

Examiners' Report

June 2019

IGCSE English Language 4EA1 01

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-7 of Paper 1 of the International GCSE English Language A. This was the second summer examination of the new specification in English Language 9-1 and the entry had increased substantially from summer 2018.

The specification consists of three components:

- Paper 1: Non-fiction Texts and Transactional Writing – 60% (this examination);
- Paper 2: Poetry and Prose Texts and Imaginative Writing- 40% (examination) **OR**
- Paper 3: Poetry and Prose Texts and Imaginative Writing- 40% (coursework).
- There is also an optional Spoken Language Endorsement (non-examination assessment).

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

Section A: Non-fiction

This section is worth a total of 45 marks, tests reading skills and is based on an unseen passage (Qs 1-3) and a text from the International GCSE English Anthology (Q4) with a total word count across the two extracts of approximately 2000 words. Q5 asks candidates to compare the two texts.

In this series, the unseen extract was adapted from *Rescued!* by Sam Greenhill, an article originally published by The Daily Mail recounting the rescue of the explorer, Benedict Allen, who vanished in the jungle in Papua New Guinea in 2017. The Anthology text was the article *Explorers or Boys Missing About?* by Steven Morris in which he gives an account of the rescue of two explorers after their helicopter crashes in the Antarctic.

Candidates are advised to spend about 1 hour and 30 minutes on this section.

Section B: Transactional Writing

This section, also worth a total of 45 marks, offers candidates a choice of two transactional writing tasks. A particular form will always be specified and for this series the two tasks were to write a letter to the editor of a local newspaper in response to an article with the headline 'Young people today lack any desire for adventure' (Q6) or a section for a guide giving advice on the importance of preparation (Q7).

Candidates are advised to spend about 45 minutes on this section.

The Assessment Objectives for this paper are:

Section A: Reading

AO1: Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives (Q1, Q2, Q3)

AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects (Q4)

A03: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed (Q5)

Section B: Writing

A04: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences (Q6 or Q7)

A05: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation (Q6 or Q7)

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

It was clear that candidates were all able to show some understanding of the ideas in the unseen text, which examiners felt 'proved engaging' to candidates and which offered a range of obvious and more subtle comparisons with the anthology text that had been studied. Candidates had been prepared well and all had, at varying levels, acquired and developed the skills of interpretation and analysis.

Question 1

This question, which tests the skills of selection and retrieval, is intended to serve as a straightforward way into the paper and build confidence on the part of the candidates, almost all of whom were able to gain the two marks available.

The important advice for this question is to look at the line references given and to select words or phrases from the passage, not to attempt to use own words and not to spend time giving comment or explanation which cannot be rewarded here.

On the few occasions where both marks were not achieved, this was because candidates had selected material from outside the line references or had copied the lines in their entirety. There were a number of possible answers, but candidates do need to select carefully: e.g. 'no satellite phone' was acceptable but 'no satellite' on its own was not.

Text One: *Rescue from the jungle*

1 From lines 6 - 8, select **two** words or phrases that show why Benedict Allen was unable to get help.

1 no satellite phone

2 no GPS device



This response gains two marks. Two correct phrases have been carefully selected and clearly set out on the answer page.

1 no contact with the outside world

2 no satellite phone, no GPS device and no companion



This response also gains two marks but has provided more than is required by including three phrases in the space for the second point.



Any one of the three phrases selected for the second point would have been sufficient to gain the mark.

1 *hostile jungle*

2 *Remote*



Whilst the phrase and word do seem relevant to the question, they are from the first paragraph - not from the given line references - and so no marks can be awarded.



Always highlight or underline the given line references for each of questions 1, 2, and 3 in the Extracts Booklet, so you can be sure that you are using the correct part of the text for your answer.

- 1 "no contact with the outside world", suggests how he was on his own, no one looking out for him
- 2 "no satellite phone", indicates even if he needed help, he couldn't reach it.



This response gains two marks for 'no contact with the outside world' and 'no satellite phone'.



There is no need to offer any comment on the words or phrases selected as this can gain you no additional marks.

Question 2

This question moves on from Question 1 by directing candidates towards a larger section of the text. Nearly all candidates achieved the full four marks for this question, which tests the skills of retrieval and interpretation and requires candidates to use their own words as far as possible.

In this examination, the question asked candidates to explain the difficulties Benedict Allen faced on his return journey using lines 43-54. There were a number of possible responses to this question and most candidates gained full, or nearly full, marks by working through the given lines and clearly explaining the range of hardships that the explorer had to deal with such as bad weather, disease and venomous creatures.

The most successful approach to this question is to make four clear and distinct points and one examiner noted that some candidates 'presented their points very efficiently with each point set out separately'. It is important to remember that the question, in this instance, asked for explanation and therefore, although it is not necessary to write at length, it is not acceptable to bullet point answers and the response must be written in full and complete sentences that clearly show understanding and secure interpretation. Supporting quotations are not required for this question. Where candidates did not achieve full marks, it was because they copied extensively from the text or used material from outside the given line references.

2 Look again at lines 43 - 54.

In your own words, explain the difficulties Benedict Allen faced on his return journey.

One difficulty was that there was aggressive conflict between two tribes in the area. The temperature was also a difficulty as there were heavy showers. Another difficulty was that he had ~~to~~ nowhere to sleep so had to build a shelter, which was destroyed every night. A final difficulty was the venomous wildlife and insects.



In this response, the candidate has very clearly used their own words and makes four valid points: conflict between the tribes; heavy showers; his shelter is destroyed and venomous wildlife.



It is perfectly possible to gain the full four marks with a concise and focused answer. There is no need to use the full page.

He was in extreme conditions of cold and wet due to terrible rainstorms

He was caught inbetween a war/struggle of 2 tribes

At night, his shelter fell apart and he lost lots of sleep trying to fix the damage

He was attacked by insects while he slept

He caught malaria and became infected so he could not think properly.



In this response, the candidate has made a number of brief valid points and set them out separately, signalling to the examiner the different difficulties referred to.

Although four valid points would have been sufficient, the candidate has included an additional one to secure the marks.



Starting a new line for each point works well as it helps both you and the examiner to identify the different points made.

On his return ~~to~~ journey Benedict & Allen began to realise that he was suffering from symptoms of malaria. This made the journey back harder especially because at night a tropical storm would destroy his palm leaf shelter. This resulted in him being soaked every night which combined with the early stages of malaria meant he was very sick.



In this response, the candidate makes three clear points: malaria; storms destroy his shelter and he was soaked. A further relevant point would have led to full marks.



Check carefully the number of points you have made. Four valid points will achieve full marks.

He went, freezing and soaked, to the home of the Hewa tribe, however they told him that he could not proceed ^{onwards.} What Benedict did not know was that there was an aggressive argument happening between the Paiela tribe and Hewa tribe. As Benedict had had malaria before he knew that he had it again ^{through the signs.} The rain was thundering down and he tried to make a place to sleep out of palm leaves, however, much to his dismay, the aggressive storm brought his ^{make-shift} shelter down, leaving Benedict cold and wet to the skin. He spent a good few hours trying to fix the giant leaves in the wet dirt. But when Benedict did fall asleep, giant, deathly animals / insects would surround his sleeping bag. Electrical storms were ^{the most horrible} ~~the most~~, as a giant tree would come falling down during the night, destroying everything in the way of it.



This candidate works hard to use their own words and quickly makes four clear points: he is freezing and soaked; he was advised not to proceed; there was an aggressive argument between the tribes; he is developing malaria.

These would have been sufficient for full marks but the candidate works through the whole passage and makes many more valid points, covering all of those on the mark scheme.

This is an extremely full response that does far more than is needed for full marks.



Do not spend too long on this question. Bear in mind that you can only gain four marks so use your time wisely and allow time to plan and develop your responses to the questions with more marks.

Question 3

This is the final AO1 question; it is worth 5 marks and, like Question 2, requires candidates to show their understanding of the text by selecting and interpreting ideas, information and perspectives. For this examination, they were asked to describe the feelings of Benedict Allen's wife, Lenka, using lines 60-72. In Question 3, candidates are told that they 'may support' their points 'with **brief** quotations' and many did so to good effect.

Many candidates adopted the successful approach of making five clear points written in full and complete sentences and supported by relevant brief quotations. There is no need for comments on the language used in the quotations and examiners noted that a number of candidates spent time on analysis of language and structure, an AO2 requirement, for which they could not here be credited and which sometimes led to them making only two or three rewardable points.

The majority of candidates gained full or nearly full marks, but where this was not the case it was because they had made only a couple of points or failed to focus on the question and offered points that related to other parts of the text. Some candidates moved away from the question to offer their own opinions on the actions of the explorer, but this was not a requirement of the question, and therefore, meant that they could not be rewarded.

Some candidates expected long quotations to act as a substitute for their own understanding and commentary, but answers including overlong quotations rarely gained full marks. Some candidates selected relevant short quotations but expected these on their own to make the point. The best answers used a good balance of short quotation and explanation, and, paying attention to how many marks the question is worth, made five clear points. As with Question 2, setting these out separately can assist the candidate to check how many points they have made and signals to the examiner that there are five discrete points.

3 From lines 60 - 72, describe Lenka's thoughts and feelings.

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

Lenka had a growing "panic" about the situation because she had had no communication from her husband.

She could feel helpless because all she could do was check "his emails" as there was nothing she could do to help ~~the~~ him from her home looking after the children.

She could also feel "desperate" because she had had "this sense over the weekend that something was wrong" which suggests that she has been feeling this over a long period of time and only beginning to understand why.

She could feel angry at him because she felt "cross" that "Benedict didn't have a satellite phone" which caused him to be isolated and hard to help.



In this response, the candidate offers a sound interpretation of Lenka's thoughts and feelings through making five clear points that are supported effectively by brief quotations: panic; helpless; desperate; feels something was wrong; angry.

Lentka felt anxious about her husband's safety: "beginning to panic."

His wife felt something had already gone wrong, without any information: "I'd just had this sense."

Lentka took an active stance in helping her husband home; she "contacted a TV producer."

She was angry with her husband's carelessness: "I was cross."

She was hopeless when thinking of life without him: "How will we survive?"

Lentka was understanding of her husband's actions: "that's the way he does things."



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Examiner Comments

This candidate has adopted an efficient approach that works effectively and saves time. Points are made with brevity, but the key feeling is underlined and so clearly signalled to the examiner and each point is supported by a brief quotation.



ResultsPlus
Examiner Tip

In terms of content, this is the minimum that would gain five marks. Make sure that you offer enough in the way of description to show a secure interpretation of the passage.

She was worried ~~that~~ of what would happen to her and her three children if ~~the~~ Allen died. "How am I going to cope if something happens to him?"

She was also angry that Allen had put himself in this situation. "I was cross" as he didn't bring a satellite phone, something that could have easily saved him.



ResultsPlus
Examiner Comments

The candidate has selected two valid feelings, that Lenka is worried and that she is angry. There is some description of why she feels this way and brief supporting quotations. Two marks were awarded to this response.



ResultsPlus
Examiner Tip

For question 3, aim to make five different points; the mark schemes will show that there are always more than five possible points that would successfully answer the question.

Lenka is initially very concerned, ~~also~~ when she cannot communicate with her husband, shown by the quotation, "I checked his emails." This quotation shows that Lenka ~~is~~ is concerned but also not afraid of what she might find out. Going through her husband's emails shows that she ~~is~~ is in a loving relationship with Benedict Allen because he trusted her enough to allow her to have the password to his emails. Lenka begins to panic and gets increasingly frantic as she realises something is wrong. This is shown by the quotation, "I began to get desperately worried." The hyperbole of "desperately worried" in this quotation shows how much she cares for him and how she is now ~~panicking~~ ^{panicking} even more than when she didn't hear from him on Saturday. Lenka ~~also~~ ~~is~~ ~~very~~ has conflicting feelings. On one hand, she is concerned and worried about where her husband is but on the other hand she is optimistic about the outcome of the situation. This ~~is~~ ~~show~~ all optimism is destroyed by the quotation, "when everyone else started to worry I realised he was missing!" This quotation shows that Lenka wouldn't give her self a reason to believe that her husband was missing until others also panicked. Her sense of hope is crushed as she prepares for the worst. There is a shift after Line 68 where Lenka's ~~mind~~ ^{feelings} turns to anger, shown by the quotation, "I was cross." This quotation shows how she is going through the stages of grief as if her husband is ~~all~~ already dead. Her anger then changes to disbelief as she says, "How dare he risk his life when he's got three kids?" Her Lenka's disbelief is shown through the use of a rhetorical question, as if she is questioning her own judgement rather than his.

(Total for Question 3 = 5 marks)



This is an impressive answer, but the candidate does far more than is needed to gain full marks, including some language analysis, which is not required for AO1.

This is a very perceptive and sensitive response that shows excellent understanding and completely deserves full marks.



Remember this is still an AO1 question, so you do not need to analyse language and will not gain any additional marks for doing so.

Ensure that you use your examination time wisely and allow ample time for the questions that are worth more marks.

Question 4

This question will always be on Text Two, the Anthology text, and is assessed for AO2: Understand and analyse how writers use linguistic and structural devices to achieve their effects. It is therefore a more challenging and discriminatory question and is worth 12 marks divided over 5 levels.

In this examination, candidates were asked how the writer uses language and structure in the extract *Explorers or boys messing about? Either way, taxpayer gets rescue bill* to show what people thought about the actions of the two explorers.

This piece contains a wide range of features of language and structure as exemplified in the mark scheme, but examiners were advised that these are just examples of possible points that could be made and instructed that they must reward any valid points that candidates make that are securely rooted in the text. There does not need to be an equal number of points on language and structure, but both should be addressed as, indeed, they were by nearly all candidates.

It was evident to examiners that most candidates had a secure knowledge of this text and could approach the question with confidence. Some candidates spent too long on an introduction that set out what they intended to do and a conclusion that summed up what they had done, neither of which contributed usefully to the acquisition of marks and time could have been spent more wisely. Some candidates used an additional answer sheet which should not be necessary if they start with an immediate focus on the use of language and structure.

Examiners commented that nearly all of the responses they saw offered at the least a clear understanding of the text and they were also pleased to note that this year there appeared to be very few who simply identified techniques or gave very generic comments about their effect.

At the lower levels, candidates described and made general comments on the text with, at times, limited focus on the question although most were able to say that the explorers were presented as 'childish'. Mid-level candidates tended to work through the article methodically, made a sound range of points and selected apt textual references for support, but often did not move on to analyse closely the impact or connotations of individual words and phrases or fully consider the effect of the structural features. The most successful responses engaged with the text with real enthusiasm, looked at the range of opinions given evaluatively and considered the issue of bias on the part of the writer. At this level, candidates were discriminating in their use of quotations, linking different parts of the text.

Some candidates tended to spend too long on unnecessary introductions and conclusions that simply repeated the points already made; the focus should be on making a range of relevant points, not simply reiteration. There is no requirement for any comparison with Text One in this question.

Text Two: Explorers or boys messing about? Either way, taxpayer gets rescue bill.

Remind yourself of the extract *Explorers or boys messing about? Either way, taxpayer gets rescue bill* (Text Two in the Extracts Booklet).

- 4 How does the writer use language and structure in **Text Two** to show what people thought about the actions of the two explorers?

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

(12)

The writer ~~uses~~ ^{employs} ~~plun~~ ^{plun} ~~stun~~ ^{stun} ~~tion~~ ^{tion} for effect when trying to voice the disgust of the people over the actions of the two explorers. "trusty helicopter" ... "boys messing about with a helicopter" The writer also uses technical language to show the explorers' stupidity ~~the fact~~ over their choice of helicopter 'the four-seater Robinson R44 has a single engine'. The suggestion that the helicopter ~~has~~ had only one engine tells the reader that their choice of helicopter was irresponsible.

The writer also uses hyperbole when describing the events 'ditched into the sea 100 miles off Antarctica' the hyperbolic use of 'ditched' ~~can~~ ^{can} be interpreted as reckless behaviour as the two ~~had~~ ^{had} used poor decisions ~~before~~.

The writer ~~mocks~~ ^{subtly} ~~mocks~~ ^{mocks} Mr Brooks when saying 'Mr Brooks' Breathing emergency watch, a wedding present'. This ~~suggests~~ ^{suggests} The writer suggests that Mr Brooks gets into trouble regularly when he says depicting the watch as 'a wedding present', suggesting that someone ~~is~~ ^{is} ~~is~~ ^{is} shadowing his emergency.

Another way the ~~text~~ ^{text} writer expresses the public's feelings comes when describing the two men's past experiences on adventures, such as 'trekked solo to Everest base camp', 'walked barefoot for three days in the Himalayas' and 'survived' a charge by a silver back gorilla in the Congo'



The writing is small and cramped so the response initially looks brief, but the candidate makes a range of language and structure points that show a clear understanding. Whilst there might be some doubt about whether the quotation is an example of hyperbole, the candidate is clearly explaining vocabulary choice and makes a valid point.

The initial point about punctuation would have benefited from further explanation and development e.g. what exact 'effect' the writer achieved and the final paragraph makes a rather vague point about 'the public's feelings' without commenting on what they are.

Overall, however, a sound understanding is shown and points are supported by appropriate quotations.



To achieve above level 3, remember to look closely at the impact and effect of individual words, phrases and structural features.

Try to ensure that your handwriting is clear and legible so that it is easy for the examiner to read.

Firstly, the article is structurally changing between a factual account of the failed expedition and the opinion of people, including the writer himself, about the two explorers. The first section alternates between fact and opinion of the failed expedition that hit news headlines instantly. Perhaps the writer's opinion of the explorers' actions are shown firstly through the title of the article, "Explorers or boys messing about?" This headline and rhetorical questions establishes the writer's bias against the two explorers, and shows that his opinion of their failed expedition is that they were childish; the use of ~~the word~~ "boys" emphasises the author's bias and irony against them. This is further explored when the writer continues to showcase his opinion via a logical patterning of theatre. The use of "farce... tragedy... drama" describes how the explorers have continuously caused problems via their actions; the word "farce" again connotes a sense of childishness about the explorers, as if they, in the author's opinion, performed the expedition with a distinct lack of ~~fool~~ farthought. Furthermore, when recounting the way the men were rescued from the water, the author uses dynamic verbs to make a

humorous image of the men. The use of "plucked" and "scrambled" shows how the author again feels that the explorers were unjustified in their actions. This is reinforced by the "plucked" which showcases the explorers as insignificant and childish, as they needed to be rescued ^{from} through their own failed expedition. Therefore, the author firstly makes his opinion about the two explorers very clear.

Next, the author switches his focus to reinforce his argument via factual information and statistics. Contrasting to his previous focus simply on his opinion, he reinforces his argument by mentioning the nine-hour rescue that was launched, costing the taxpayer "tens of thousands of pounds." These show the explorer's lack of forethought placed in their expedition; the author presents these statistics to show the consequences their actions caused, again showing his negative impression of their actions. As well as this, the author presents the irony of ~~other's~~ ^{the} ~~opinion~~ explorers ~~as~~ own attempt to make their expedition seem like a good idea. They mentioned their plans to fly in their "trusty helicopter." The author again epitomises his bias against the explorers through mentioning this sarcastic detail: their helicopter was clearly not trustworthy.

Furthermore, the author presents the opinion of other people in the article, firstly those of experts at helicopters.

Günter Anders, a helicopter expert, wondered and was "surprised" the explorers used the P44 helicopter. This shows how experts were also viewing the explorer's expeditions in a negative light. ~~This~~^{opinion} is again shown by ^{one of} the explorer's ^{wives} wife, who described the men as "boys messing about with a helicopter." This use of imagery of men as boys reinforces people's negative view on the explorer's actions, and ~~has~~ the fact that people of significance such as experts and his wife have this negative view shows the explorer's idiocy.

Finally,
~~There~~^{that} is a structural shift that the author employs, moving from the expeditions failure to talking about the explorer's successful past. The polysyndeton of "He ^{was} trekked solo to Everest... and walked barefoot... in the Himalayas" showcases how ~~are~~ eccentric the explorer's pasts were, and how successful they had been. This is contrasted with the end of the article, where "Ms Vestby" said how the explorers will "get their bottoms kicked." This ironic ending is contrasted with the explorer's success in the past; the imagery of men as boys again shows one of the explorer's wives, and the writer's, negative view on their actions. The use of allusion to corporal punishment shows a final humorous stance that the author takes; he ends the article showing his biased opinion against the explorers.



This is an extremely assured and wide-ranging response that shows very perceptive understanding throughout. The candidate's opening sentence makes an astute point about structure which is then further explored. There is a developed analysis of the author's own opinion and the issue of bias.

The candidate skilfully references 'the lexical patterning of theatre' with some perceptive word-level analysis and then moves on to consider how the writer supports his view with facts, the views of experts and Mr Brooks' wife.

The selection of references is discriminating and the candidate uses literary terms precisely and accurately. This response does more than enough for full marks.

The writer immediately presents people's thoughts about the ~~boys' act~~ explorer's actions in the headline of the article. By questioning whether they are "explorers or boys", it implies many people view the men as childlike and subsequently their actions as being foolish and juvenile as well. As well as this, describing them as potentially "messing about" again exposes their childish nature and naivety to complete such a journey as that across the Bering Strait. The phrase "taxpayer gets rescue bill" also implies people's strong annoyance with the boys and their actions; by suggesting people will have to pay for their actions and mistakes, it can be seen why the general public who will have to fund their rescue would condemn their actions.

Alongside this, structure is also manipulated to emphasise people's opinions of the explorers, especially that of Brooks' wife Jo Vestey. She comments in the article that the explorers are "boys messing about" ~~and~~, which is used as a springboard for the headline to highlight that even one of the men's wives think their actions are immature and foolish. The headline is again echoed when it is ~~set~~ stated indirectly by the Ministry of Defence that "the taxpayer would pick up the bill" regarding the rescue of the explorers, and emphasising the professional's

words both at the beginning and conclusion of the passage show the full extent of their actions and also infer the people that will suffer as a consequence, who will likely be infuriated.

The use of language to convey the childish nature of the explorers and to implicitly condemn them displays well both the thoughts of the general public and the author himself. The passage ends with Brooks' wife, Vestey, commenting that "they'll probably have their bottoms kicked and be sent home the long way". This closing line implies the anger present towards the explorers and their actions, whilst also displaying connotations of children through the phrase "bottoms kicked" that infer how juvenile their actions have been perceived to be. The men's actions are also suggested to have not been thought out properly and subsequently was not acknowledged to be planned well enough by people. The fact the writer of the ~~helicopter~~ article refers to their "trusty helicopter" creates a tone of great sarcasm and as if people believed the explorers to be ill-prepared and their gear to be unreliable, therefore conveying the extent to which people believed their actions to be ^{foolish} ~~stupid~~ in the first place.



This is an example of a secure level 4 response. The opening paragraph immediately explores the attitudes expressed towards the two men by focusing on the headline. A pertinent point is made about how it 'infers many people view the men as childlike and subsequently their actions as being foolish and juvenile' but there could have been some further close word-level analysis.

In the second paragraph, points on structure are developed and the candidate makes the thoughtful statement that structure is manipulated for specific effect and that Jo Vestey's comments are 'used as a springboard' for the headline.

The third paragraph moves on to look at language. References could be a little more wide-ranging, e.g. the views of experts have not been taken into consideration, but understanding of the article is very thorough.

People "describing them as "boys messing about with a helicopter", The metaphor used here shows that people think that they are childish, they just "messing about" like kids that not knowing it is not right to do something. The dialogue from line 56 to line 58 by the editor of Jane's Helicopter Markets and Systems shows that the editor was "surprised" because it is actually impossible ~~from~~ for the helicopter "to go so far over the sea", he ~~to~~ may also surprised because the two explorers are actually experienced, but they ~~choose to use a~~ still not understanding or knowing the maximum of the helicopter.



In this brief response, the candidate does show understanding that the men are viewed as 'childish' and picks up on some language and structural features i.e. why Gunter Endres might be 'surprised' and the use of direct speech. The response does more than merely identify techniques and brief comments are offered; overall, however, it is very slight and a mark of 3 in level 2 was awarded.



Revise all the anthology texts carefully as you never know what might come up and attempt each question as every mark gained counts.

Question 5

This question provides the only assessment in the specification of AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

This question is the most demanding of those in Section A and, with 22 marks distributed between 5 levels, carries almost half of the total marks available for reading so it is extremely important that candidates allow time to plan carefully and then aim to make a good range of relevant points.

Examiners recognise the challenge of the question and it was pleasing to note that nearly all candidates rose to this and managed to make links at some level between the two texts which examiners felt gave them 'a wealth of points they could have written about'. It is clear that candidates are generally being well-prepared for the task, with one examiner noting that 'there was a distinct improvement in responses to this question compared to last year'. Another examiner commented: 'It was pleasing to see that almost all could write a well-structured comparative essay, rather than writing about one text then the other.'

At the lower end, candidates sometimes wrote more about one text than the other or tended to make obvious points of similarity for example 'both extracts are about explorers', 'both are newspaper reports', 'both are rescued' and 'in both texts there is a wife who helps'. Often these responses became narrative in approach or focused on very few ideas. Whilst some candidates wrote about each text separately with little comparison, most at this level were able to draw some links between the writers' ideas with some degree of success and make some straightforward comments about language and/or structure; there were very few indeed who only wrote about one text.

Examiners were pleased to read many very assured responses that included astute analysis of language and structural features; the most successful also noted the difference in perspective and tone. Where candidates had studied the idea of bias for Text Two, they were often able to bring this to bear in their analysis of Text One. Many candidates felt that the authorial viewpoint was more sympathetic in Text One with some claiming the writer admires Allen, portraying him as heroic and a victim of circumstance whereas others aligned the text more with The Guardian article and felt he was ultimately presented as foolish, selfish and ill-prepared. High-achieving responses looked at how Allen himself makes the statement -and very obvious link with Text Two- at the end of the piece 'I guess boys will always be boys, or explorers will always be explorers' and some further commented on the judgement inherent in the final single word sentence to describe how he laughs: 'Alone.'

There are different ways to approach this question, but examiners noted that the most successful responses made a wide range of appropriate, developed and thoughtful comparisons with supporting references from both extracts; this led to the balance required for marks within levels 4 and 5.

Question 5 is based on both Text One and Text Two from the Extracts Booklet.

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

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

(22)

Both of these texts describe the experience of explorers who have needed help and rescuing. Both have experienced explorers in who have needed to be rescued in the past to.

In Text 1, as well as Text 2, the men are all experienced explorers. In Text 1, Allen had already visited this same tribe when he was 23 and after living with them for six months, ~~the~~ they "were like a family to him". He felt like he needed to re-visit them to rediscover the "lost" Yafio people". In Text 2, "both men are experienced adventurers" however, their aim isn't as clear as Allens. They seem to just be "boys messing about" rather than two men with a set mission. This shows that these two men are perhaps less mature and not true explorers.

In ~~B~~ both texts, we read about the wives

perspectives on the adventures. The wife in Text 2 is less worried than text 1. This is because she has received a phone call asking for help so knows they are still alive. She believes that ~~to~~ they were just "boys messing about" ~~and they~~ however, it was "nothing short of a miracle". In Text 2, the wife was "desperately worried" and was questioning how she would survive without him. This ~~is~~ because she doesn't know whether he is dead or not as he didn't take a satellite phone, which makes her angry too. Both the wives are worried about the safety of their husbands and do everything they can to help.

In both texts it is questioned whether they are explorers or boys. At the end of Text 2, the explorer doubts that the life-threatening experience will make him stop but claims, "boys will ^{always} be boys, or explorers will always be explorers." The title of Text two also questions if they are boys or explorers. By doing this it shows some people believe their adventures are not serious and just a chance for "boys" to have fun, but others

think they're important missions.

Overall, the writers show both the events as being life-threatening experiences but with boys enjoying themselves. In both, tension is raised through-out and many different perspectives are explored, such as the explorers, their wives and news reporters.



This response sits firmly in the middle of level 3. The candidate makes a range of points which are supported by appropriate and relevant textual references.

The candidate offers a brief introduction and then goes on to consider the idea of the explorers in both texts being experienced, the attitudes of the wives in each text and the issue of whether the men in each text are explorers or boys.

The comparisons are more than 'obvious' and, whilst there are only three that have a developed explanation, the conclusion does make passing references to other points of similarity.



To move beyond attainment within level 3, it is important to consider the perspectives of the writers of the texts.

'Explorers or boys messing about' and 'Rescue from the jungle' are both newspaper articles ~~for~~ which are ~~there~~ ^{there} to provide info there to inform. Both are written in 3rd person. The main difference ^{however,} is that text 2 is highly opinionated but text 1 is not.

Overall, the structure for both pieces is very similar. Both are made up of short paragraphs which tell stories or anecdotes ^{within} for the whole article. Text 1 is made up of 2 anecdotes; Benedict Allen's survival story and his wife Lenka's discovery and her parui. Text 2 is made up of 3 anecdotes of a 3 failed missions of the 2 explorers. The overall tone for text 1 changes. It starts off very formal but it becomes very hyperbolic and tension is built up as we read about Mr Allen's story and Lenka's parui. Towards the end it remains detailed but it is more lighthearted and the ^{author} ~~writer~~ makes jokes. Text 2, overall has a consistent, opinionated, critical tone, some parts are funny and it

gives the piece an overall lighthearted feel.

Text 1 begins in a serious tone, the author includes quotes from Lenka Mr Allen 'I am sorry' for seriousness. The author includes a photo of Mr Allen to create ^{further} empathy. In the 2nd paragraph he uses the power of 3 to convey to the reader how isolated Allen was; 'no satellite phone, no GPS device and no companion.' The use of asyndetic listing helps create a tense atmosphere. This a contrast to text 2 to which ~~begins~~ begins with immediate mockery 'last expedition ended in a farce'.

In text 2, verbs are used to make the 2 explorers sound helpless; 'plucked', 'scrambled', 'scramble'. However in text 1, ^{adjectives} ~~verbs~~ ^{+ heroic} are used to make Mr Allen sound innocent 'stricken', 'struck down' 'shipwrecked'. Similarly, quotes from the wives of the explorers are used in both texts, but in text 2 they are used to mock the men 'probably have their bottoms kicked and be sent home the long way'. But in text 1, ~~Lenka~~ Lenka's quotes help create empathy as some readers could relate to missing a loved one. 'I began to get desperately worried'; 'How am I going to

cope'.

Both texts are newspaper articles, and their purpose is to ~~entert~~ inform. Both texts include important, precise details; '100 miles off Antarctic, about 36 miles north of Smith Island' and 'dropped by Helicopter at Biscari abandoned mission station'. The vast use of information helps the reader to imagine the situations.

The 2 anecdotes in Text 1 help the piece to flow as they contain numerous quotes from both Benedict and Lenka Allen. When talking about Benedict's story, the author uses alliteration to emphasise the story 'reach the trees through tormented 'flash floods'. This emphasises the conditions and is pathetic fallacy: Benedict describes his conditions as 'violent' and compare the electrical storms to 'a hammer' at night' in a simile.

Towards the end Text 1 becomes more light-hearted "thanks for not giving up on me".

He ends with a clichéd joke 'boys will be boys' and ends with 2 short sentences 'He laughs.

Alone.' to show that his wife is not happy.

In text 2, the tone is still critical,

Mrs Vesty, ^{contrastingly} does not appear worried and it is apparent to be not routine to her "they have been checked and appear to be well". The contrast shows how different each situation is but similarly the p text ends with a joke 'probably have their bottoms piked and be sent home the long way."



There is a wide range of comparisons within this response and the candidate considers a range of features.

The answer begins with a brief introduction that sets out some of the points that the candidate goes on to explore.

It moves on to look closely at structure and tone and points out the different tones apparent in Text One - serious, tense, light-hearted- compared to the 'consistent, opinionated, critical' tone of Text Two.

The candidate also examines the use of language in each text with some apt comments on verbs and adjectives.

There is some repetition of ideas within the response, but overall, the exploration of ideas and perspectives places this firmly in the middle of level 4.

Both 'Rescue from the jungle' and 'Explorers or boys messing about?'

Either way, taxpayer gets rescue bill. Share some similarities with each other, for example: the main theme in both articles is survival and rescue.

I feel that in 'Rescue from the jungle' is a much more serious ~~poem~~ article it has a sense of suspense and real adventure which I do believe the other article lacks however I do think that the humour and sarcasm used in

'Explorers or boys messing about? Either way, taxpayer gets rescue bill' could be added to the other ~~artef~~ article.

One thing they both have in common is that both men called their wives ~~as~~ for help, which I think is interesting because if these grown men can get themselves into a mess ~~surely~~ surely ~~they~~ they should be able to get themselves out of it?

I think that 'Rescue from the jungle' is much more informative, detailed and personally I liked this article ~~more~~ more as it is much more gripping due to the amount of suspense and close calls added. I also see this being written for an older audience possibly from 16 upwards.

I really dislike the 'Explorers or boys? messing about?' article due to its lack luster/underwhelming story. To me it felt very rushed (as if it was over too quick) which led to it feeling much more

bare than the other. I see this article being aimed at more of a 'pre-teen' audience specifically between the ages of 12-15.



The response starts with a general and obvious comparison that 'the main theme in both articles is survival and rescue' and goes on to pick up on elements of tone i.e. that Text One is 'serious' and 'has a sense of suspense and real adventure' whilst Text Two has 'humour and sarcasm'. These points show understanding and promise, but unfortunately, the candidate does not go on to explain or develop them.

There are some further brief points of similarity and contrast and the candidate offers comment and opinion on the texts, but also makes some rather sweeping statements that are not supported by any close textual references.

There is no explanation of ideas and this remains as more of an overview and, as such, it gains a mark at the top of level 2.



The question instructs you to 'Support your answer with detailed examples from both texts, including **brief** quotations' so ensure that you provide evidence and explanation for the points that you make.

The articles are in two different newspapers. In the Daily Mail, they were directly involved ~~in~~ in the rescue, 'rescue mission by the Daily Mail', and ~~you~~ use ^{phrases} ~~words~~ like 'below us' and 'we landed' ^{*and the first person} to emphasize how included they were. It also makes it seem more empowering. The Guardian takes a more narrative perspective, although attempts to make the reader feel more included by 'taxpayer gets rescue bill', although this has a more negative effect.

The explorers' situations were quite different. Benedict Allen had 'no satellite phone, no GPS device, and no companion'. The two Antarctic explorers were able to use these things, 'called his wife in London on his satellite phone' and 'distress signals were being beamed... from Mr Brooks' Breathing emergency watch'. Also, the pair traveled together, 'British explorers Steve Brooks and Quentin Smith'.

In both articles, the wives contacted someone because of the incident. However, in 'Rescue from the Jungle' the wife ~~contacts~~ ~~not authorities~~ doesn't contact authorities and wasn't told by her husband to do so, she acted on her own instinct because of a lack of communication, 'Lenka contacted a TV location producer'. The wife in the Guardian article ~~was not~~ contacted authorities and this was because her husband had asked her to, 'and could I call the emergency people?'. In the Daily Mail article, the people Lenka contacted were based in Hong Kong, whereas for Jo Vestey, she contacted British authorities. The wife in the Daily Mail article seems more negative than Jo Vestey. She talks in one paragraph about how selfish she had felt his actions were, 'How dare he risk his life when he's got three kids?'. Whereas Mr Brooks' wife was more unaware of their trip and seemed relaxed about the outcome. 'Ms Vestey claimed she did not know what the pair were up to'. Although the wives seemed to play the same role in both articles, ~~they~~ their reasoning and perspectives were

quite different.

Both men had both been through dangerous situations before and are mentioned in both articles. 'Benedict was shipwrecked' and 'Their last expedition ended in fiasco'. However, the Guardian makes a point to mention that on their last expedition ~~the two explorers had to be rescued~~. The explorers had had to end it again not on their own account. 'they were forced to call a halt'. ~~How Both~~ In both articles the weather conditions are said to be at their disadvantage. 'through torrential rain and flash floods' for Benedict Allen, which affected him directly. The weather for the two explorers' rescue team was the problem in the ~~the~~ Guardian article, 'one was driven back because of poor visibility'. However, the language in The Guardian article seems more feeble. Both articles make reference to explorers being 'boys', in The Guardian article it's the title and for Benedict Allen he says it at the end 'I guess boys will ^{always} be boys, or explorers will always

the explorers'. It is surprising in that article because throughout there seems to be a certain amount of admiration and respect toward Allen, however the writer adds at the end 'He laughs. Alone.' which indicates a more negative feeling about his actions. Whereas in The Guardian's article, there is a negative feeling about explorers being boys throughout.

In the Daily Mail article, they include ^{quotations} ~~speech~~ from Allen, whereas they don't include any for Smith or Brooks. In all of his quotations, apart from the final one, he seems grateful, 'I can't thank the Mail enough'. Whereas the quotations in The Guardian's article the quotations degrade the men and their actions. The experts are used to ~~point~~ to emphasize/doubt about their actions. 'I'm surprised they used the P44.' Both articles use ~~short sentence structure~~ the technique of having a sentence on a ^{stand-alone} single line, but for different reasons. The Guardian's article ~~uses~~ writes, 'Despite

their experience, it's not the first time they've hit the headlines for the wrong reasons'. Because it's on a line by itself, it draws attention to the sentence and criticizes heavily their choices. The Daily Mail article uses this technique to build tension. 'Meanwhile, Lenka started to panic'. This results in a more empathetic feel towards the people in the story, not as criticizing as the two explorers.



The top level response begins by looking at the different perspectives of the two newspapers that published the articles, which is an interesting and insightful point of comparison.

The response develops in strength as it moves onward and is always thorough and at some times perceptive e.g. the comments on the end of Text One: 'the writer adds at the end 'He laughs. Alone.' which indicates a more negative feeling about his actions'.

A fairly comprehensive range of points is covered and there is analysis of tone, language and structure.

This moves quite securely into level 5.

Question 6

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

There are two assessment objectives for writing.

- AO4: Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences. (27 marks spread over 5 levels)
- AO5: Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation. (18 marks spread over 5 levels)

Question 6 proved to be the more popular writing task with two thirds of the candidates opting to answer it. On the whole, it was answered very successfully, producing some engaging writing and one examiner stated that it was pleasing to see 'some spectacularly mature, genuinely witty, erudite letters that demonstrate a strong awareness of the wider world as well as the teenage psyche'.

Some candidates did not appear to have read the whole question and assumed that they were being asked to write the article itself rather than a letter in response to an article and, as such, did not show a complete understanding of purpose. Many, however wrote impassioned pieces often fiercely combatting the statement and drawing on their own experiences of activities such as The Duke of Edinburgh Award Scheme, travel to far-flung destinations, voluntary work overseas. Some acknowledged the truth of the statement but directed the blame for this towards schools, pushy or fearful parents and the easy availability of technology.

Many interesting responses explored the nature of adventure and how this might have altered over time. Some argued quite convincingly that technology could be seen as expanding the realms of adventure and others argue that the adventure for young people lay in preserving the future of the planet and some made pertinent references to the 'Youth 4 Climate Change' marches.

More pedestrian responses tended to take quite a narrow view, often repeating the rather simplistic idea that youngsters should put their phones down and go outside, whilst the best responses considered a range of viewpoints, often including references to experts, statistics, facts and surveys in a convincing manner. One examiner was pleased to see candidates 'adding verisimilitude to their pieces by inventing imaginative details from the 'original' article in order to respond to them in their letter'.

Most candidates used an appropriate salutation and valediction; there is no requirement for the use of sender and recipient addresses.

Technical accuracy was of variable quality inevitably on an untiered paper with missing punctuation something that a number of examiners noticed and which could impede clarity of expression. One examiner felt that 'there was some excellent use of dashes in parenthesis'. Most responses included a range of sentence structures, and signposting the line of argument with discourse markers was often key for a successful response.

Dear Sir / Maddame,

I am writing to you today concerning the article entitled 'Young people today lack any desire for adventure' because I think that your opinion is somewhat naive and I would like to express to you my opinion on this topic.

As a young person myself I feel that there is a desire roaming inside young people today for adventure but a lack of opportunity or access to such activities. As I write this letter I know I am speaking for many people of my generation who need some excitement.

Every day we are cooped up in a classroom learning maths, science, english.

Every day we are fed information like machines, sat at small desks just waiting for the time to go by so we can go outdoors. Can't you see that we want more?

I believe that if given the opportunity, more young people would be able to fulfil their desire for being adventurous. To adults we are seen as a generation who stares at screens and does not communicate with one another, but we do not live in the same times that you did. Parents are becoming more strict due to more danger in our local areas which ~~set~~ should have streets flooded with children. It is recorded that in the last five years, crimes in small towns and villages has increased by 67%. This is the problem, it's not the children who are. Not only this but we have got no free time. As children we are sent to school^{to work}, we are sent home with more work, and we are given exams. How are young people expected to have the time to explore and be adventurous when we are constantly weighed down by work?

I am aware that there are places to go such as Harlow outdoor centre or goApe which provide adventurous activities for young people but these places may not be affordable for many families and although equipment may be expensive, should people really be expected

to have to pay for their children to have an adventurous childhood? No.

You may think that I am a dramatic young child and I hold no significance to you, but we as young people demand more opportunities for adventure; you will not talk about us any more.

I took a survey throughout my school across four different year groups and one hundred students took part. In the survey I asked people what types of activities they took part in currently and what they would like to take part in, had they more time and less work. An outstanding seventy of the one hundred people wanted to do a new activity that would be ~~can~~ considered adventurous such as hiking or climbing. This shows that a large majority of young people today would like more adventure in their life, and they have a great desire for it.

The purpose of this letter was not to tell you that you are wrong; ~~but~~ rather to inform you that many young people are not in agreement

with what you wrote.

I hope to hear a reply from you soon, thank you for all of the time taken to read this out of your probably busy, important and hectic life.

Yours sincerely,



This is a confident and assured response. The candidate opens with a strong assertion and goes on to express their thoughts and ideas quite vehemently and certainly successfully. Ideas are well-reasoned and developed.

Whilst this does not have the qualities of perception or subtlety required for level 5 AO4, it is firmly within level 4.

The vocabulary is wide, but not extensive, a range of punctuation is used deliberately and this is structured cohesively with a good range of effective paragraph openers. The mark for AO5 is at the top of level 4.

Dear Sir / Madam,

Upon reading your article, from a teenagers point of view, I must say that I absolutely agree with your statement.

Firstly, I would like to begin this letter by saying that too many people are too focused on their phones that they seem to have forgotten that nature exists. Nature is one of the most beautiful things to exist, yet young people lack the essence to go outside and explore. I love going for walks, I love to explore but most of all - I love to do different things which require me to leave the house.

One thing that upsets me is how lazy teenagers get when growing up. When I was younger, whenever an adult told me we were going to the park - I got so excited. Many kids did, and now they all moan and groan ~~and~~ over the thought of leaving their house.

It used to be fun hanging out with your friends, because we would all go out and play- whilst being imaginative. Now? Now we all sit watching a movie, or sit on our phones without acknowledging one another.

There are so many things we can do in order to change that. I am part of a Scouts Group and we have a meeting every week for two hours. We do different activities every week, most of them being outdoors. Some activities include treasure hunts, and cycling. In my opinion, I feel as if young people should sign up as this is an opportunity for them to be adventurous.

Another thing teenagers / young people can do is go travelling. By simply just hopping onto a bus or train, to see where it takes them can lead to them becoming adventurous, within reason and with parent / guardian permission.

To be fair, ~~ma~~ ^{Some} ~~older~~ ^{young} people do enjoy being adventurous and I feel like many people should take a note out of their book. I believe that all young people should try something adventurous frequently because who knows - it could probably change their lives.

Studies show that more young people are suffering from obesity due to ^a lack of exercise. In order to help change this we should help promote walks / runs / cycling in the park. This also helps people have an adventure and discover areas / places they've never been.

Overall, I would like to state that I agree with your ^{article} ~~statement~~, and I hope that many others do too.

Yours Faithfully,



The candidate communicates very clearly and presents a series of ideas and opinions that show a clear sense of purpose. There is fully appropriate form, tone and register used throughout.

The candidate opts to agree with the statement and only briefly touches on a different point of view: 'To be fair, some young people do enjoy being adventurous', but this is not explored.

The letter is quite competently organised and, whilst not sufficiently ambitious in either the scope of its idea or vocabulary and punctuation to move into level 4, it does meet all level 3 criteria for both AOs.

This is a good example of an extremely secure level 3 which gains top marks within the level for each AO.



It can be a good idea to consider alternative points of view within your writing.

Dear editor,

I believe it is unfair to state that the youth of today don't possess a longing or craving for adventure. Although people say this, call us the 'snowflake' generation, claim that all of us have been taken hostage by our phones, is it truly fair to stereotype all young people and present them as people who possess hold no desire for wanting to experience new and exciting endeavours?

~~Just because of a person's young age, does this affect their desire to travel to countries beyond theirs and experience the wealth abundance of different cultures in the world? To go outside into nature and become enraptured in the small things; the glistening of the sun making all the array of colours splashed together, the sun making all the organisms glisten, thinking about how every little creature has~~

I can acknowledge why people may buy into the idea promoted in your article. With social media being so prevalent amongst young people and reminiscence by the elderly in which they experienced adventure and not inhibited by technology in the 'good old days', one can see how your theory may be believed by the adult world.

But not by us.

Although the term 'adventure' may be subjective, I would classify it as

a journey into the new or the unknown. This could be trying new food or clothes, which may be classed as 'edgy' or 'adventurous'. It could be exploring places within your own country, or further afield in realms you have always longed and ached to visit. However one classifies an adventure, it is always open to people to try regardless of their age.

People may be inhibited by money, yes. I, for example, long to visit South Korea; to explore the glistening lights of Seoul, the city that never sleeps, or the serenity of the breathtaking Jeju Island. But it is unlikely I will be able to afford that any time soon.

However, even if I don't get to South Korea in the next 10 years, I still have that desire to explore new things within me. My hyperactive black labrador and I always adventure to new fields and parks and woods. Yes, it's not an extreme adventure, but is a venture into the unknown nonetheless.

My adventurous nature regarding trying new foods has served me incredibly well. Without it, I would not have been introduced to the soft heaven-like substance that is tofu, or kimchi, the succulent Korean spicy red cabbage (it's better than it sounds).

Don't even get me started on my ~~it~~ 'adventurous' fashion sense.

One may argue these anecdotes are small and do not speak for young people today on the whole. Despite this, I do not think it is fair you

classify us all into ~~as~~ a group of people who have no desire to experience new things or places.

Yes, we may be seen as slobs.

Yes, we may be seen to go on our phones a lot.

Yes, we are indeed called 'snowflakes'.

But this does not affect our human desires to travel, explore or try new things. If anything, these characteristics enhance them; we crave to see the places we view online in real life and to travel to places where our right to be snowflakes is not entitled.

So, yes, you may refer to us as lacking any desire for adventure, but please acknowledge my points and consider the stereotype you are placing us under.

Yours sincerely,



There is a very clear sense of 'voice' in this letter which is written with great fluency and some flair. It is very well-crafted and the move from the heights of ambition for adventure in South Korea to the more everyday adventures of walks with the dog to new places is very successful.

The challenges to perceptions of young people are subtle and persuasive and place this within level 5 for AO4. The single sentence paragraphs, which you might more usually expect to find within a speech, are used skilfully within this letter to add emphasis to the points made. There is an extensive vocabulary ('craving', 'prevalent', 'inhibited') and, whilst there might be a greater range of punctuation, it is used accurately and with precision.



Consider how features such as short sentences and repetition can be used to good effect in your writing.

Question 7

Whilst not as many candidates chose this question, examiners felt that it was also very accessible and that most candidates were able to focus well on the task with effective strategies. Inevitably, many responses focused on the importance of exam preparation e.g. taking mocks seriously, writing useful notes, creating a revision timetable etc. Many picked up on the Scout motto of 'Be prepared' and there were also many paraphrasings of Benjamin Franklin's 'By failing to prepare, you are preparing to fail'. There was a wide range of examples that candidates cited from the importance of music practise to training for sporting events to preparing for a date or a new job.

At the lower level, there was a tendency to repeat ideas and a lack of persuasive examples, and in the middle ranges there was sound if rather generalised advice, but one examiner said that many of the responses that they had seen were 'insightful, interesting, passionate and honest' and another said that the best responses were able to 'create a very convincing authoritative and advisory tone'. These candidates were often able to express complex ideas with clarity in a manner that connected strongly with the intended reader.

The guide format lent itself to clear paragraphing and many candidates made efficient and appropriate use of sub-headings and occasional bullet-pointing.

Chosen question number: **Question 6** **Question 7**

'The Key to Success in anything is being prepared'

~~The Key to~~

Being prepared is really important like if you have a job interview your not going to walk in knowing nothing about the company or what it even stands for you have to take your time do your research, ~~EA~~ even get to know a bit about the person who is interviewing you



This is a very brief response. There is a capital letter at the start, a comma and no full stop. There is some correct spelling.

There is a clear idea expressed but no development, so communication remains at a basic level. Using best-fit, the response meets the criteria for top mark in level 1 for both AOs.



Managing your time carefully is very important. Ensure that you allow sufficient time to answer the writing question which is worth half of your total marks for this paper.

PLAN

~~agree~~ → ~~Point / video games / TV / phones~~
agree →

~~Prep~~ Being prepared → can refer to anything / writing an essay / preparing for a speech / mental preparation / attitude

preparation / confidence / mindset / ~~Prep~~
negative = no success.

Being prepared propelles your future. You can be prepared in anything you do, whether its writing an essay or preparing for a speech, preparing gives you an advantage.

In my childhood, I can vividally

remember receiving a piece of paper in which I had to read out in front of assembly at my school. Now I was unfamiliar with it. I'll prepared. I had no clue what I was reading causing me to stutter and put no emotion into it. I remember people coming up to me and laughing. ~~Remember~~

Be prepared.

Being prepared can fill you with confidence contributing to success.

Confidence is an attitude, a mindset. This can relate to a rugby match, for example, if you go in with a negative mindset, most likely at the end of the match there will be defeat. But don't forget, you must prepare for defeat anyway because defeat can demotivate and demoralise. If you have confidence in yourself and are prepared to stand back

up and try again, with resilience, you will be successful - Preparation is the roots and the building blocks for success.

Life is a bumpy road. You may feel like you are on a rollercoaster coming round the 'loop-to-loop' and you feel like you are upside down. If you are prepared to face your fears and battle with the tough moments in your life, without letting it put you down. You will succeed.

Being prepared, produces knock-on-effects of ~~positive~~ positivity. Try not to prepare for the worst or be pessimistic, ~~because~~ and I know it's hard. Sometimes I feel like the sky is falling down ...

Ironically, I prepared for this guide. Was it successful? You decide ~~whether you think I prepared~~ how much you think I prepared.



This piece improves as the candidate moves through their ideas, but there is a clear introduction followed by a personal anecdote and then the example of a rugby match and consequences of a lack of preparation.

The ending of the response has an effectively-placed appeal to the reader and it is quite well-organised overall. There is a wide range of vocabulary but also a number of spelling errors.

The response is moving towards level 4 in both AOs but does not quite do enough and remains at the top of level 3.



Taking a few moments to produce a brief plan can help you to organise your thoughts and ideas.

I should begin this section^v by making a confession; I was never organised nor prepared for ~~almost everything~~ anything. Growing up I was always messy and thought it was a ~~brilliant~~ brilliant idea to leave everything^{to the} last minute. However, one day everything^{seemed to} changed. I was watching a live-^{stream} ~~streaming~~ of employees at the company 'Apple' promoting their latest software. I was instantly mesmerised by the confidence and intelligence of these people. That is when I decided I needed to change.

Some might say it's what is 'preparation'?^v Being physically ready equipped for ~~something~~ ^{a task} and yes, it is ... however there is more to it than that. To be "prepared" is about being organised, ~~having a passion and being~~ confident and having a passion. You will never be properly prepared unless you have a specific desire to be so. Lucky for you, this guide ~~has~~ has everything you need to know

about preparation and how it will bring you success.

If you want to be successful you have to be prepared. ~~Statistics show that people who are well prepared for a job interview and have confidence are 7 times~~ Statistics show that those who are confidently prepared for an interview are ~~5 times~~ 5 times as likely to be hired than someone lacking the confidence. In order to become prepared you have to ensure that you are hard-working, persistent and confident.

Experts from The National Law Firm of London say that: "~~their~~^{our} success comes from preparation^{and preparation alone}". Imagine you are a lawyer and you have an innocent client who you are defending. If you have done ~~research~~ extensive research about the case, if you have organised all your arguments point by point, ~~and~~^{and} if you have practiced and studied your arguments inside and out ... you will be able to walk into that courtroom with nothing, but the

confidence of knowing you are prepared; ~~and~~ you will win the case. However, if you ^{are not willing} ~~don't~~ to put in the hardwork it takes to become prepared you will lose the case and your poor, ~~wretched~~, helpless client will be thrown behind bars and locked up. It's your choice; do you want your client to rott in jail?

Let's bring this back to you; You are your own client and you get to chose your future.

It is a known fact, that people who are more successful in their worklife, tend to be ^{67%} ~~more~~ happier with their life and themselves as individuals. The main reason being prepared will bring you success is because it makes you feel invinsible.

To be prepared means that you are mentally and physically prepared for anything. Being prepared means you know what's coming; you have the upper-hand because you know whats in store for you and you know exactly how to handle it.

Do you know what it feels like to be truly unprepared in a serious, important situation? If you have then you must understand the unbearable, and utter embarrassment that falls onto you, weighing you down. If you have ever felt like that, then you know you never want to again; ~~and~~ This is why this guide will help you, ~~if you~~ if you ~~really~~ stick to it. ^{ready}

Now, if you - like a younger me - are constantly unprepared, disorganised and lack in confidence, I urge you to continue reading this guide. This guide could be ~~for you~~ the motivation you need - just like that ~~intelligent~~ intelligent, inspiring designer at 'Apple' was for me.

Do your research, put in the effort and make sure you truly want ~~to~~ it, and I promise you that your preparation will provide you with the key to success.



This is an extremely successful response with a very secure realisation of purpose and form, tone and register are all very effective with address to the reader in a friendly manner (Now, if you- like a younger me-) helping to convey the message.

Ideas are managed cohesively and, whilst they may not be sufficiently complex or subtle for level 5, the criteria for AO4 level 4 are met entirely. Punctuation is positioned strategically, there is a very wide vocabulary but there are a few slips in spelling. For AO5 this also reaches top of level 4.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- Be aware of the different assessment objectives to ensure that you focus your answers specifically on the varying question requirements.
- Answer Question 2 in your own words as far as possible; do not copy out large chunks of the text.
- Use quotations to support, rather than make, points for Question 3 and ensure that you offer some explanation of the points in your own words. Do not spend time analysing language quoted in Question 3.
- Do not waste time on a general introduction or conclusion in Question 4- every sentence should be earning marks. Consider the effects of language and structure features **within the context** of the given extract in this question. Ensure that you focus on the question and do not just provide a general overview.
- Make a range of comparative points in Question 5: link similar elements such as content, theme, tone, purpose, narrative voice, language and support points with relevant quotations or textual references.
- Take time to make a brief plan for the higher tariff questions (5 and 6 or 7).
- Consider the given form and audience for the writing task and use these to inform register and tone. Try to use a wide vocabulary and varied sentence structures. Aim for a structured, cohesive and complete piece of writing. Allow time to proof-read in order to achieve the highest possible degree of accuracy.
- Read all instructions carefully and attempt every question.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

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