reader. "No night-time sight can ..... from within" " ~~Our~~ Our keepers encourage natural ..... rule enforcers"

Text one is ended by showing the behaviour of the orphaned goose. On the other hand, Text two is ended by describing the sub-title "living wild". Both of the ending help the writer to share the last informations to the reader.



**ResultsPlus**  
Examiner Comments

This response considers obvious comparisons and comments on ideas and experiences. There are some valid references but these are not developed. Level 2; 5 marks.



**ResultsPlus**  
Examiner Tip

This could be improved by giving a wider range of comparisons and examples from the texts.

## Question 8

### AO1

Most candidates referred to the three bullet points and managed to cover a reasonable number of points although examiners commented that bullet point 3 (the rewards for the carers) was sometimes undeveloped. The most common orphaned creatures mentioned were stray birds, dogs and kittens. References were made to: the help that can be offered such as rescue (urging the listener not to ignore their plight), shelter, food and veterinary care; the benefits to the orphaned animals and birds such as safety, support and a caring/loving home; the rewards for carers such as affection, companionship, protection, love and loyalty. There were some references to financial gain if you subsequently wanted to sell the animal or bird although this was not quite in the spirit of either of the texts.

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 looking after orphaned young animals and birds, dealt with the three bullet points in some detail, incorporating ideas from both texts and skillfully incorporating their own examples. Some were able to make the valid point that human destruction of the planet is impacting on animals and therefore it is more common to see wounded animals in human areas, so we have a moral responsibility to care for them.

Less successful responses only referred to one or two of the given bullet points, most commonly missing out the third one (the rewards for the carers). Their responses tended to have too much reliance on the texts without demonstrating evidence they could interpret and assimilate the ideas. 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 demonstrated that they could communicate successfully and purposefully for a talk, often with humour and persuasion. There was an effective use of form, tone and register with a secure realisation of purpose. They appeared to effortlessly compose a realistic talk which engaged the audience confidently employing persuasive and informative devices such as rhetorical questions, imperatives, repetition and anecdotes. 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. In some cases, the responses read more like articles, and their form also suggested the same. There were some quite brief responses.

## **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 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 used 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 all 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 very successful response to Question 8.

8 Give a talk to your peers about looking after orphaned young animals and birds.

You should include:

- how the animals and birds can be helped
- the benefits for the animals and birds
- the rewards for the carers.

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

(30)

In the vast expanse of our beautiful continent, a relentless shadow looms over the dreams and aspirations of animals and birds with no home. My name is Zoya Adnan and today I stand here as a voice, echoing the importance for me and you to act towards this cause.

Picture this; In the past year alone, over 1500 animals have been left orphaned and abandoned with empty stomachs and fleeting cries of ~~agony~~ insurmountable agony. You, my friends, can NOT turn a ~~blind~~ <sup>blind</sup> eye to and remain blissfully ignorant anymore. The numbers are increasing day by day and

if we don't act now, then when?  
These creatures ~~are~~ can be helped  
using a variety of ways, but that's  
only if you put that cynical  
cell phone down and listen to  
what I have to say. First of all, there's  
no quantum physics behind taking  
care of animals - so I'm sure that  
you, yourself, can instigate this  
step towards a brighter future.  
Whether it's a stray cat innocently  
'meowing' ~~to~~<sup>at</sup> you, or a wild dog that's  
giving it his all to attempt and  
bite you; ~~as~~ stop, check in on them,  
see if they have food, - and if  
they don't, DO SOMETHING ABOUT  
IT! Take that poor creature home  
and look after it - a blanket, a  
toy, a bowl of food or some affection  
could be all they need. If you  
think you're not meant for an  
animal owner life, (you're under-  
estimating your capabilities man!)  
then you could always drop  
that animal off to the nearest  
Animal Centre and let them

work their magic. In a few weeks' time, they'll be good-to-go and ~~just~~ will find a loving home.

Now, I know you ~~may~~ might be wondering - but why? why do we need to take care of these animals in the first place? Hold your horses - haha get it? Well putting my terrible jokes aside (please appreciate them, I tried), there are a countless number of benefits for the animals and birds in being rescued. To begin with, they have a proper environment to grow and mature in, somewhere they can be themselves comfortably. A ~~8~~ survey conducted by VMIS Institute for Orphaned Animals showed that animals that are taken care of tend to be 8 times more healthier than abandoned ones. Additionally, when animals are taken care of this way, they don't have to worry about lions and cheetahs gobbling them

up and are much more safe and secure. These animals and birds are met with specialist care from highly-capable workers which ensures they maintain a sustaining population. Furthermore, some animals may feel left out or like the 'Ugly Ducklings' in the wild amongst their herds and peers, but growing up in such positive centres and environments, prevents that from happening. They no longer have to worry about starvation, dehydration or injuries as well. On top of all of that, animals and birds, just like me and you have feelings, and when you're going to look after an orphan they will feel not just an immense joy ~~and~~ of being seen and heard. They may also develop relationships with you that they greatly value, and you SHOULD, too!

~~I know~~ I can tell from the way you're glaring at me (as if I'm the ghost of Nikola Tesla), that you're thinking - "What's in it for me?" As much selfish I think this question may be, it's human nature and I've got an answer. By taking care of orphaned animals, you are not just helping them out but developing a unique experience for both yourself AND the animal. You can gain a lot of experience, meaning it would be really easy for you to take care of an animal next time, or help out someone around you who wishes to do the same. Likewise, you also gain the love and respect from the animal's side - something they are ~~be~~ bound to never forget, and I think that's what really matters.

I hope, with all that I am, that my words have touched you

heart and I haven't bored  
you at all. ~~This Overdramaticness~~  
Jokes aside, this is a very  
serious and real issue that we  
must advocate for. Next time,  
when you're faced with the  
decision of leaving a malnourished,  
starving, near to death cat  
outside, all cold and alone,  
or taking it home and  
~~it~~ bestowing it with a reason  
to live for, — I hope  
you know what to do.  
Thank you, and remember;  
~~to~~ animals are just as  
important as us (if not more), and  
as you sow, so shall you reap.



AO1: There is a wide range of relevant points with well-focused comments on information and ideas. Level 5; 10 marks.

AO4: The response is sharply focused on audience and purpose with sophisticated use of form, tone and register. Level 5; 12 marks.

AO5: There is varied punctuation and extensive vocabulary with accurate use of structural devices. There is manipulation of complex ideas, utilising a range of structural and grammatical features to support cohesion. Level 4; 8 marks.



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

This is a less successful response to Question 8.

8 Give a talk to your peers about looking after orphaned young animals and birds.

You should include:

- how the animals and birds can be helped
- the benefits for the animals and birds
- the rewards for the carers.

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

(30)

Hello everyone! Taking care of pets is ~~a~~ a common act nowadays, but how about orphaned young animals and birds? As an experienced carer, I would like to share ~~my~~ ~~any~~ ~~to~~ any experience, <sup>so you can be more</sup> ~~hoping and the or~~ familiar with these.

I would like to start with how the animals and birds can be helped. ~~and the benefits~~ What they need the most is physical and emotional support. ~~First things first, physical support.~~ Most of the orphans are suffering from starvation, dehydration and injuries caused by predators or humans after being rescued. We need to equip ourselves with ~~milk~~ ~~you~~ ~~the~~ specialised milk. Young animals are fragile. They can only tolerate ~~some~~ certain milk compositions made by a ~~certain~~ specialist milk formula. Orphans should be fed ~~with~~ every three hours to ensure they obtain enough nutrients. We also need unlimited access of Nature's toys, blankets, rainwear, sunscreen and umbrella to protect and ~~to~~ have fun games,

with them. Since they lost their families at a young age, it is crucial for us to take up the role of a mother and provide maternal care. It is on us <sup>(not only)</sup> to encourage <sup>natural</sup> social dynamics, guide presence, create peace and rule enforces, but also act as a nurturing role which includes ~~helping~~ ensuring ~~every~~ the ~~animals~~ orphans are feeling happy and loved.

Besides, you should be aware of the benefits. Offering unconditional love, emotional support and learning experiences <sup>and sleep with them at night</sup> to young animals ~~at~~ 24 hours a days allows orphans to feel involved as a <sup>herd</sup> ~~social~~ member of the social circle, like us, humans, so they do not have to feel alone and isolated. Providing these support are ~~not~~ crucial for preparing them back to <sup>living in</sup> the wild. This is a life-long process and takes many years to make it happen because each individual are like us, they have their own characteristics and pace which differs by how old the elephant is when orphaned. (Helping animals to be independent might sound easy due to ~~their~~ their genetic memory.)

Some of you might think: Why do I have to be a carer when the animal is not going to thank me in return? I am going to tell you that, <sup>being</sup> a carer is more rewarding than you expect. Despite the fact that each ~~animal~~ individual is unique, some may be ~~not~~ loud, some may be quiet, some acts <sup>or</sup> silly like a children, some nervy, it is a solitary pleasure to <sup>get to know</sup> ~~see~~ all different personalities. It is a miracle to ~~see~~ treat all of them equally but able to see all different ~~out~~

outcomes. Each individual has their own pace and live their own life. The mutual understanding and strong bond between the animal and carer cannot be easily seen or understood by a visitor or I should say a by-stander.

I hope you feel rewarded after listening to me and gets ~~more~~ curious about orphan animals. I am looking forward to hearing from your experiences of ~~the~~ looking after young animals and birds in near future. Thank you!  
so much



AO1: The majority of the response is very close to the original texts, with some slight re-working. The introduction and conclusion are the candidate's own work, so this just nudges into Level 2. 3 marks.

AO4: Communicates in a broadly appropriate way with some straightforward use of form tone and register. There is a little awareness of audience and purpose. Level 2; 3 marks.

AO5: As much of the response uses phrases from the original texts, the best fit is just into Level 2. There is some evidence of expressing and ordering information. Level 2; 3 marks.



This could have been improved by not using the wording and phrases from the original texts.

## Question 9

### AO4

The majority of candidates disagreed with the statement 'People spend too much time and money looking after animals' although examiners noted some candidates disagreed. Ideas included that animals were seen as valuable and important in their own right and that they deserved more respect. Humans were often referred to as the most intelligent animals and therefore needed to step up and prove their superiority in a positive way by looking after animals. Some discussed how animals help us, such as dogs for the blind and working animals such as police dogs and guard dogs. Others related animals as 'just like us' and therefore deserving our time and money. The cost of vet bills, insurance, food was all considered, however such care was often deemed necessary and not worth debating when animals provided love and affection, an antidote to loneliness, companionship or security. Arguments in agreement with the statement looked at more global issues such as poverty and how we should be sorting these issues out before spending too much money on animals. Some referred to some horses being more expensive than cars or pets wearing designer outfits or sunglasses. The one thing often listed as unnecessary was expensive toys which pets often did not play with or destroyed.

Most candidates were able to communicate their ideas clearly and were able to provide a balanced and relevant response. They offered a range of relevant points to support their arguments although responses sometimes 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.

Less successful candidates offered points that were quite predictable and found it difficult to sustain an argument, often leading to repetition. These responses often presented muddled ideas or were very brief.

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 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.

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 used 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.

- 9 'People spend too much time and money looking after animals.' To what extent do you agree with this statement?

[People spend too much money and time looking after animals. This is a fact. People tend to spend too much on their pets than what is needed. It is great to show love and provide the best for your pet. However, some people - or the majority - tend to overspend time and money on their animals, they

fail to prioritize their lives and themselves. If they are to take care of someone or something, they need to know how to take ~~the~~ care of themselves first. [One could just give enough food and playtime for their pets, but they tend to over do it ~~it~~ and fail to prioritize and take care of themselves. People also spend tons of money for these expensive toys for their pets. While that's a great thing, a substitute toy with a decent quality and a cheaper price can do the deed. Plus, pet toys like chew toys for example, tend to get ruined pretty quickly. If the owner were to buy an expensive one again, it would be just a waste of bunch of money that you could've spent on you self or on your family instead. People also tend to take care of their pets like they are providing for spoiled kids. They could just ~~to~~ spend enough for good food and toys that are enough to provide for their pet. It's not that the pets demand too much, it's just that the owners tend to want to spend a lot on their

pets.]

[Instead of overspending time and money on their pets and taking care of animals, they could spend some time for themselves and spend some money for their family and relatives, Pay them a visit instead of being held up in their ~~room~~ room with ~~their~~ their pet. From a survey conducted by 'Housecats.net', hosted by Alexander, shows a result of the ~~number~~ number of people who spend indoors, with their pets than ~~to~~ spend time with their family. The results show a whopping 50% difference between the two percentages as 75% of the people tend to spend time indoors, taking care of their pets and 25% of the people tend to spend more time with their family and relatives. This shows that much more people tend to spend time and ~~money~~ money on taking care of animals. This shouldn't be encouraged as people should learn to take care of themselves and prioritize their lives before their animals.]

[People don't realize it, but they could

do both at the same time. ~~The~~ Take care of their animals and also their lives while ~~at~~ keeping company of their family and relatives. They can time this and make it a schedule and also avoid spending more than what they earn. They could provide good for their animals, play with them and at the same time, make sure they they have enough time to take care of other tasks like work, household chores and family time. If they organize their schedule well, they can limit the time and money they spend on taking care of pets and animals.]

[In conclusion, most people tend to spend a lot of time and money on taking care of animals. People can solve this by limiting the time they spend with ~~at~~ their animals and also ~~at~~ spend less than what they earn. They can also spend time and money on their friends and family and build ~~a~~ relationship with other people.]



AO4

The response communicates with some clarity and with a clear sense of purpose but lacks control in some places, which reduces the overall impact of the writing. It is a little repetitive in parts. Level 3; 10 marks.

AO5

Uses some varied vocabulary correctly spelt e.g. 'substitute' and 'prioritize'. Paragraphs are mostly used correctly, and there is some varied and accurate punctuation. Level 3; 5 marks.



Think about how more development of ideas and a more persuasive use of form, tone and register 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 'Freedom'. There were some effective narratives with engaging plots.

Different interpretations of the title were plentiful. These included escaping from unhappy home lives/parental control, escaping from some form of imprisonment, war, the desire to follow a future seen as unsuitable by parents. There were some who wrote about the freedom for students after the intensity of exams. Some of the narratives ended tragically in that characters were killed in their quest for freedom. There were some narratives that were rather long-winded and convoluted where candidates had developed over-ambitious plots. Examiners did comment on a number of unnecessarily gruesome, violent and gory stories. These unpleasant plots sometimes struggled to maintain focus on the title. There were a number of responses which ended rather weakly with 'It was all a dream'.

Most candidates were able to write a narrative with some sense of plot. They were able to communicate clearly and some of the narratives were full of pace and conflict and were often fast moving. Their tone was appropriate and characters were developed. Sometimes they involved too much direct speech without the necessary speech marks or the plot stumbled or became very far-fetched rather than being properly executed.

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 used a range of language devices and structural choices effectively to engage the reader's interest.

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 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 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 used 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 successful response to Question 10.

**10** Write a story (true or imaginary) entitled 'Freedom'.

Freedom  
I have always been this blue colourfull bird looking through Sara's window to an open world I have never experienced. I am not trapped, and I have nothing to complain about. I have a luxurious house, my own cereal box, my collection of cars and a loving owner. But I at times like this I sit at the window watching the birds migrate wondering what it would be like to be amongst them. Is that

What freedom would feel like? "Are you looking out of my window again?" Sarah asked as she plopped on her bed beside me. If I could talk to her I would ask her, what freedom feels like? All the other birds would mock me for staying cooped up in a pen I don't understand why?

Sarah reached for my head and gave it a pat. "My little Ricky, want some treat?" she asked in her always sweet voice. "I also have a little surprise for you" she exclaimed jumping from the bed and brandishing a paper. Like I can read, I thought as she squealed, "Remember that I wanted to go on a trip to Hawaii?" Well here are the tickets" saying that she did her victory dance around the room I was really happy for her.

In a few days I was also packed and dragged along with her on her trip. I like accompanying her, as she would always talk to me and shower me with treats. I looked around the airport my eyes wide with surprise, never imagined this many people would exist.

We boarded our plane and I was allowed to be strapped next to her while she watched something on a glowing screen I fell asleep. I woke up to the sound of bustling and chirping.

I opened my eyes to be met with a ~~st~~ stunning view of birds flying across tall sky scrapers and coconut trees. "You doing okay?" Sarah asked me stroking my beak. I ~~me~~ gave a her a small chirp. We ~~we~~ were travelling in a overcrowded bus packed with people.

As we got down a burly man pushed Sarah toppling her and my cage crashed to the floor. In the impact the door burst open and I was sent flying to the other end of the pavement. I saw Sarah in a distant struggling to get up her and people pushing her while walking by. In a rage I flapped my wings and charged at them. The ~~w~~

The wind. The soft feeling of the air on my feathers. The soaring sensation. I ~~me~~ have never felt this way before ~~as~~ I thought as I quickly caught up to Sarah and rested on her shoulder. Sarah was relieved to see me, yet my mind was wandering else where. ~~Is~~ Was I just free?

~~My trip in Hawaii was me~~ I was busy consumed in thought and Sarah felt something was wrong due to my awfully quite behaviour. The best thing about us is that words are not needed to be exchanged for us to understand each other. She simply understood.

In the morning following morning Sarah carried me up to her balcony and stroked me, "you're a wild bird but I was too afraid to let you go" saying this drops of tears stained her cheeks. I cuddled close to her. I know she that, + she left me to stand on the bar and watched me as I spread my wings and took flight. The feeling was indescribable I was soaring through the sky with no support. And Sarah was a tiny speck far away from me her hands on her face. I smiled to myself, as I soared to her balcony again. She looked up at me with surprise, I cuddled her. My freedom is not the urge to fly away it's to be with Sarah yet feel the wind under my wings. There is nothing else I ask for.



**ResultsPlus**  
Examiner Comments

A04

There is a secure realisation of purpose and at times this is perceptive, subtle and moving. There is effective use of form, tone and register, which at times is sophisticated, which tips this into mid-Level 5. 18 marks.

A05

Manages complex ideas cohesively with some extensive, accurate vocabulary and precise punctuation. There are a small number of errors, which do not impede meaning. Level 5; 9 marks.



Note the imaginative interpretation of the title that is always fully focused. Think about how the narrative is cleverly controlled and engages the reader.

## Question 11

### AO4

Candidates produced some effective responses that were focused on the task of describing a person who is kind to others. However examiners noted that some candidates wrote narrative responses and there were a reasonable number of candidates who wrote about the attributes of kindness but did not use those to describe an actual person who was kind.

Kind people included teachers, friends and family members. The latter elicited some very good descriptions which considered the behaviour of these individuals in relation to strangers, their willingness to give money and their time to deserving cases – the homeless, the old and sick. Descriptions of teachers were sometimes enthusiastic and effusive clearly demonstrating how caring they were.

Most candidates were able to give a range of descriptions of a person who is kind to others. They offered some detailed description of both the person and the qualities they exhibited.

More successful responses were able to provide physical description of the appearance and lifestyle or career of the kind person and were able to explore some of their other character traits which culminated in a celebration of their kindness. They sometimes used well-judged anecdotes to provide specific examples of the kindness. One examiner commented that 'The reader was almost left feeling guilty or inadequate in contrast to the person described'.

Less successful candidates tended to write about the traits someone who was kind should have, rather than describing a specific person who was kind to others. Those who did describe a person produced responses that were often short, undeveloped and used a limited range of vocabulary.

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 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 used 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 response to Question 11.

**11 Describe a person who is kind to others.**

Do you wonder how a personality can be so radiant.  
A comforting sense of how a warm mug of coffee feels like  
on the gloomiest days. Someone close to my heart  
fits this description. My teacher, my mentor, my  
confidante. Ms Nora, a ray of sunshine on the  
with the most radiant energy which truly comforts  
a person.

In the classroom she is the tight guiding light for all of us. Her blissful personality is comforting in many ways. Her jet black hair which seemingly falls on her coat, her blue eyes which stand out like obs, reminding me of the ocean each time I observe her. Her way of talking is meditative, each time she talks, its like she strings pearls together to ~~make~~ <sup>creating a</sup> bracelet for me to wear and to remember her by. ~~Her~~ Her hugs are always so therapeutic, the sense of atmosphere she creates with the perfume she puts on creates a deeper detail to the hugs. She smells like warm vanilla sugars, which compliments her personality so well.

She has a knack for turning my lifes stumbling blocks into stepping stones. She weaves art and typography as she explains her love for poetry to me. Her words are like ink on paper which will fly away as butterflies. Her words are not only just rhythm pieces of poetry but secretly it is a way of escape. She conveys herself through her work and that is some thing I have observed over the years.

She is kind, generous, loving, caring and open hearted. She sacrifices things to make others happy and to see a smile on their face which automatically brings her smile to <sup>her</sup> ~~ground~~.

My friend once said, "She's like a lighthouse in the storm, when it's dark and gloomy, she sheds light to the right way even when you do get lost in the fog." - That's true, she is a source of guidance for me. She has guided me in many things. She's the reason I learned to express my feelings and emotions and to let it out, while she silently listened without judgement. She is my hero and my comforter. She radiates this motherly vibe which is most comforting during time of needs.

Her kindness is a legend and virtue. I could write pages about how she functions. She once said - "Kindness is not a weakness, but a language which everyone understands no matter the language barrier" - she accompanied to me in times I struggled to understand what she meant. Her words always mesmerized me.

It's the way I observe her, that nobody does, we have this connection made on the basis of kindness.

She scrunches her nose when things are too predictable, she has a thing for thriller and mystery.

Life is your own compass, paint it with bright colors' + she said, always motivating me to be bold and courageous.

I love the way she's inner beauty shows on the outside. Her sweet heart is radiant towards others too. I find peace in knowing that she is kind towards others too, helping others along a journey much harder & cross alone.

To me she's, my mentor, my companion, my poet and the kindest person I've met. I wish to turn out like her and to follow the example she left behind for me to follow in the spots of kindness.



AO4

This response has a credible description of their chosen kind person, creating a convincing portrait of the subject's kindness and character. There is a good range of adjectives and effective form, tone and register. It communicates successfully and is moving in parts. This is a solid Level 4 response. 14 marks.

AO5

There is a wide range of vocabulary, accurately spelt, and use of punctuation which supports meaning. There is also a variety of sentence structures. Errors are infrequent and do not impede meaning. Level 4; 8 marks.



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 experiences 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**

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>

