



Examiners' Report

June 2022

International GCSE English Language A 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.

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 (Qs1-3) and a text from the International GCSE English Anthology (Q4) with a total word count of approximately 2000 words. Q5 asks candidates to compare the two texts.

In this series, the unseen extract was adapted from *Motherwell* by Deborah Orr, in which she recalls her experiences of growing up in Motherwell, Scotland. The Anthology text was the extract from *Chinese Cinderella* by Adeline Yen Mah in which she describes a rare visit home. The texts worked extremely well together and examiners noted that candidates responded with interest and engagement.

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 leaflet for parents/carers that gives advice on how to help and guide teenagers (Q6) or to write a speech for an audience of school or college leavers and their parents/carers discussing the idea that university is not the only option available (Q7).

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)

AO3: Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed (Q5)

Section B: Writing

AO4: Communicate effectively and imaginatively. Adapting form, tone and register of writing for specific purposes and audiences (Q6 or Q7)

AO5: 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 'seemed to appeal deeply to students' 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. Many examiners felt that the standard of writing across both Qs 6&7 was very high with many level 4 and level 5 quality responses.

Question 1

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. There are four possible answers and almost all of the candidates 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 single words or short 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 usually because the candidate had misinterpreted the question offering 'liked' or 'loved' as evidence that the writer enjoyed school rather than looking at what specifically she enjoyed about it. A few offered 'avalanche' as a point but this word on its own was insufficient and the full phrase 'avalanche of information' was required. Very occasionally, a candidate chose a word or phrase from outside of the given line references or from the first part of the given lines which did not answer the question. If the given lines were simply copied out in full, then no marks could be awarded as no skills of selection had been demonstrated.

- 1 From lines 8–10, select **two** words or phrases that show what the writer enjoyed about her first day at school.

1 the avalanche of information

2 the busyness of that first day



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



Underlining key words in the question might be helpful, as is underlining or highlighting in some way the given lines.

1 From lines 8–10, select **two** words or phrases that show what the writer enjoyed about her first day at school.

- 1 Novelty : She uses this term alongside the phrase "avalanche of information", which ⁱⁿ other cases would be dreadful. But her unique character enjoys the contrast.
- 2 Busyness: The relationship with her mother may put a strain on communication in the household. Loud crowds of people her age is what she needed.



The candidate has selected two appropriate words 'novelty' and 'busyness' and so gains two marks. However, there is a lot of explanation which is not required.



Do not spend time offering analysis or explanation of the words or phrases selected as no marks can be awarded for this and you may use up valuable time that you need for later questions.

1 From lines 8–10, select **two** words or phrases that show what the writer enjoyed about her first day at school.

1 'I loved school'

2 'I was praised'



The candidate has selected two phrases but the first one does not show what the writer enjoyed about school and the second one comes from line 11 which is outside of the given line references. Therefore, no marks could be awarded.



Ensure that you read the question carefully and focus on exactly what is required. Check that your answers come from the correct part of the text.

1 From lines 8–10, select **two** words or phrases that show what the writer enjoyed about her first day at school.

- 1 'the novelty'
'the avalanche of information'
- 2 'the busyness of that first day'



The candidate has selected three of the four possible answers but as only two marks are available that is the mark that was awarded.

1 From lines 8–10, select **two** words or phrases that show what the writer enjoyed about her first day at school.

- 1 I liked the novelty
- 2 One of the reasons I loved school so much was simply that I was good at ~~the~~ it



Two valid points are made but 'I was good at it' would have been sufficient to gain the mark for the second point.



It is important not to copy out too much of the given lines as you need to show the skill of selection.

Question 2

The 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 requires them to select and interpret information. For this examination the question asked candidates to look at lines 17-26 and explain the writer's thoughts and feelings. Examiners noted that the majority of candidates were able to identify the relevant information and 'responded to this task with confidence and great success'. One examiner stated that 'the most successful responses economically summarised an appropriate range of thoughts and feelings and demonstrated a perceptive reading'. There was a good range of possible points that could be made and most candidates achieved full marks; in particular they picked up on the disappointment felt by the writer at her mother's support of her classmates and attitudes towards her success and sense of self-worth as well as the points about misogyny. There were many possible points on the mark scheme but examiners were advised that candidates might make their own points and one examiner reported that 'insightful comments that reflected more inferential thinking also scored marks'.

Where candidates did not score full marks, this was sometimes because they were struggling to follow the instruction '**In your own words**' and copied at length from the extract or failed to clarify the point sufficiently. There were a few who adopted more of an AO2 approach and included some analysis of language and structure (not a requirement) which led to them making fewer rewardable points. Others spent too long exploring just one or two ideas or focused on the mother's thoughts rather than the writer's or became side-tracked into offering their own opinions about the ideas expressed.

Examiners reported that the most successful approach employed by candidates was to make at least four clear and distinct points. It is important to remember that the question asks candidates to 'explain' and therefore, although it is not necessary to write at length, points can be set out separately. It is not acceptable to simply list very brief points. The response must be written in full and complete sentences that clearly demonstrate understanding and secure interpretation. A few candidates lost marks because they did not realise that Win was the writer's mother or they thought that her brother was bullying her. It is important that the given lines are read closely and carefully.

In your own words, explain the writer's thoughts and feelings.

The boys are getting rewards for being good at school and the girls think it's unfair cause they're good everyday

She might be feeling down



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Examiner Comments

This very brief response identifies that the writer 'might be feeling down' and this appears to be connected to the statement above which links to bullet point 9 of the mark scheme that the girls think that the way the boys are treated is 'unfair'. There is some lack of clarity but sufficient understanding for one mark.



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Examiner Tip

Ensure that the points that you make are supported by information/ideas that are given in the text i.e. in this case 'She might be feeling down because ...'

In your own words, explain the writer's thoughts and feelings.

• She felt betrayed by her mother because she wasn't on her side.

• She feels that her classmates are against her as they make sly comments at her.

• She feels that people are jealous of her ~~history~~ and accomplishments and successes

• She feels surprised that a boy is jealous of her winning

• She feels as though ~~the~~ the ~~boy~~ boy envies her and wants to make her feel less for having something he couldn't have.



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Examiner Comments

This response makes two clear points at the start (bullet points 2&1 from the mark scheme) but then drifts into some supposition about jealousy that is rather vague. The comments about a boy being jealous and envying the writer show incomplete understanding.



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Examiner Tip

Ensure points are supported by ideas/information provided in the text. The point about jealousy might have been accepted if it had been backed up with reference to the attitudes of the writer's mother or classmates.

In your own words, explain the writer's thoughts and feelings.

The writer was frustrated that her mother could see her insecurities and target them with insults. She is also disappointed that her mother was fighting the same fight with her class mates to make fun of the writer's poem. She also felt shocked that her mother cruelly insulted how her daughter shouldn't be smart due to being a girl. Finally, she felt upset that her mother is disappointed that she's the smart child and not her son.



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Examiner Comments

Four valid points are made clearly and precisely (bullet points 5,2,9 & 7 from the mark scheme).



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Examiner Tip

The structuring of this response with the words 'also' and 'finally' make it clear when a new point is made.

In your own words, explain the writer's thoughts and feelings.

The writer was saddened by the lack of support from her mother, and she now feels that it was meant ~~to~~ in a spiteful manner to strip Orr of her achievements. The writer notices a pattern of comments from her mother that were meant in a cruel way. To the writer, the mean comments seemed like they were secondary. She also feels insulted, as her mother would have preferred Orr's brother to succeed in school, and she found herself at a loss for words. She found this sexist attitude offensive.



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Examiner Comments

Very good understanding is shown in this response; the candidate has worked methodically through the lines and a number of clear and valid points have been made (bullet points 2,3,5,7,8,9 from the mark scheme).



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Examiner Tip

Whilst it can be a good idea to make more than 4 points to ensure that you achieve full marks, starting a new point for each line will make it clear to you and the examiner how many points there are and may save time.

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 and information. For this examination, they were asked to look again at lines 56-68 and describe the argument between the writer and her parents.

In Question 3, candidates are told that they 'may support' their points 'with **brief** quotations' and many did so to good effect. Examiners reported that most candidates achieved at least 4 marks with many achieving the full 5 marks and it was felt that often there seemed to be evidence of a greater confidence in meeting the requirements of this question than those of Question 2. Most candidates began with referencing bullet point 2 from the mark scheme and then worked logically through the development of the argument; one examiner noted that 'success was particularly secure when students adopted a chronological approach to identifying aspects of the argument'. A few candidates only looked at one side of the argument with some quite vehemently defending the writer and whilst this showed engagement with the text, it did not always lead to full marks; a more impartial response which considered both points of view was likely to be more successful.

Examiners noted that the most successful responses made at least five clear and succinct points about the argument, sometimes set out separately on the page, written in full and complete sentences and supported with relevant brief quotations. A few expected long quotations with no comment to act as evidence of their own understanding, but answers including overlong quotations very rarely gained full marks. As with Question 2, some candidates strayed into an AO2 approach which may have led them to make fewer points but, even if they gained full marks, often meant that they had spent too long and written far more than was necessary. There should be no need for an additional answer sheet for this question.

One examiner commented on 'some stand-out answers that picked up on the 'pursed lips' or the fact that the mother spoke on behalf of both parents'. However, some did impose their own opinions on the perceived sexism and moved away from the focus of the question. Where marks were lost it was because fewer than five points were made (sometimes the same point was restated using slightly different wording) or because points came from outside of the given line references.

In summary, the best answers used a good balance of short quotation and some interpretation, paid attention to how many marks the question is worth and made five clear and discrete points. As with Question 2, there were many possible points on the mark scheme but examiners were advised that candidates might make their own valid points which should be rewarded.

3 From lines 56–68, describe the argument between the writer (Deborah) and her parents.

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

Her parents believe that she ~~must stay at home~~ must continue to live at home with her parents ~~in~~ in Mocherwell, until she is married and then she will move where her ~~husband~~ husband wants to go, as ~~as~~ as 'That's what wives do', ~~according~~ according to her mum.



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Examiner Comments

In this response the candidate does not consider both sides of the argument but does make two valid points about what the writer's parents think (bullet points 2 & 6 from the mark scheme) and so two marks could be awarded.



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Examiner Tip

Aim to make five clear points in answer to this question in order to gain full marks.

3 From lines 56–68 describe the argument between the writer (Deborah) and her parents.

You may support your points with brief quotations.

Deborah's mother argues for her to stay at home and commute to college by train, "We just think that your place is at home with us"

Deborah responds with telling her mother how she doesn't want to stay in Motherwell and says, "You've been telling me how you hate it all my life."

Her mother explains how Deborah's "place is here, with us - This is where you live, where your family is."

Deborah's mother ends the argument by shouting: "You'll go to university in Glasgow, if you have to go to university at all. That's an end to it."



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Examiner Comments

Four rewardable points have been set out clearly in this response (bullet points 2,3,5,9). Note how the line references have been circled.



Remember that Question 3 is worth 5 marks rather than 4 as with Question 2. There will always be more than five possible points that could be made.

3 From lines 56–68, describe the argument between the writer (Deborah) and her parents.

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

Her parents want her to stay with them, in Motherwell, rather than go to university. They say "~~we just~~" "your place is at home with us".

Deborah thinks this is hypocritical of her mother to say because she points out that her mother's been telling her "how much [she] hates [Motherwell] all [Deborah's] life".

Her mother is annoyed because she has "pursed lips". Her parents think she should remain in Motherwell because of them. This is due to them saying "This is your home... where your family is".

When Deborah tells her mother that she moved away from her family, her mother says "that was different" and "That's what wives do". This shows the limited options for women, and also reflects how they are trying to restrict Deborah in this argument.

They ~~disatto~~ do not permit her to move. This is because they say "~~that~~" "Your father and I ~~forbid~~ ^{forbid} you from going away to university".

They exercise their parental control and remind her she is not an adult and must obey, by saying "you are still a child."

They end the argument with finality, by saying "That's an end to it".



This is a very full response that works through the given lines, shows complete understanding and makes many valid points (bullet points 2, 3, 4, 5, 6, 7 – divided into 2 parts which might have gained an additional mark if needed – 9).



This response has done far more than required for full marks; ensure you leave enough time for the higher tariff questions.

Question 4

This question is 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 five levels.

In this examination, candidates were asked how the writer, Adeline Yen Mah, uses language and structure in the extract *Chinese Cinderella* to interest and engage the reader.

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.

Examiners noted that whilst most candidates responded very positively to the text providing clear evidence of their understanding and engagement with both the text and the question, there were some who produced more of a narrative AO1 style response and some where there appeared to have been limited study of the extract.

Many candidates spotted obvious features of the language of the text, such as the use of first person or the autobiography genre, but whilst they provided relevant quotations, did not go on to explore these aspects specifically in relation to Yen Mah's writing but discussed first person/autobiography more generically. A number of candidates were interested in the title of the piece and the most successful of these looked at it in relation to the attitudes towards the writer shown throughout the passage.

Examiners commented that the majority of responses offered at the least some sound understanding of the text and achieved marks within level 3 or above. Popular points of focus were the situation at school, the pathetic fallacy of the typhoon, the journey home and her relationship with her father. Other points included the distance between Yen Mah and her family, her lack of confidence in her own ability and her acceptance of her father's will.

At the lower levels, candidates tended to describe and make general comments on the text, often focusing on one small part of the extract with some getting no further than the encounter with the chauffeur and others only writing about Yen Mah's meeting with her father. At this level some candidates did little more than feature-spotting with minimal or no comment on the use and effect of the techniques whilst others offered a straightforward narrative account of the text.

Mid-level candidates tended to work through the passage methodically, made a sound range of points and selected apt textual references for support, but often did not move on to explore the impact or connotations of individual words and phrases or fully consider the effect of the structural elements. Whilst candidates were able to select some appropriate features to comment on, some misread the toothache simile as a sign that Yen Mah did not enjoy school rather than her concerns that school might soon be over and there was a similar misinterpretation of the reference to time passing 'relentlessly'. A few candidates at this level still tended to spend too long on introductions that merely repeated the question and conclusions that simply repeated the points already made; the focus should be on making a range of relevant points, not simply reiteration.

The most effective responses covered a good range of points on language and structure and were able to delve more deeply into the effect of the writer's choices with some, for example, pointing out the significance of a word's position in relation to the concept of power or parental control. Candidates at this level often commented on the quick changes of mood of Yen Mah's father which adds to the sense of menace and unpleasantness. One examiner noted that 'A common theme in very confident scripts was the way in which Yen Mah's use of language for self-characterisation elicited sympathy from the reader.' Another approach at this level was to take a theme such as isolation and consider how language and structure were used throughout to present this in a way that created reader engagement. The subtle points that led to a mark being awarded at the highest level included the idea that Yen Mah is ultimately grateful for the opportunity presented to her, as the chance to escape to England seems filled with freedom and possibilities. The Wordsworth quotation was taken to suggest that, although she appears to be capitulating to her father's wishes, she has not relinquished her dreams of being a writer. At this level, candidates were discriminating in their use of quotations, effectively linking different parts of the text.

- 4 How does the writer, Adeline Yen Mah, use language and structure in **Text Two** to interest and engage the reader?

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

(12)

Adeline Yen Mah uses short sentences throughout the passage to show how everything is moving at a fast pace and she starts the text describing how time went by so fast.

Adeline describes how she had the thought of leaving school which foreshadows the rest of the text.

Adeline describes how she thought that someone had died because she was treated like Cinderella, that is why she called her book that, and she didn't talk to her parents or live with them even though they lived close to the school.

The reader is engaged and interested to learn more about when she gets out of the car and she no one in her family is there to meet her, sad.



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Examiner Comments

This response offers some comments on content and structure with reference to pace and foreshadowing but there is no explanation and this deals rather vaguely with only the first part of the extract. There is some general textual reference with mention of the use of 'short sentences throughout the passage' but there are no quotations and overall this is brief and undeveloped and achieved a mark just within level 2.



To achieve a mark above level 2 it is necessary to show clear understanding, support points with brief quotations and offer some explanation of the effect of the features selected.

- 4 How does the writer, Adeline Yen Mah, use language and structure in **Text Two** to interest and engage the reader?

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

(12)

Adeline uses her choice of language to draw the reader in, "Saturday again", "Eight weeks more and it would be the end of term". This choice of relatable language is used as a method to show her similarities in childhood with ~~the~~ ~~still~~ the reader. The anticipation to end school is always present ~~to~~ leaving the audience enticed in what is to come after this quotation

The writer, Adeline, uses pathetic fallacy "The radio ~~was~~ warned of a possible typhoon the next day." This brings a sense of panic to the story.

A typhoon is an uncommon event for people in England and Europe which is where this story is designed to reach. This makes the reader enticed and ecstatic to see what the poem has to offer.

The authors use of an anecdotal form gives her a more credible and truth telling style of writing. This helps to interest and engage the reader.

Adeline mentions her experience upon ~~the~~ interacting with "Mother valentino", "Oh, good afternoon, Mother valentino". This draws attention to the formal and well-mannered way of greeting and talking, this is very uncommon in everyday life today. This helps Adeline to engage the reader as you are more excited to see what happens with Adeline.

Adeline is spoken to by her father in what the reader would see as ^{an} unloving way, "Sit down! sit down!". This informs the reader of how Adeline was treated by family. This quote de-humanises her and makes her seem more like an animal. This quote helps to interest the reader on how she deals with this de-moralising tone of language.



The candidate selects some appropriate references and works through them steadily, showing sound understanding and offering some clear explanation. There is a methodical approach with every point being linked at the end to the question. The final, stronger point about the way Adeline is spoken to by her father could have been further developed but this response sits securely in the middle of level 3.



Ensure that all points are directly linked to the question.

4 How does the writer, Adeline Yen Mah, use language and structure in **Text Two** to interest and engage the reader?

You should support your answer with close reference to the extract, including **brief** quotations. (12)

Adeline Yen Mah starts her extract using a time phrase, to introduce and engage her reader 'Time went by relentlessly.' The time phrase is described as relentless which suggests lack of enjoyment and fulfilment she feels at school. This phrase juxtaposes with 'Saturday again', as 'Saturday' would normally have connotations of joy, however the use of 'again' and 'relentlessly' suggests negativity. This ~~shocking reaction~~ creates a sense of ~~shocking reaction to~~ to the reader, engaging them.

Adeline Yen Mah describes the girls at her school and her playing a business game 'four of us were playing Monopoly', which foreshadows her father's profession. The lack of description of friends suggests little friendship and relationship with them. This already creates a sense of loneliness in Adeline's life and evokes pathos. The descriptive language of 'throbbled' and 'persistent toothache' to leave school and return home, demonstrate her feelings of dread as they are in the same semantic field of pain. Adeline doing this, reminds the reader of her dread to return home which creates a sense of suspense and mystery to what awaits her at home.

The writer uses short and simple sentence structure to demonstrate the respect her and the school girls feel for "Maimien Valentino" 'we all stood up and greeted her'. However, this juxtaposes with the little respect

recapitulated back to Adeline when Ma-Mien Valentina tells her to 'Hurry up downstairs!'. The use of the exclamation highlights little emotive feeling to Adeline's departure, which is unusual as Ma Mien Valentina has motherly connotations 'Mother Valentina'. This creates a sense of mystery and ~~again~~ further evokes pathos for Adeline. Little respect for Adeline is further highlighted when her chauffeur 'rudely' responds to Adeline using a ~~rhetorical question~~ a hyper-throne to highlight Adeline's lack of knowledge. The use of the word 'foolishly' deprecates Adeline's low self esteem and ~~self~~ self doubt due to what little respect she is shown by both Mother Valentina and the chauffeur.

Adeline creates a sense of mystery and suspense ~~via~~ by ~~describing~~ including a 'chauffeur' in her drive home, as it ~~also~~ foreshadows the family's wealth. In addition to this, the reader questions why her father did not collect her and suggests a lack of family and love in her life. The lack of a family member to collect her from school and the lack of description of friends highlights what little love and relationships Adeline has in her life, creating connotations of loneliness.

The heavy use of adverbs all in the same semantic field of fear and self doubt, suggest little confidence in Adeline, possibly in response to her being sent away to boarding school. Adeline uses adverb 'timidly' and rhetorical questions in response to her father's cheerful reaction: 'Dare I let my guard down?', to highlight distance in their relationship and lack of trust.



The first point is a little tentative but overall thorough understanding of how language and structure are used is shown and there is secure focus on the question; embedded quotations support points made and this response always offers explanation and moves into exploration at times, for example in the second paragraph. The points about the relationship with her father could have been further developed but the answer sits securely within level 4.



Aim to cover the most important elements of the extract – in *Chinese Cinderella* the ending of the passage is quite significant.

4 How does the writer, Adeline Yen Mah, use language and structure in **Text Two** to interest and engage the reader?

You should support your answer with close reference to the extract, including **brief** quotations. (12)

The writer uses many language and structure techniques throughout the extract to interest and engage the reader. Yen begins by describing how her 'time went by relentlessly' highlighting her lack of excitement at the idea of returning home and the dread she feels. This is underlined by the use of the adjective 'relentlessly' which underlines her constant and unforgiving anxiety. This intrigues the audience as it makes them question why the idea of returning home causes so much fear. This is reiterated as the radio warns of a 'possible typhoon the next day'. The use of pathetic fallacy ~~high~~ foreshadowing her stress for the events that are about to come and drawing the reader in as they become intrigued.

~~The~~ The writer continues to emphasise her dislike of the idea of returning home as she describes the idea of returning home being 'like a persistent toothache'. The use of this simile highlights ~~her~~ the unremitting discomfort she feels as she considers it and this is underlined again ~~as the writer~~ through the use of the adjective 'persistent' suggesting the feeling is continuous and ~~her~~ her dread is increasing. This yet again intrigues the reader as it

As she ~~does~~ Furthermore, ~~as~~ as she ~~discusses~~ ^{enters} her father's room ~~she~~ she describes him 'relaxed in slippers' juxtaposing the image she had previously created of him and surprising the audience engaging them further. His power over her is reflected by his use of imperatives as he ~~highlights~~ ^{tells her to} 'take a look at this!' thought the exclamation makes him seem excited. His continued use of imperatives ~~is~~ ^{for shadow} his controlling manner. This creates sympathy in the reader encouraging them to read on.

As she is informed of her victory she uses humor to engage the reader claiming 'perhaps [she] was the only one determined enough, r-!' the self-deprecating nature entertains the audience and creates sympathy for her lack of self belief. ~~This is~~ ^{Her belief in the} statement is underlined by the use of the exclamation to emphasize. Finally, she engages the audience through her own excitement for the future as she states she 'would study anything' this portrays her progress as she ~~is now able to~~ ^{has now been} allowed to go university and engages the audience through her story and prospects for the future and contrasts her ~~current~~ ^{current} at the beginning of the extract. She ends on a cliffhanger telling her father 'Can I thank you very much?' leaving the audience questioning what might happen next.



The response opens in an assured and confident manner (compare with the previous example which deals with the same part of the text) and immediately shows a very good degree of understanding. The adverb 'relentlessly' has been misstated as an adjective but the point made is obviously not invalidated by this slip.

This is a perceptive and focused answer that analyses language and structural features and considers a good range of ways in which the reader is engaged, for example stating how 'the writer's repeated use of questions mirrors the reader's confusion' and how the writer describes her father as relaxed in slippers 'juxtaposing the image she had previously created of him and surprising the audience'. The selection of references is discriminating throughout and clarifies the points being made.

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 five levels, carries almost half of the total marks available for reading so it is extremely important that candidates allow sufficient time for a developed response. Examiners were pleased to note that nearly all candidates attempted the question, but careful time-management is crucial for success in this examination; candidates should factor in time to plan with care the points that they wish to make in order to ensure that they have a wide and balanced range.

Examiners recognise the challenge of the question and it was pleasing to note that nearly all candidates achieved some degree of success with one examiner noting that 'generally, candidates did very well on this question with hardly any who did not compare the texts at all'. Another examiner reported that 'candidates seemed to enjoy this question – there were mature, thoughtful responses which identified the range of emotions experienced by both writers'.

Whilst candidates may feel that they do not have time to make a plan, doing so can be very helpful. A brief plan can aid them to move towards a more exploratory approach based on key elements of similarity or difference rather than producing an explanatory, chronological approach to the texts. For example, a level 2 response might comment that '*both writers want to go to university*', but a level 4 response will use this fact as a succinct launchpad for a further point, eg '*The writers' wish to move away from home to attend university shows not only their desire for academic achievement but also their longing to escape...!*'.

At the lower end, candidates tended to list techniques such as '*Both texts are first-person accounts*' or make obvious comparisons for example '*Both the writers win prizes while at school*'. Often these responses became narrative, sometimes with greater emphasis on one text leading to a lack of balance. Candidates at this level were generally able to draw a few links between the writers' ideas and make some straightforward comments about language and/or structure. Some candidates copied out over-long quotations whilst a small minority used no supporting textual references; these answers tended to be more list-like and often went little further than mere identification.

In the mid-range candidates tended to pick up on the writers' similar experiences with 'disconnected families' and controlling parents who have very rigid ideas about careers that are suitable for their daughters. One examiner noted that 'there were relatively few who explored the parents' *motives* for being oppressive.' And another examiner made the point that at this level 'some candidates were able to find a very wide range of comparisons but frustratingly did not explore how these were shown in the texts'. In contrast, some candidates did explore the texts but made only a couple of actual points of comparison; one examiner noticed 'a tendency once the initial idea had been stated eg love for school to then examine how that was shown in the individual text rather than explore the difference in its handling by the texts'.

Many of the most successful responses began with a paragraph that identified important links such as childhood experiences, belittling families, successes being played down and overlooked, the social pressures faced by women and then went on to explore these themes. These responses focused on the writers' perspectives as well as their ideas and balanced their points, confidently interweaving thoughts on both texts with exemplification and exploration of ideas.

One examiner praised the precise and succinct start made by this candidate: '*The undercurrent of both texts is very similar displaying oppression and prejudice towards the protagonist due to their gender and standing*'. This candidate later made the perceptive point that '*mum ... Motherwell ... married - the clustering of words shows the expectations that surround Orr*'.

Top level responses often made very subtle and nuanced comparisons eg the strength of the writers rather than their oppression and many at this level referred to the historical/cultural contexts and the differences in time spans being described ie one day in Text Two as opposed to a wider time frame in Text One. The most assured responses included astute analysis of language, purpose and tone and often seemed to reflect genuine enjoyment in, and engagement with, both the texts and the task. The range of comparisons, depth of comment on both ideas and perspectives and the use of appropriate references were all discriminators.

There are different ways to approach this question, but examiners noted that the most successful responses made each point a valid and appropriate comparison with supporting references from both extracts; this led to the balance required for marks within levels 4 and 5. Feedback from examiners suggested that use of references was still variable and might be a useful area for future focus. Some candidates use references within an almost entirely narrative response and offer no real comment, others select relevant quotations but then do little more than paraphrase them rather than offering any further explanation or expansion. More successful responses were able to select pertinent words within the lines being discussed, embed them effectively within their own sentences and, if looking at language features, offer some astute analysis.

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

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

(22)

The writers both used a lot of language for example they both used a lot ^{of} short sentences in their extracts.

The Motherwell talks about a girl who lived with her parents in the 1980s and how her parents wanted her brother to do better in school than she did as it was more important men did ~~more~~ ^{better} in school than women did. The girl wanted to go to a certain university to study something which her parents didn't want her to study.

Chinese Cinderella is about a girl which goes to a good posh school which wins the poetry prize and wants to go to England to study poetry but her dad wants her to become a doctor which delivers babies.

The writers are much alike one goes to a posh school and one doesn't, they are both very successful in school and are both very smart. Their stories

are much the same, they both try to leave home and go explore the real world and try move to different countries but they both have strict controlling parents. Deborah's parents want her to stay at home and go to a university close by but she doesn't want to. Adeline Yen Mah wants to go to England and study English creative writing but her dad thought it would be better to learn how to deliver babies.

The time these stories were both written ~~there~~^{they} were doing jobs which women had to do in those times for example an art teacher was good for women in those times or a deliver for babies as most women would prefer girl doctors to deliver their baby not a man but back then most doctors were men not women.



ResultsPlus
Examiner Comments

The candidate offers some straightforward comparisons such as that the writers 'are both very successful in school', 'they both try to leave home' with comments. There are some valid supporting textual references but no use of quotations. The point about 'controlling parents' and the final point which considers context are more insightful points and lift this answer just into level 3.



Use brief quotations from each text to support points of comparison.

- 5 Compare how the writers present their ideas and perspectives about their experiences.

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

(22)

I will be comparing how both writers present their ideas and perspectives about their experiences with their parents and schooling; ~~what~~ I will also be comparing and contrasting the use of language and structure.

Both texts have their similarities in the sense of bad schooling experiences that were both heavily influenced by parents. This can be portrayed through, "This is your home, Deborah," and, "You are going to starve," both of which show the lack of trust and relationship between the writers and their parents. ~~Both texts~~

In both texts the parents are seen to be ~~are~~ running and planing out their child's life, "You'll go to university in Glasgow," and "You will go to England," showing how both parents are controlling their child's life.

However, the theme of ~~the~~ ^{the} controlling ~~is~~ parents is juxtaposed in the two texts. For example, in text one the ~~a~~ writer rebels, "But that was not an end to it," showing how she was rebelling from the demands of her parents. The idea ~~of~~ of rebelling is juxtaposed by text two, in which the writer is obedient, "Father, I shall go to medical school in England," ~~&~~ this shows their lack of relationship as the writer was scared to go against her father's wishes, "I did not wish to contradict him," ~~is~~ ~~portraying~~ portraying how she perceives her father to be an intimidating figure.

The writer of text two presents her ~~story~~ story in an ~~expected way~~ ~~positive~~ positive nature, even though she couldn't study what she wanted, "My heart was not in it," ~~showing~~ the metaphor shows her lack of excitement for the board game which was overshadowed by her excitement and almost fear of going home. This positive nature of writing ~~was~~ is juxtaposed by the writer of text one. Unlike text two, text one's

attitude of writing is quite demoralising and creates a negative persona around her mother from the very start, "I failed to get to know my mother very well at all."

In conclusion, both texts express their experiences with parents and schooling.

However, text one uses more speech, "Less of your lip," to present her experience with her parents. Whereas the writer of text two has created more of a story to entice the reader, "Time went by relentlessly." The way in which the writer

of text two presents her ideas and perspectives about her experiences in a creative almost story like way is quite fitting and almost ironic as the story is about her passion for creative writing and storytelling.



After a rather generalised introduction that does little more than restate the question, the candidate produces a solid response that demonstrates sound understanding of the two texts. There is a range of comparisons supported by appropriate references from both texts; the final point about the way in which the writers present their ideas and perspectives is thoughtful and is approaching exploration. A mark at the top of level 3 is appropriate.



Try to ensure that your introductory paragraph makes some precise and focused point of comparison that can then be further developed.

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

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

(22)

Text One (Motherwell) and Text Two (Chinese Cinderella) both describe their parents reactions to them furthering their education but while Text One ~~is~~ ~~depr~~ presents a negative experience, Text Two depicts a positive one.

In Text One Adeline describes the way her mother would 'prick at' her insecurities which is a metaphor that puts the mother in an active position to ~~is~~ portray her as villainous and intentionally so. Text Two, in comparison, ~~she~~ describes her father 'laughing ⁱⁿ approvingly' which and the adverb ~~conjo~~ suggests a much happier and paternal attitude towards his daughter. She also describes her father as being 'radiant' which expresses how pleased and proud he is, as though that pride is radiating off him in waves she can feel which is echoed in how she says her whole being 'vibrated with all the joy'. Text One shows a very different parental figure and ~~the~~ by describing her mothers 'pursed lips' in an isolated phrase she portrays her as disapproving and mean.

The texts also offer vastly different portrayals of the daughters. In Text Two she describes how her 'heart gave a giant lurch' which demonstrates her shock as joyful shock through metaphor. Text One, however, ~~she~~ portrays an image of a defiant, strong willed young woman who knows what she wants. She says near the end of the passage that she 'knew that [she] was going anyway' and the definitive tone of the word 'knew' ~~and the~~ coupled with 'anyway' feeds into the image of defiance.

In Text One, Deborah is very sure of herself and confident. The metaphor 'knock me off my pedestal' suggests that she ~~se~~ views herself as a kind of renowned or significant person ~~and that~~ while simultaneously demonising her mother for bringing down such a magnified thing. Text Two portrays a very different young girl. The rhetorical questions dotted throughout the text ~~the~~ conjure a sense of self doubt. One in particular 'Should I let my guard down' emphasises her lack of self confidence but also her wariness and oppressed hopes and dreams.

Both daughters view the idea of higher learning slightly differently. ~~The~~ The metaphor of simile of 'like a persisted toothache' shows that Adeline can't

get the idea of university out of her head. ~~and~~
She also later compares going to University as
'like entering heaven' which suggests that in
her mind it was an almost ~~mythical~~ mythical and
mysterious ~~to~~ paradise that she ~~was~~ didn't think
she'd ever get to see. Text One, however, ^{has} describes
a much more down to Earth tone. She describes
in factual detail ~~what~~ her application process
and what happens after that. This ~~gives~~ emphasises
that her plans to leave are thought out and
highlights that she's been planning to leave for
a while.

To conclude, while both texts ~~also~~ portray
attitudes towards parents and university,
Text One has a very bitter and defiant ~~to~~
tone while Text Two describes a much warmer
attitude.



The candidate makes some assured comparisons and points are thoughtful and developed and supported with apt references although these could be a little more balanced at times. Whilst there is not a particularly wide range of comparisons as the focus is largely on people and relationships, a thorough understanding is shown and there is good exploration of ideas, including themes and tone leading to a mark towards the top of level 4.



For level 4 and above, references should be balanced across both texts and fully support the points being made.

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

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

T1

T2

(22)

Intro →

Plan →

Openings → make my life seem ✓

P/A/F → Autobiographical (both) ✓

Theme → opposition → ✓

Subject/Content → unfair (as does society/other accepts) ✓

Theme → Separation vs. pulling y. line to job / excitement ✓

Endings → ✓

Cardinality → ✓

Both texts are similar in many ways however hold subtle differences which ~~show~~ explain the different outcomes by the end, and both writers share ideas and perspectives however use these to paint very different pictures.

In regard to the openings of the extract, both writers use the openings to ~~show~~ convey an overview of their current living conditions however Text 1 talks about a life with family and Text 2 talks about a life with friends. Texts in T1's opening, is descriptive in where she lived. It talks about her town 'on the lip of Clyde Valley' - this sets the scene for the rest of the extract. Orr talks about how as she grew older, she began to notice how ~~she~~ ^{she} ~~could not~~ ~~understand~~ 'failed to get to know' her ~~mother~~ ^{mother} ~~at all~~ really. This shows a distance although metaphorical, between her mother. She ~~later~~ ^{later} ~~regresses~~ ~~her~~ 'love for school' using the superlative 'so much' to represent her 'love for school' where she was

unable to love her mother, Text 2, is similar in the respect that it shows a separation ~~and~~, however this time very real between Adeline Miah and her family. She discusses how 'time went by reluctantly' ~~and~~ until the end of school, using the metaphor to show clearly upon a second read her dread to return to her family. ~~and~~ ^{or} at least leave school where she felt safe. The metaphor shows the similarities between both texts, in the respect that neither daughter liked their parents or their company that much, and also shows a lack of love from the parents side.

moreover, both texts provide ~~an~~ an autobiographical account of the writer's childhood, from the first person however text 1 looks more on the idea of a more broad reflection of her childhood whereas text 2 is a more passed extract, focusing on a particular instance. Text 1, the writer is broad in her views and reflection on her childhood. She uses several anecdotes such as 'I remember... I was praised by the class' and 'I remember abt of my first day of school'. ~~and~~ The repetition of the introductive phrase ~~and~~ foregrounds the concept that Deborah Orr was reflective of her childhood as a whole throughout the extract, and called upon small instances in her memory to put together an elaborate picture as to what her childhood was like, both with and without ~~from~~ her parents. Text 2, is very similar in the respect it's an autobiographical account, however this only references one single day, whereby we see a chronology from dread to joy in a single-day. We see far more detail from Miah in the 'short drive home' and how 'her father looked relaxed in his slippers'. This shows contrast as one focuses on childhood as a whole and text 2 focuses on a particular day.

and its developments.

Both texts incorporate themes of opposition however Text 1 shows a defiance and Text 2 shows an acceptance. Text 1, the writer uses imperative language in a line of dialogue whereby her mother says 'Your Father and I forbid you from going away to university, and that's that'. The imperative and declarative language here as well as the metaphoric unity between the mother and father stopping her, suggests a large amount of opposition. However, the writer does not give up. She uses the short paragraph (one line), 'Forbid me? You can't forbid me.' The sarcastic rhetorical question juxtaposed with her own use of imperative language and the repetition of the personal pronoun 'me', suggests she took to control and battled through opposition to oppose her parents rule. Text 2, similar in the concept of adversity and opposition, doesn't show the writer's defiance but rather her acceptance. The Father uses repeated imperatives, like text 1, and says 'you will' 5 times, ordering Math to enroll in medicine rather than writing, which she felt so much joy about. She is described to 'wait in silence', the short sentence showing her shock and feeling of stupidity. She says 'Thank you, very, very much'. The repetition of superlative 'very', on the surface seems joyous, but deep down is almost accepting her father and not standing up for herself, which directly opposes text 1.

Moreover, the subject matter and the writer's viewpoint is similar in the respect they are both about girls who want to achieve academically, and are being given rare opportunities however text 1,

The writer needs to battle for her opportunity whereas Text 2, Mah is given the opportunity by her Father. Text 1, Deborah is described to use the reputation of 'Bet' in her argument to show her clear opposition and the dialogue 'a good job - for mother' to show how she was opposing her mother's pre-conceived stereotype. The short sentence 'for mother' is fragmented to show her dislike for her mother and her determination to break out from the mold of ~~her~~ ^{her} mother had set. Text 2, the opportunity of university is almost imposed on Mah. Mah reflects on the opportunity with joy, however it is clear to see the power struggle between her and her father throughout the extract. She is almost ordered 'you will' go to medical school'. She is effectively ~~shown~~ depicted here as a slave to her father and yet is seen to relish in her father's company whereas in Text 1, Deborah ~~is~~ is said to 'continually show dislike ~~in~~ for being near her mother, which is a clear contrast.

Moreover, there is a theme of separation in Text 1, and also Text 2, however in Text 1 this feeling is from the viewpoint of a type of connection whereas Text 2, the separation to leave for university, is almost accepted as ~~Adeline~~ Adeline Mah was never close with her family. Text 1, the writer discusses the idea that of 'wanting to get away', and perhaps uses hyperbole in saying 'by my eighteenth birthday I intended to be gone'. Whilst sending a message to the neutral reader, this shows a set agenda for her life and again the concept of departure. However, Text 2, is very different, as rather than having a set agenda there was almost a count-down to uncertainty. It states 'Time went by relentlessly... Eight more weeks', the metaphor for time shows how she had no plan, and enrolled in the

gentle command of wanting time to slow. She is portrayed as unsure and naive throughout through the consistent repetition of questions and the immediate acceptance of her future, which contrasts text 1 and the writer's certainty as to what her path would be in the future.

In respect to the endings of both ~~Paragraph~~ extracts, ~~Text 1~~ both texts introduce leaving for university; however ~~Text 1~~ Text 1 is filled with annoyance and Text 2, is full with joy and elation. Text 1, in the final paragraph, she references the idea of being 'shocked' and disturbed. She is said to be confused with a 'lack of understanding'. This shows Orr's annoyance at her parents and their attempts to stop her from fulfilling her dreams. Text 2, is full of elation however. The prospect of university makes her overjoyed with joy. She uses the repetition of 'alive' to show her clear happiness in the moment.

In conclusion, both texts 1 and 2 discuss the idea of a ~~new~~ new opportunity, however text 1 is more broad and talks about a life attached to her mother, whereas text 2 talks about ~~the~~ Adeline's life of segregation and more of the same to come. Text 1 is broad as to covering the most of her childhood whilst text 2 narrows in on a particular instance almost as a metaphor for her childhood as a whole and the segregation and dread she felt throughout her time as an adolescent. There is also a certain enigma about the relationship between father and daughter, and the power struggle in text 2 hints at almost dictatorship by the father over Adeline's mother.



This is a response of extremely high quality and is clearly worth full marks and more. The candidate provides a pithy introductory paragraph and goes on to make a comprehensive range of pertinent and perceptive comparisons supported by discriminating references in this well-structured and compelling answer.

It is important to remember that responses do NOT need to do all that this one does in order to achieve full marks at this level.



A brief plan can prove very useful but keep referring back to it and tick off the points made. This way you will know if you have omitted anything important that you intended to cover.

Do take great care to keep handwriting clear and legible.

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 five 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 five levels).

Question 6, which asked candidates to write a leaflet for parents/carers giving advice on how to help and guide teenagers, was chosen by nearly one third of the candidates. On the whole, it was answered very successfully with one examiner noting that 'candidates who opted for this question generally approached it with a greater degree of creativity' and other examiners enjoyed reading 'some very insightful and often humorous approaches'.

There were some responses where the required form was not evident, where candidates wrote in a style more appropriate to an essay or speech, but examiners noted that the vast majority were able to write in an appropriate format often using a heading ('Understanding Teenagers: A Not-so-Simple Guide'), sub-headings ('Teenagers and Change', 'What can I do?') and occasional bullet pointing to good effect. An awareness of the conventions of the given form helps candidates to make appropriate language choices which will lead to apt register and tone. A few candidates included pictures which are not necessary and for which they can receive no credit.

Candidates covered a range of ideas and clearly this is a topic which many embraced with interest and enthusiasm, relishing the opportunity to address parents and carers and offer advice in how to deal with the often stressful aspects of adolescence. As such, the sense of audience was often very clear as candidates encouraged parents to be sympathetic and non-confrontational.

At the lower and mid-levels candidates tended to use the question's bullet points to give structure to their response and wrote straightforward accounts of some of the issues that teenagers might face such as peer pressure or exam stress and then gave some sensible suggestions as to how parents might offer support.

Candidates achieving in the lower levels for AO5 tended to make a number of errors in spelling and punctuation and occasionally there was a lack of clarity in expression. There was some evidence of over-use of bullet-pointing as a structural feature which led to a failure to really connect and develop ideas and many responses did not have a clear conclusion. At this level, some candidates adopted what was seen as an inappropriate hectoring tone or offered impractical 'solutions' to issues.

More successful responses were, as one examiner, reported 'realistic, reassuring, passionate and confident'. At this level candidates demonstrated an excellent awareness of the issues and there were some perceptive and sophisticated responses that really considered matters from a mature and sensitive parental perspective. One examiner noted that these candidates 'took a wider view on the topic considering in detail the challenge of current social issues such as social media, the legacy of lockdown, exam pressures, eating disorders, learning difficulties'. It seemed likely that many centres have played an excellent role in providing opportunities for discussion of these pertinent issues and offered their own support.

Candidates who attained marks in the higher levels for AO5 employed a wide and impressive vocabulary and demonstrated what one examiner described as 'commendable levels of grammatical, structural and mechanical accuracy'. It was noticed, however, that comma splicing was a common error at all levels.

Raising a teenager is one of the most difficult things

~~then~~

Raising a teenager is one of the most difficult things for a parent. Teenagers will be faced with issues like drugs, depression, immature behaviour, laziness, fights and stress. Teenagers will end up coming across one of these things, they might even come across more than one but I'm going to tell you how to be best carers for them.

As a parent or guardian you may want to give them a talk when they become a teenager tell them that you will always be there if they need to talk about something which has happened or inform them what ~~are~~ ^{drugs} are and what they can do to you. Always talk to your ~~children~~ ^{Keep} ~~of~~ checking if they are okay make sure they are doing what they're doing in school, if they aren't then maybe you have to punish them by taking belongings away or ground them.

If your teenagers open up to you about their problems, help them, listen to them. Maybe take them to a therapist or get them clean if they have an encounter with drugs.

Try find a hobby you and your children both like doing, interact with them take their mind off things. Find a sport which they might like or a television show you both enjoy. ~~Don't~~ Don't overstress your children don't ask for too much of them.



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Examiner Comments

There is a clear sense of purpose and an appropriate register; although ideas are not fully developed, communication is clear. The direct address to the intended reader helps to create an appropriate use of tone and register which places this securely at mid-level 3 for AO4. The candidate uses a varied, if not very ambitious, vocabulary. Some punctuation is missing and there are occasional spelling errors but paragraphs are used to structure the piece and there is a good range of sentence structures leading to a mark of 9 within AO5 level 3.



ResultsPlus
Examiner Tip

Try to allow time to proof-read to avoid errors such as missing apostrophes or misspelling of homophones.

Intro → point 1. Issues teenagers face → point 2 support → p3 Exams → conclusion.

Raising a teenager can be difficult at times, but fear not, by the end of this leaflet hopefully you will have a better idea of how to raise a teenager. The biggest piece of advice you can be given is to have patience.

The Many Many Issues

A teenager will face many issues, some of them easy to fix, some of them not so much. (i.e. relationships). ^{What} ~~What~~ ever the problem is ensure they know you are available for them to talk to you and give reliable advice. However, make sure to give them space as well. Especially after a bad breakup, they'll probably ^{will want} ~~want~~ some space and time alone. ~~on the~~ On the other hand, some issues will be an easy fix and they'll probably come straight to you for help. The main thing piece of advice for issues is give them advice and try to be reliable as that goes along way to for them to actually listen to the advice.

Support Support Support

"Mistakes are how we learn." Although people don't like to make mistakes and we try to avoid them, it is an essential part of how we learn. The same is ^{true} ~~true~~ for teenagers. They are inevitably bound to make a mistake. Rather than punish them and make them ~~feel~~ feel completely awful about it. Instead, explain how next time to do the right thing. When they achieve something of significance or importance, make sure to congratulate them.

Support and punishment are closely ~~linked~~ linked and knowing what is appropriate is

quite difficult. let us use an example. Ordinarily, if your teenager got into a fight at school and was consequently suspended. You would probably be quite ~~angry~~ angry and would punish them suitably. However, if you then found out they were in the fight because they were standing up for someone who was being bullied, you would feel differently about it. Yes, what they did was wrong. However, morally it was a good thing to do. We don't suggest they go fighting everyone; for permit but establishing good morals and values are essential.

The Dreaded Exams

Towards the end of their teenage years they will have to sit exams. They can ~~feel~~ ^{feel} very daunting. In a perfect world they wouldn't be stressed, did everything they needed to do in preparation and got straight As for their results. Let's be realistic hardly anyone is like that. The closer the exams get the more daunting ^{the exams} they will be more stressed. If they start doing little bits each day, every day from 2 to 3 months before the exams up until a few days before the exams, they'll be much more prepared than trying to cram everything in two weeks before the exam. ~~Make~~ Make your self available to help or just help if they ask. Some people prefer to revise on their own and some prefer talking to someone about a subject either way support them and give little bits of advice from time to time.

In conclusion, the three main tips are: make sure to give them space and not be overbearing. ~~and~~ give reliable advice, and finally make sure you are there for them and being supportive. If you do these raising a teenager should be a piece of cake.



The response communicates successfully and there is an effective use of form and register which places this firmly in the middle of level 4 for AO4. Sub-headings are used to good effect as a structural feature and there is some conscious crafting which places the response within level 4 for AO5 with a mark of 13.

Raising a Terrific Teenager

Teenagers are often stereotyped for ~~the~~ being moody and short tempered, but what people often do not realise is that they are going through an important phase in their life. This leaflet will help you guide them through it and ~~to~~ give them as much help as you can.

What issues do teenagers face?

Teenagers are in the transitioning phase^{of their life} where they become more mature and slowly become an adult. But alongside this they have other ~~stressful~~ ^{major and fear causing} aspects of life. Exams is a major cause of stress for teenagers, alongside ~~peer pressure~~ tackling peer pressure and ~~the~~ ^{the} ~~pressure~~ ^{desire} to take the correct life decisions for themselves.

How do I help my ~~teen~~^{teenager} deal with exam stress?

According to a recent survey, over ~~more~~ fifty percent of teenagers report dealing with ~~stress~~ anxiety due to GCSE and A-Level exams. The British Society of Psychology spokesperson has ~~reported~~^{told us} that "This stress is detrimental for their mental wellbeing and if it is excessive it can cause lifelong problems". So this is a fairly common issue ~~in~~ in teenagers and if left unsorted can lead to serious consequences. So this must be stopped!

There are several methods of reducing stress, these include:

- Relaxation techniques (such as deep breathing)
- Taking a break
- Doing something you enjoy (for example playing an instrument)

Although the above is brilliant for teenagers, ^{the onset of} anxiety ~~it~~ can be prevented by reassuring your teenager that even if things do not go to plan, everything will be ~~at least~~ ~~of~~ ~~fine~~ great.

How do I teach my ~~teen~~^{teenager} to cope with peer pressure?

According to a 2018 school survey, over seventy five percent of teenagers feel they are obligated to do something just because all their friends are. We were told by a ~~anonymous~~ school student (who has requested to remain anonymous) that "it can even lead to dangerous situations, where your life can be threatened". So this ~~is~~ ^{is} ~~very~~ ~~is~~ a huge problem; it must be stopped urgently.

You could tell ~~them~~ your ~~teen~~ ~~the~~ teenager that if something does not seem right or safe, it probably is not or that being safe is more important than being 'cool' (the second idea may require more convincing). You could also remind them how special and precious they are or how important they are to you.

How do I help my ~~teen~~ adolescent make important life decisions?

Teenagers have to make ~~lots of~~ ^{several} ~~life~~ career determining decisions, for example what they wish to do after GCSEs ~~the~~ (such as whether they wish to do a B-Tech or A-Levels) and

whether they would like to go to university or get an apprenticeship. ~~the~~ This can be a very daunting prospect and it is important to support your teenager through this phase.

You ~~should~~ ^{could}: ensure they explore all possible options, perhaps encourage making a list of advantages and disadvantages, help ~~or~~ arrange work experience or a meeting with a careers advisor. However, do not make the decision for them. ~~It~~ It is their life, let them take the decision as only they know what they want to do.

Overall, try to advise your teenagers into taking the correct decisions, but do not take the decisions for them. Try to teach your teenager that it is not the end if something ~~is~~ unexpected ^{or disadvantageous} happens and to trust their judgement as to whether something is ~~or~~ beneficial or not. Tell them to remember that things will work out for everyone, it just takes time. Good luck!



This assured response is sharply focused on purpose and the candidate has carefully considered the expectations and requirements of the intended reader. The stylistic conventions of a leaflet have been used well with the sustained use of sub-heading questions guiding the reader through. Bullet points have been used strategically. Vocabulary is quite extensive and punctuation is used accurately to aid emphasis. Although there is not quite the degree of sustained sophistication required for full marks, this response is placed into level 5 for both AOs.

Question 7

Question 7 which asked candidates to write a speech giving views on the statement 'University is not the only option for those leaving school or college' was the most popular writing task, chosen by over two thirds of candidates.

As with Question 6, many candidates showed a high level of engagement with the question and it seemed that many had already spent time considering their future decisions. Many wrote in detail about the various possible options and considered apprenticeships (frequently misspelled), a gap year, joining one of the services, internships or paid employment. A small number posited that university was the wisest, or in some cases only, option and often argued their case quite strongly. Often candidates adopted a clear, adult persona and spoke as someone who had achieved success without following the traditional route of higher education.

The most successful speeches laid out the alternatives to university in a neutral and balanced way. Introductions were often quite similar but more original openings usually led to creative responses; other effective structural features included discourse markers to clearly signpost an argument. A lot of high level responses showed mastery of persuasive skills and were able to demonstrate their ability to write in an engaging and informative way. One examiner reported that 'some candidates used really effective imagery when describing a gap year or warning the audience about "*the looming shadow of student debt*". At this level, direct address, rhetorical questions, aspirational lexis and anecdotes were common features. Candidates demonstrated a strong sense of an audience that consisted of both students and parents and were able to shift tone and register nimbly to appeal to both.

One examiner noted that 'rhetorical devices such as triplets or emotive language seemed embedded across the range of responses and were generally successful in securing the appropriate tone.' It was felt, however, that statistics were sometimes heavily exaggerated or over-used and often did not add to the credibility of the argument. Some mid-level candidates adopted a persuasive tone but their speeches lacked substance, relying on vague exhortations to 'be who you want to be' and 'follow your own path' without offering much in the way of suggestions. Others went on a diatribe about university expenses or gave dubious advice about becoming a master criminal or alternatively a social media star.

In the lower levels, responses sometimes lacked a sense of form and purpose, were often brief, perhaps because of running out of time or presented clichéd ideas. At this level for AO5 there were often errors in spelling, punctuation and syntax which could lead to a lack of coherence and cohesion.

Plan: Intro - address audience

P1 - Personal experiences

P2 - Options - College, apprenticeships

P3 - Future options and considerations

Good evening ladies and gentlemen and a special good evening to the future generation of MP's, health workers, sports stars, journalists and whatever else you desire to be, the list is truly endless. Your head teacher Dr. Owen has asked me to speak to you tonight about your future holds and how you can achieve your dreams.

No two ~~of~~ of us are the same, what one of us may have a great passion for, ~~the other~~ others may think it's the most boring job in the world. You are at an age now where you need to forget about ~~others~~ other people's opinions and thoughts and begin working towards what you want for your future. ~~20 years in high~~ Twenty years ago in high school I ~~see~~ knew I wanted to be a professional rugby player; it was all I wanted at the time. Here I am now 20 years on with over 100 county representations and playing professionally every week for Sale Sharks. The only reason my dreams came true was because someone invited ~~met~~ me to make the change from worrying about others and their opinions and instead focusing on myself and my future.

Now in order to begin preparing for your future you have to ask yourself the famous question,

What do you want to be when you grow up?

Now for many of you, you will have a ~~clear~~ crystal clear picture of your future and what you will do. However I know for some, just like myself 20 years ago, this question seems extremely ~~daunting~~ ~~daunting~~ daunting, which is okay because im going to help you now.

First of all you need to write a list of your interests and hobbies, then what you think is important in your ~~jo~~ dream job and what you would like to avoid, then head to www.achieveyourfuture.co.uk and fill in the questionnaire based on your hobbies, interests and needs. This will then allow you to explore and maybe discover the dream job you never knew about.

Now that you have an idea of what you ~~want~~ want, you need to carve your path to ~~Success~~ Success, this may involve college and uni or maybe apprenticeships if you desire a more practical job.

Once again visit your best friend, www.achieveyourfuture.co.uk and search for your desired job and it will provide paths and experts to help guide you along.

Finally I would like to conclude tonight by saying however daunting the future may feel for you, each and every person in this building has the potential for excellence in the future. However it will not come overnight and it certainly won't if you don't push yourself to the maximum. You need to put effort in, and

You need to do it now!

Research shows 99.8% of successful people worked their backsides off for their success, so if you want the success, why wouldn't you?

Thank you very much for listening and I would like to open the floor to questions.



ResultsPlus
Examiner Comments

This response addresses the audience straight away at the start and follows the simple plan. Whilst there is not, perhaps, a close focus on the statement that leads into the question, the candidate does cover the bullet points and considers alternative options to university. Communication is always clear and the careful consideration of form and tone and secure realisation of purpose just lift this into level 4 for AO4. All of level 3 criteria for AO5 are met and so a mark at the top of the level was awarded.



To achieve a mark within level 4 for AO5 aim to use a wide vocabulary and varied sentence structure and try to allow time to proofread work to eliminate avoidable errors.

Would you believe me if I told you that one of the richest people in the world was a college dropout?

Bill Gates, the creator of ^{the} multi-billion dollar technology company, Microsoft, dropped out of university at nineteen.

I am here to speak to you, fellow leavers, about the vast array of options you all have. I also hope that I ease the minds of some of the parents in the audience who are uncertain about ~~the~~ ~~future~~ ~~of~~ ~~their~~ ~~children~~ the future of their children.

Now, my opening statement, although perhaps surprising, is not necessarily my advice. I am by no means telling you to drop out and pursue the classic 'follow your dreams' notion.

And yet, there is some truth in that notion.

For years now, the ills of 'tradition' and 'the right thing to do' have plagued us. But fellow students, I want you to know that there is no 'right thing to do.' Some of you have a completely clear idea of where you want to go in life, whether that is university, work, or elsewhere. Some of you don't. And that is okay. There is no rulebook that dictates where you should be, and when you should get there. Everyone has a different path.

Saying these things is all well and good, but I want to move past the superficial sentiment and tell you what your options are, apart from the obvious choice of university.

If you do not want to spend another second in education, why not look at apprenticeships? There are options for everyone, and a recent study by the National Youth Group showed that the number of available apprenticeships for younger people was increasing by 3-4% each year.

Apprenticeships are not the only thing available, either. If you are keen on sports, drama, or even playwriting, there ~~are~~ is a plethora of opportunities available to you. And it has never been easier to find these jobs. Simply go online, type in your field of interest, and a sea of results will await you.

An important question to consider when searching for opportunities is ~~What~~ as follows...

What is your passion?

I cannot stress the importance of doing something you enjoy and are passionate about. That is the most ~~is~~ important thing. A spokesperson for the UN ~~was~~ ~~the~~ Education Organisation (who studied Experimental Psychology at Stanford University) said that being in a position of work or education that you enjoy decreases your chance of mental health issues by over 30%.

And, to the parents of the leavers, I can assure you that if your child pursues their passion,

whatever it may be, they will be fine. Chances are that you~~s~~ were also in their position at one point as well.

So, to summarise. There is no 'right thing to do' in this instance. Do not get swayed by the 'traditional' routes if they are not the ones you want to take. There ~~are~~^{is} an endless amount ~~of~~ of opportunities for every single one of you.

Which path are you going to take?

Thank you for listening.



ResultsPlus
Examiner Comments

The candidate hooks the audience in immediately with a rhetorical question and adopts a mature and sophisticated tone that is sustained throughout the speech. An extensive vocabulary has been used strategically with more colloquial expressions ('Saying these things is all well and good') used deliberately to connect with the audience. The parents of the students are addressed directly at the end to provide reassurance. This is a very well-constructed and accurate piece of writing is worthy of full marks.

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.

Highlight the relevant lines in the text for Questions 1-3 to ensure that your answers come from the correct part.

Answer Question 2 in your own words as far as possible; do not copy out large chunks of the text. Aim to make four clear and distinct points. They can be set out separately but must be written in full and complete sentences.

You should make five clear points for Question 3; brief quotations can be used to support these points but quotations without explanation are not sufficient. Do not spend time analysing the language of the quotations. Points can be set out separately but must be in full and complete sentences.

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. Rather than simply compare the ideas or events within the texts, try to link similar elements such as content, theme, tone, purpose, narrative voice, language and support points with relevant quotations or textual references. Ensure that references are balanced across both texts.

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. Think carefully about how you can engage the reader right at the start and consider how you will end. This will help you to produce 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. Consider the marks allocated to each question and plan your time accordingly so that you are able to attempt every question.

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>

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