



Examiners' Report June 2022

International GCSE English Language A 4EA1 01R

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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 well together; there were clear connections between the texts and the diary structure and narrative voice of the unseen material helped to make it engaging. Candidates had been prepared well and all had, at varying levels acquired and developed the skills of interpretation and analysis.

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)

A02: 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.

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 were six 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 misread or misinterpreted the question as 'select two words or phrases that describe the items' and so offered adjectives such as 'over-sized' or 'comfortable' rather than the nouns that told the reader 'what items the writer chose to take on her hike'.

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 6–9, select **two** words or phrases that describe what items the writer chose to take on her hike.

1 a calendar

2 sunscreen



The first word chosen 'calendar' is not valid as the writer did not take this item with her but the second word 'sunscreen' is correct so 1 mark can be awarded.



Ensure that you read the question and the relevant lines of the text very carefully.

1 From lines 6–9, select **two** words or phrases that describe what items the writer chose to take on her hike.

1 an oversized T-shirt

2 comfortable boots



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Examiner Comments

Two correct phrases have been selected and so the response achieves 2 marks.

1 From lines 6–9, select **two** words or phrases that describe what items the writer chose to take on her hike.

1 Oversize T-shirt, comfortable boots.

2 Camera, painkillers, Lou's wood chinking stick.



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Examiner Comments

This response does more than is required for 2 marks as five of the possible six answers are supplied.

1 From lines 6–9, select **two** words or phrases that describe what items the writer chose to take on her hike.

1 comfortable

2 oversized



The two words selected describe two of the items but the question asks for words or phrases that **describe what** items the writer chose to take and so no marks can be awarded.



Ensure that you have read the question carefully and underline **all** the key words.

1 From lines 6–9, select **two** words or phrases that describe what items the writer chose to take on her hike.

1 anything I thought I might need

2 oversized T-shirt, comfortable boots, a camera



The first phrase selected by this candidate does not describe specifically what items were taken by the writer, but there are three correct phrases selected for the second point and so 2 marks can be awarded.

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 19-30 and describe what happens. Examiners noted that the majority of candidates were able to identify the relevant information and 'answered this question very securely'. One examiner stated that 'Most candidates successfully gave four clear and distinct points'.

There was a good range of possible points that could be made; those most commonly made were the slipping foot, the attempt to grab onto something, the fall and the pain. In addition to the points on the mark scheme, examiners were advised that candidates might make their own valid and rewardable points.

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. One examiner noted that 'A surprisingly common error was candidates thinking that their task was actually to rewrite the extract in different words' and a small number rewrote the passage substituting 'she' for 'I'. 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 became side-tracked into offering their own opinions about the ideas expressed. A further few candidates appeared confused about some elements of the passage eg believing that 'the stupidest thing' that the writer feels she has done was recording the message.

Examiners reported that the most successful approach employed by candidates was to make at least four clear discrete points. If these are set out separately then it can help both the candidate and the examiner see at a glance how many points have been made. It is important to remember that the question will ask candidates to 'explain' or 'describe' and therefore, although it is not necessary to write at length, 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. It is important that the given lines are read closely and carefully.

2 Look again at lines 19–30.

In your own words, describe what happens.

The writer Claire talks about how everything has changed so quickly and how she can remember the pain in ear movement in her memory. She explains about how time moved so slow for her when in fact it was just a few seconds.



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Examiner Comments

This is a brief response but it does make three clear valid points (bps 2, 8 and 5 from the mark scheme) and so earns 3 marks.



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Examiner Tip

Aim to make at least four clear points that answer the question in own words.

2 Look again at lines 19–30.

In your own words, describe what happens.

As she was making her way around the rocks from the top of a ten feet boulder her right foot slipped and she put out her left hand to grip onto something and pull her up, but she was met with only flat surfaces.

Then as she held onto nothing she fell down the ten feet drop, falling off the edge until her body hit the ground making a sharp cracking noise.

Due to the very tall drop she started to go through sharp jabs of pain, trying to get up and get some help.

But everytime she tried to get up she could not find the strength to do ~~so~~ so meaning she was stuck on the ground.

She realized then that she broke her ~~ps~~ pelvis and that because of this she couldn't get up.



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Examiner Comments

Very good understanding is shown in this response with a number of points made clearly (3, 4, 6, 7, 8, 10 from the mark scheme). This candidate has done more than required to achieve full marks. The final point making reference to the writer's broken pelvis comes from line 31 which is outside the given line references.

2 Look again at lines 19–30.

In your own words, describe what happens.

The writer lost control of her footing and slipped
She tries to find something to grab to stop her falling but only
finds rock
Claire fell off the edge and hit the ground causing her to smash her
body against the floor
She tries to get up each time she falls back down because she is in
pain.



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Examiner Comments

This is a succinct response but it does make a number of valid points (bps 3, 4, 6, 7, 10 and 8). There is just enough in the way of description of events for full marks.



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Examiner Tip

Setting points out on separate lines can be helpful for both candidate and examiner.

2 Look again at lines 19–30.

In your own words, describe what happens.

A woman by the name Claire had decided to go on a hiking trip in the 'Lost Palm Oasis' on a quiet Tuesday; ~~while~~ whilst on her hike, she ~~slips and~~ slipped off the edge of a large rock and breaks her pelvis. She spends 3 days rationing her food and water on the sandy floor because she is unable to move. She spent those 3 days considering death and creates spinechilling illusions in her head out of insanity. After many cries for help, A rescue helicopter saves her and she goes on her recovery journey.



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Examiner Comments

In this response the candidate has taken an overview of the whole passage and not focused on the given lines. The only point made (bp3) relies heavily on the extract wording but does add 'of a huge rock'. There is just enough here for 1 mark.



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Examiner Tip

Ensure that you underline or highlight the given lines so that you focus on the correct part of the text.

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 42-57 and explain what the writer is thinking and feeling.

In Question 3, candidates are told that they 'may support' their points 'with **brief** quotations' and whilst the vast majority did so to good effect, it did seem that the use of quotations in some cases led to an over-complication of the task with candidates moving into an AO2 approach and analysing language. One examiner noted that 'It was frustrating to see that a candidate had clearly spent a lot of time and effort writing a full page of answer, only to be awarded two or three marks for it.' A shorter answer focused on the requirements of AO1 would allow more time for the higher tariff questions.

Examiners reported that most candidates achieved at least 4 marks with many achieving the full 5 marks by making five or more appropriate points. The best answers had five clear, distinct points, each about a different thought or feeling; all of the points on the mark scheme were regularly found in candidates' responses. One examiner noted that 'many candidates adopted a 'point in my own word supported by a textual reference' approach' to sound effect. Some candidates did not achieve full marks because they repeated a point or simply rephrased it slightly or because they went outside the line references. 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.

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, often set out separately which, as with Question 2, can be useful to both candidate and examiner. 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, eg about the effect of the heat, which should be rewarded.

3 From lines 42–57, explain what the writer is thinking and feeling.

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

The writer was scared "fear ran cold through my blood as I considered where I now fell in the chains of desert life. Potential prey"

The writer is conflicted about her life. "I thought about the amount of time I'd spent - wasted - flicking through the internet."

The writer is hopeful "if sharing what I was going through meant that, for one brief moment, I wasn't alone."



In this response the candidate makes three brief but clear points about the writer's thoughts and feelings supported with quotations (bps 2, 9 and 7 from the mark scheme).



Remember that this question is worth 5 marks so aim for 5 clear points; there will always be more than 5 points that can be made.

3 From lines 42–57, explain what the writer is thinking and feeling.

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

Stranded in the environment, the writer feels fearful as "cold ran through" her blood. As she is unable to move and move to shelter, she is considered "potential prey" by hawks and other predators.

In spite of her pain, she manages to make a "video message" to her family or loved ones and reminds them that: "I just want to say I love you all". Showing that even when in danger, she still thinks about who else could be affected.

After a while, she feels "hopeless" and reminisces on "wasted" time in her life - as she may believe that she'll never make it out.

She ^{also feels} ~~says~~ her life was "thrown in the bin" as she couldn't spend that time on better things such as with her family.

As it gets dark, she feels cold settling over her "like a damp shroud", emphasizing her uncomfortableness in her situation.



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Examiner Comments

This full response works through the given lines, shows complete understanding and carefully selects quotations to make the points (2, 3, 6, 8, 9 and 10 from the mark scheme).

3 From lines 42–57, explain what the writer is thinking and feeling.

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

The writer feels scared and alone after breaking their pills. This is emphasised ~~by~~ when they explain how "fear ran cold through my blood". This metaphor helps to emphasise the feelings of the writer and displays fear as something cold and lifeless. This metaphor also helps explain that she doesn't feel that she is escaping this situation. We can infer this from the death imagery used like the "cold" in her "blood" and the "fear" that ran through her body.



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Examiner Comments

This candidate identifies the writer's feelings that she is 'scared and alone' and 'doesn't feel that she is escaping this situation' but moves into an AO2 approach and offers analysis of language of the one chosen quotation which is not a requirement for this question and cannot be rewarded.



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Examiner Tip

For full marks, aim to make five separate points in own words supported by brief quotations. Remember that for this question you do **not** need to analyse language.

3 From lines 42–57, explain what the writer is thinking and feeling.

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

The writer is thinking that time is going extremely slowly and knowing it was just a very short period of time. It seemed to ~~have~~ happen so slowly, almost gracefully yet it's real time. She also felt like this was going to be something she would remember forever. She
flows



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Examiner Comments

Unfortunately the candidate has answered the question on the wrong part of the text and so no marks can be awarded.



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Examiner Tip

Underline or highlight in some way the line references so you can be sure that you look at the correct part of the extract.

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, Aron Ralston, uses language and structure to interest the reader in the events that he describes.

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 the question was 'very accessible and fair' and that most candidates 'tackled the question with a significant degree of confidence' achieving at least half marks. There was, however, a feeling from a number of examiners that candidates were missing out on marks at the highest level because they adopted a chronological approach 'which led away from an exploratory/analytical framework'.

Most candidates spotted obvious features of the language of the text, such as the use of first person or the autobiography genre, and many discussed the use of technical jargon and the way this reflects Ralston's experience and makes the subsequent accident more of a shock, the foreshadowing of 'teeters', the violent verbs used in relation to the moment of injury and the writer's perception of time. There was also some effective discussion of the active/passive voice and more able candidates linked this to the shift in the text from Ralston being in control to losing control.

At the lower levels, candidates tended to describe, narrate and make general comments on the text, stating why an event like this might be interesting and writing more of an AO1 answer, rather than looking at how language and structure were used to interest the reader. Some candidates at this level named a range of techniques but had little understanding of what their effect might be beyond making the reader 'want to read on'.

At mid-level it was felt by examiners that whilst candidates appeared to make more points on language than structure and often selected appropriate quotations, there was a lack of focus on vocabulary. One examiner reported that a number of candidates were using ellipsis to cut out sections of quotations which 'shifted the focus onto **what** Ralston was saying rather than **how** he was saying it'. Some candidates spent too long looking closely at the first paragraphs and wrote a lot about Ralston being an expert climber, but did not say anything about the subsequent accident and drama. 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. Examiners noted that there was often a focus on using imperfectly understood linguistic terms at the expense of exploring the ways in which the writer interests the reader.

The best responses demonstrated perceptive understanding, dealt with a good range of ideas from throughout the text and interwove their discussion of language and structure, seeing the two as working symbiotically to convey meaning. Where candidates felt confident to discuss structure they often did so with great insight and depth.

Ralston engages the reader ~~through~~ ^{by creating} danger. ~~of imagery.~~ This is highlighted when he describes "fifty feet down the canyon." This use of imagery allows the reader to understand the abnormal situation, that any normal ~~human~~ person would not put themselves in, ~~that~~ ^{yet} Ralston finds himself in this situation.

Secondly, Ralston interests the reader through a sense of foreboding. This is evident when he states "It supports me but teeters slightly." This creates an ominous sense of foreboding that there is a frightful event that has yet to ~~to~~ occur. As well as this, it is very dangerous and naturally, humans are interested to see what ~~may~~ will happen.

Finally, Ralston builds tension and suspense as the events that occur become worse and more dangerous throughout the story. This is highlighted

~~whereas~~ the first thing Ralston describes is the canyon and what he is ~~going to be~~ doing in it. However at the end he finds himself in excruciating pain ~~as~~ he claims "searing-hot pain shoots from my wrist up my arm." This is a physical trauma no human should have to endure. This level of pain should never find its way to an innocent life like Ralston's.



In this response the candidate adopts a PEE approach and makes three clear points, supported by appropriate quotations. Sound understanding is shown and some explanation is offered of language and structure although there is no close-level analysis. The response is rather brief and points lack development but it merits a mark in the middle of level 3.



To achieve level 4 and above, aim to make a range of points and include some word-level analysis.

From the title "Between a rock and a hard Place", Aron Ralston uses ~~juxtaposition~~ juxtaposition to compare the two "rock" and "hard" which interests the reader to see the possible outcome which the comparison of the title is ironic.

Immediately readers are introduced with a description of what Aron Ralston is doing. The readers get a vivid understanding of just how professional and experienced he is as he "overhangs" and "drop-off the claustrophobic feel of a short tunnel." The description of the "nine foot-height" captures the sheer gravity of what Ralston was dealing with which increases the tension for the reader.

After Ralston describes how he was ^{fixing} adjusting the grip of his body weight while the stone "responds" to this adjustment.

~~Readers~~ ~~know~~ This evokes terror as this is the turning point of the extract

As soon as Ralston ^ "Instantly," knows that "this is trouble" this short, dramatic sentence heightens the anxiety of both the climber and the reader. Ralston follows the sentence by explaining what he needs to do in order to survive. "My only hope is to push off the falling rock to get my head out of the way." This captures his intrinsic thoughts which explain how, although Ralston possibly is internally petrified, but ^{calmly} lays out his ~~plans~~ of his escape plans of ~~survive~~ now he is planning in getting out,

Ralston next uses allusion as he describes the speed of life for him. He captures the time "dilates" as if he is "dreaming" the simile here explains how dissociated he feels from reality as if this is all just a part of his "imagination."

As soon as the "rock smashes my left hand against the south wall." This vivid imagery describes the sheer level of pain that Ralston must have experienced, yet it was blurred out by his adrenaline. Since his first response was his

"eyes register the collision." This tells us it is important to note how his immediate response was not even the pain of the collision, more of what he had seen. As if the injury did not happen to him, but as though he watched this happen to someone else.

The use of the Ralston uses language as we follow the description of the injury with the line "My disbelief paralyzes me." This hyperbole suggests how he is unable to comprehend what had occurred to him as though it didn't feel real enough. Ralston was experiencing derealization, he then mentions how he "hard stare at the sight of his ~~arm~~ arm vanishing." Although his arm is physically not to be seen, the Ralston's "arm vanishing" could symbolize his hope, dignity and feelings and how he put himself in so much danger within seconds of making a decision as well as his arm ~~seen~~ representing his mental state and wellbeing.



The candidate shows a thorough understanding and makes a range of points. There is some sound explanation at the start and the candidate then begins to delve more deeply into the text and presents some interesting ideas eg the writer describing his accident as if it was happening to someone else. The final point explores language effectively and the answer sits securely at mid-level 4.



Avoid an unnecessary introduction and aim to make a relevant point on language and structure that will start to earn you marks right at the start.

Ralston creates tension throughout his piece in order to immerse the reader straight into the action of his incident. He describes how after his painful incident there was 'Then silence.' This short declarative sentence after an action-packed paragraph with vivid imagery ~~is~~ describing the painful experience he endured leaves the reader wondering whether he will survive or what will happen next to him, making the reader more intrigued. The 'silence' also juxtaposes with the ^{verbs in the} asyndetic listing 'the boulder then crushes my right hand... lateral side of my forearm.' This juxtaposition also ~~creates~~ ^{reinforces} this doubt and concern making us feel shocked after the trauma he had just faced. ~~The~~ Ralston also remembers how 'time dilates, as if I'm dreaming.' The simile ~~is~~ portrays how everything happens all so quickly and beyond his control as he was vulnerable to the consequences that were yet to come, unfortunately. The fact that he compares ~~the~~ his fall to 'dreaming' also shows how surreal it felt to him and how he didn't expect this to happen to him. The verb '~~time~~ dilates' increases the pace of the temporal awareness of the events and how suddenly the incident happened.

When Ralston ~~was~~ ~~he~~ locked up ~~he~~ realised 'the falling
chockstone falling toward my head consumes the sky'. ~~is~~
The fact that the ~~was~~ enigmatic rock ~~was~~ 'consumes the
sky' ~~show~~ portrays how immense and ~~is~~ shocking the
size of the rock was and how destructive it could be to
and the damage it would cause if it were to ~~hit~~ ^{pull on top of} someone.
The personification also shows how quickly the rock
was falling ~~is~~ and how it was closing in on him,
emphasizing the fear and pressure the writer had endured
during that ^{apprehensive and tense} moment. ~~is~~

Ralston also interests the reader with his plentiful knowledge
on rock-climbing. He describes how he would use this
'technique known as stemming or chimneying'. The jargon
^{informs the} ~~portrays how~~ reader of how his experience has taught
him the most effective ways to rock-climb and also
informs the reader as to what is the best method he
uses, ~~also~~ perhaps giving them advice. This is further
emphasised through the ~~is~~ short simple sentence at
the beginning of the text ~~where~~ 'I come to another
drop-off.' This succinct sentence immerses the reader
directly into the action and also ~~illustrates~~ immediately
tells us that he knows what he's doing and that
~~he~~ he has great experience in the sport. The statistical
information of the cliff he sees being 'maybe eleven or
twelve feet high' conveys his ^{beneficial} ~~ability to~~ and could

skill of visual awareness and also his ability to recognise ~~the~~ how careful he needs to be when dealing with the dangerous geographical environment of the canyon.

Moreover, the writer shows how vivid the action is and how it is filled with moments of risk. ~~The~~ when trying to call for help he is 'frantic, and I cry out...' The episode leaves the reader ^{knowing that there} ~~convinced that there~~ is so little beyond his control that he can't help but at least try to do something, despite it not being effective. The adjective 'frantic' further emphasises how concerned he was. He also would 'dangle off the checkstone! The verb 'dangle' portrays the risks he took whilst doing this extreme activity but could perhaps show how chance and luck isn't always in his favour, as a result of his homing and life-changing incident.



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Examiner Comments

The response opens in an assured and confident manner and immediately shows good understanding. This is a focused response that is often perceptive, analyses language and structural features and considers a good range of ways in which the writer interests the reader. References are apt throughout and clarify the points being made leading to full marks.



Selecting the key moments to write about is important. Note how this response does not start at the beginning of the text; the candidate has chosen the immediate aftermath of accident for initial focus on the idea of how tension is created to interest the reader.

Aron Ralston uses language and structure to show how slow the moment went by it was as if he was in slow motion evidence to prove this is "The next three seconds play out at a tenth of their normal speed." This interests the reader because he is putting an image into their heads so that they would understand what it is like. He also uses suspense to emphasize on what he has just experienced as he says "Then silence." This shows that he was all alone and no one could save him at this point. #

He was in so much pain and agony that he became panicked he didn't know what to do ~~and~~ This is shown when he said "The flaring agony throws me into a panic." This shows that he was in a state of panic and would make the reader feel scared and worried about him because he is stuck and in pain.



In this response the candidate offers some comments on the writer's experiences with reference to the speed of time, his isolation and pain. In the second paragraph the candidate picks out the words 'agony' and 'panic' from the quotation but simply repeats them and the impact of these words is not explained. There is some textual reference and a straightforward consideration of how the reader might be interested. Overall the response meets all the criteria for level 2 but is not sufficiently developed to move beyond it.



Select appropriate supporting quotations but then aim to include some word-level analysis eg in this response the candidate could have examined the connotations of the phrase 'flaring agony'.

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 'I don't think I marked a single response that wasn't comparative in some way and the vast majority of candidates moved back and forth effectively between the two texts'. Another examiner reported that 'many candidates tackled this question with confidence and a degree of authority'. It was particularly pleasing to see how successfully Text One was addressed with candidates making insightful observations about the writer's ideas and making pertinent links to those in Text Two. However, one examiner did warn that 'the high-level engagement with Text One was detrimental to some candidates who became so absorbed in discussing it that they forgot to balance their points evenly across both texts'.

Common points of comparison included: Ralston starts in medias res/Nelson has a build up; he is an expert/she is more of an amateur (some answers looked at how she has an emotional response to the surroundings here, showing her awe, whereas he is very factual, showing his familiarity with such environments); both share the idea of time slowing down at the point of the accident; some similarities in the way the writers describe pain, with both using heat imagery; she is rescued whereas we do not hear about him being saved.

At the lower levels candidates tended to give a number of very obvious similarities and differences eg *'the writers are in different places'*, *'one is a man and the other is a woman'*, *'Clare has her lunch but Aron doesn't mention food'* which meant they did not move beyond level 2. Some candidates copied out over-long quotations whilst a small minority used no supporting textual references and tended to be more list-like.

Within mid-level answers there was often still a tendency to focus on similarities/differences between the events described rather than on the writers' ideas and perspectives and at this level examiners noted that a number of candidates wasted time on introductions that merely established what they intended to do in their essay rather than immediately picking out some salient links. A number of candidates felt that Ralston was more 'pro-active' and brave referencing the fact that he cut off his arm but it must be remembered that this does not take place in the Anthology extract. These candidates often seemed to think that Nelson should '*try a bit harder*' to move and '*not rely on others to help*' seemingly unaware of the serious and potentially fatal nature of her accident and injuries.

There were many high-achieving answers but it was noted that some candidates tended to develop and explore the ideas of each text at the expense of making extended comparisons between them. One examiner reported that candidates securing the highest marks 'conceptualised their approach, shaping an argument that tussled with the nuances of contrast and comparison across the two texts'. The most assured responses were well-balanced with a range of comparisons and discriminating and judicious use of references; they 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.

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.

Both ~~texts~~ texts are about similar situations.

In text one by: Claire Nelson, the ~~text~~ extract starts off with an subtle introduction, compared to Text two by Aron Ralston who has a very to the point introduction.

Claire Nelson also structures ~~the~~ the text as a story type with details of every thing that happened on what day and but Aron Ralston's text is very just the main idea where he got stuck and how he almost lost his life.

The ending in Text ~~two~~ two is very sad in ~~every~~ a way it makes the reader feel that even after all the efforts he has put he won't be able to get out. But on the other hand in Text one, it is a very relieving ending as we know that she's going to make it and that she will be fine, makes the readers have a sigh of ~~relief~~ relief.

In text One compared to text two there were people looking for Claire and but there was noone coming for Aron.

Also the way that Claire has structured the whole extract is very sophisticated and ~~has~~ has a lot of detail compared to Text two.

Both texts at some point had a feeling where we as readers thought that they gave up, ~~and~~ and also makes us feel sad because it was a terrible death if it was going to happen.

Both titles ~~are~~ ~~you~~ ~~this~~ ~~thought~~ ~~that~~ have connotations of something bad happening.

Clare uses a lot of literary devices like simile, "crawling on my
belly like a devout religious pilgrim"



ResultsPlus
Examiner Comments

In this top level 2 response, the candidate offers a number of obvious points of comparison eg that '*there were people looking for Clare but there was no one coming for Aron*' with some comments. At times there is a move towards explanation eg in the point about the endings of the texts, but there are no supporting textual references. Use of these would have lifted the response into level 3.



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Examiner Tip

Ensure that you follow the question's instruction to 'Support your answer with detailed examples from both texts, including **brief** quotations'.

Both of these texts are personal recounts of their accidents as they remember it. However, the layout of these texts are completely different.

In Text One we see Claire writing in a diary entry, with different dates and timestamps. However, in Aron's text, he uses long paragraphs and more formal structure and language. We see him use more formal and educated than Claire throughout the text, with longer sentence structure, standard paragraphing and formal and technical language. In Claire's text she is less formal and uses informal language such as 'gonna' in her text messages. However, in Aron's extract, he is only using technical and formal language up until his accident.

Another difference between the structure of both texts is the paragraph length. In Text One Claire uses very short paragraphs to highlight specific emotions such as 'Help', 'Get up' or 'No. No no no.'. This shows that Claire wants to highlight those phrases and emphasise them to more easily demonstrate her feelings to the reader. However, in Aron's text we see his paragraphs are much longer than Claire's and include a much higher level of detail and description. A demonstration of this is when Aron says, 'I stare at the sight of my arm vanishing into an implausibly small gap'. This shows us the level

of description that Aron is using in his text in comparison to Claire. In Claire's text during her accident she says, 'My pelvis was broken.'. This shows Claire's lack of description in comparison to Aron as she states what happens whereas Aron uses descriptive language to show it.

A similarity between both texts is that the accident happens in the middle of the story both times. This shows ~~the~~ the build up and foreshadowing both times and allows the writer to hint at what is to come. Claire's accident occurs in paragraph 6 and so does Aron's. This gives both writers the time to build up the suspense and tension before the climax of the accident. This shows the reader more of the writers thoughts and perspectives before the accidents happened.



ResultsPlus
Examiner Comments

This response focuses on elements of structure and makes some fair comparative points but without much development. There is a reasonable range of comparisons supported by references although these could be a bit more balanced. The final point is quite thoughtful and a mark in the middle of level 3 is appropriate.



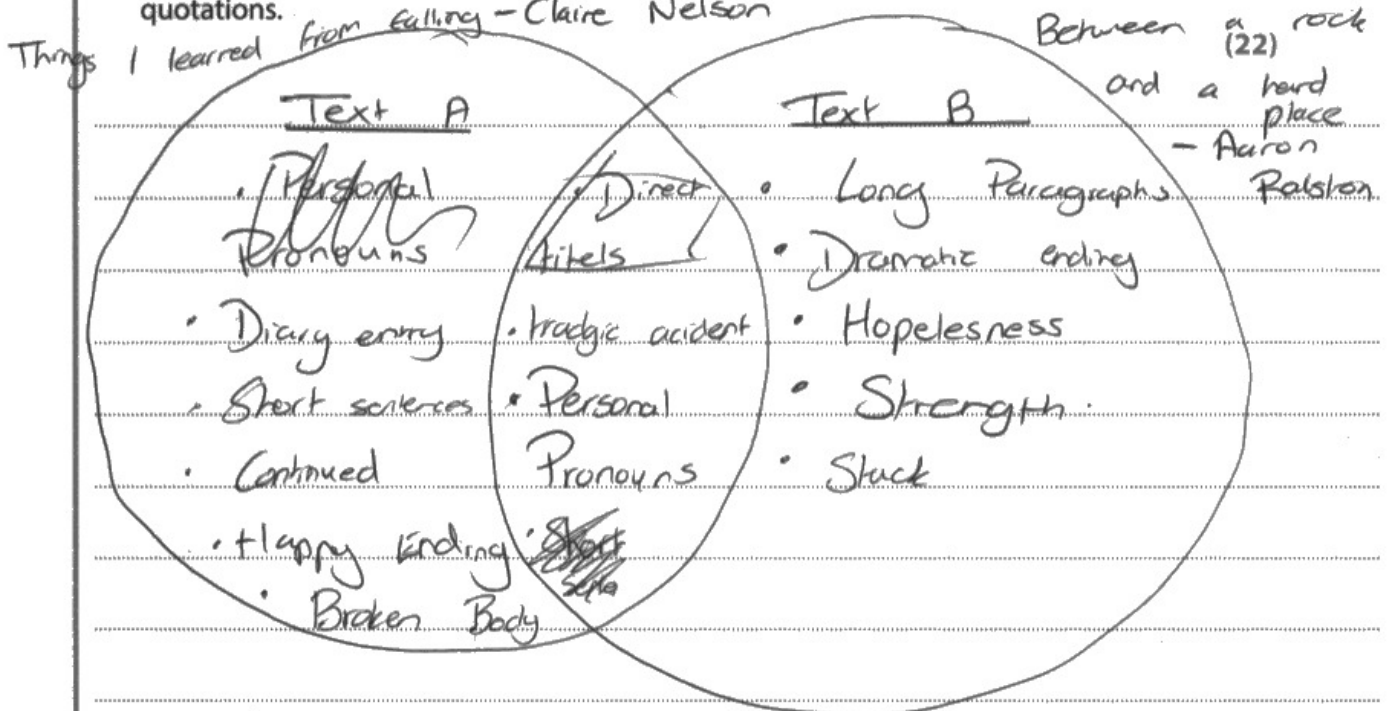
ResultsPlus
Examiner Tip

Aim to make a range of comparisons that cover the writers' ideas and perspectives and try to ensure that references are balanced across both texts.

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

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.



In both texts, Aaron Ralston and Claire Nelson both vividly describe how fatal injuries occurred due to a simple hike and rock climbing.

Both authors have used direct address such as personal pronouns to draw readers in and to make the stories personal. "I come to another drop-off"; this is the opening line of "Between a rock and a hard place" which immediately draws the readers in with the use of the "I". In "Things I learned from falling", the reader starts each day with

a sentence containing the personal pronoun "I". For example "I woke up."

However, the structure of the two stories are very different. ~~with~~ Claire Nelson uses short sentences, short paragraphs and a lot of 'one-liners' to describe the story almost like a diary entry where as Akron uses long descriptive paragraphs to portray the story. We can see Claire Nelson used a 'Diary' like style by the headings of "Day-Two's Wednesday".

Both Authors describe in detail of how they feel throughout the tragic incident. In "Between a Rock and a Hard place" words ^{and phrases} like 'Anxiety', 'frantic', "I know this is trouble" and 'dreaming' ^{are used} to represent the ~~dis~~ diabetic. ^{Similarly} in "Things I learned from falling" words ~~like~~ and phrases like; "so this is really happening", "feel safer", "hopeless" and "Fear" convey how the protagonist is feeling and how they are dealing with the fear and pain they are in. They both describe how 'slow' it felt to them as

they both fell. ~~After~~ Aron Ralston uses the phrase "in slow motion" to start describing how the rocks smashed his hand then the other and how ~~the~~ his life pretty much flashes in front of his eyes. Claire Nelson uses a very similar phrase, "it seemed to happen slowly." She describes how her foot slips on the dust and how she began to fall, however Claire explains the story briefly where as Aron is very descriptive and specific on the detail of his fall.

Both authors have very different endings to their stories. Claire seems to drag the devastation on for a few days whereas ~~as~~ Aron describes the whole story as a 'one-day' incident. When concluding their stories Claire has a turnover of a 'happy' recover story where she is miraculously saved bringing a joyful and clear ending to the story whereas ~~as~~ Aron wanted readers left wondering with his one word ending, "Nothing." The ending isn't clear it is dull and depressing because readers will never

truly know what happened. Aaron has a devastating ending whereas Claire has a clear and 'happy' ending.

In conclusion we can see that both authors have conveyed their stories descriptively however the structure is very different. Claire using more of a ~~diary~~ ^{diary} approach whereas as Aaron uses long descriptive ^{sentences} to explain everything that happened in only a day.



ResultsPlus
Examiner Comments

Whilst this response is a little uneven in quality with some points lacking development eg that on structure, the candidate uses their Venn diagram plan to help them make quite a wide range of comparisons. The candidate takes a little while to get into their stride but there is an attempt to offer exploration of language choices (eg in the way in which the passage of time is described) and sufficient to place this at the lower end of level 4.



ResultsPlus
Examiner Tip

Planning a response can help you to focus on key comparative points.

Text one, "The thing I learned from falling" by Claire Nelson, is an autobiographical piece of her experience being injured and stuck stranded in a National Park for Days.

Text two, "Between a rock and a hard place" by Aron Ralston, is similar, however ~~it talks~~ it's about his experience as a professional ~~also~~ being stuck ~~and~~ ~~in a~~ and injured in a deadly environment.

Firstly, Both authors have ^{different} ~~different~~ levels of experience. In text one, Claire Nelson says that "the most dangerous moves are the ones that don't feel like it". Her lack of detail to the surroundings may suggest she hasn't watched her surroundings close enough whether ~~or~~ or not to tell if they are safe. Showing that she put herself in danger by not being fully aware. In contrast to text one, the author of Text two shows to have a lot more professional experience in climbing to tell the distance between points such as "fifty feet down the canyon". This shows he's much more aware of the danger the environment presents as he would have been used to it. He also tests the boulder ~~to see if it~~ ~~would be able to~~ "hold" by kicking it "to test how stuck it is", and thus not immediately putting his life in danger. Therefore, this shows that in terms of readiness, text two was much more prepared for any danger than text one, despite them both getting stuck in the end.

Both ~~the~~ texts contrast as well as the ~~the~~ anthas were put into danger. Text one says that the "next few seconds happened so fast". The short sentence "My right foot slipping" creates tension as she falls, ^{emphasizing how quick she was to fall} followed by a longer sentence to highlight ^{again} how easy it was for her to be put in such a situation. Furthermore, through another short sentence, it shows the severity of her pain, as breaking her pelvis meant that she was unable to walk, and moving may put her in excruciating pain. In contrast, ⁱⁿ text two, "time dilates" and he becomes much more aware of what's happening - as if everything was in slow motion. Through the use of asyndetic listing, he describes to the readers, ^{his} "the boulder then crushes my right hand and ensnares my right arm at the wrist, palm in, thumb up, fingers extended." Through the use of the adjective ~~the~~ 'crushes' and 'ensnares', he is ~~so~~ emphasizing the pain and danger, as his arm would be shattered, trapping him between the rocks. Furthermore, at the end of the list, the short sentence ^{"then silence"} ~~so~~ steps everything abruptly, reflecting how the author was "paralysed" with disbelief and how everything happened in a second but every movement was seen.

The two texts, both experience the pain as a sharp wave, although using different terms. In text two, Aron Ralston says that "within moments, my nervous system's pain response overcomes the initial shock", which he described as "flaring agony". The adjective ~~the~~ flaring is derived of fire - suggesting that due to the excruciating pain of his hand/arm being crushed, he feels like his burning. Similarly, in text

one, Claire Nelson says that the "white heat of pain" stabbed her body. Through the ^{parallel} adjectives "white" and "heat", it shows that ~~she~~^{she} experienced her pain in a similar way to text ~~one~~ two. This is because when you're in pain, you typically 'black out' or are unable to see correctly due to the pain. Meaning that it could be symbolic of seeing a white light or feeling as if you're about to die from the burning pain.

Despite their similarities, Text one ends with a recovery note on being rescued. After waiting for days, and feeling unstable through her consciousness - ^{as} short seen in short sentences such as "Lemi-conscious", "weakening" and "woozy" - she is rescued. And that despite feeling alone ^{or} ~~left~~ ^{left} behind to die in the harsh environment, she was never truly ~~alone~~ alone. Therefore when she heard the voice, the short sentence of "I am going to live" emphasizes her relief and gratitude to being found and rescued and to allow her to live her life without worrying it. In contrast, text two ends on a cliffhanger of "nothing". Being unable to move or call for help, he is left alone trapped between two dangerous spots. Therefore when he found nothing would budge, and he was fully trapped, he ~~explains~~ ends with the one word "nothing". This creates a tension and empathy towards him, and also represents how fast he had given up - ^{he thought} as "there was nothing he could do".

In conclusion, Both texts experience similar scenarios, with different factors affecting the outcome. In text one, although less experienced, she manages to

stay conscious long enough to be found and rescued. Text two however, although having more experience, the pain^{and panic} from the rock injuring him puts him under a lot of stress.



ResultsPlus
Examiner Comments

This full-mark response presents a varied and comprehensive range of points. A high level of astute analysis is sustained through most of the answer and references are discriminating. There is perceptive understanding of perspective, themes, language and structure. All level 5 criteria are met.

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 speech to peers giving views on the statement 'Overcoming a challenge makes you a stronger person', was chosen by slightly more than half of the candidates. On the whole, it was answered very successfully: one examiner stated that the question 'really inspired candidates who responded very positively to it' and another examiner wrote that it was 'an absolute privilege to mark the many engaging and entertaining pieces of writing'.

There were a number of confident responses with candidates sharing sensible and thoughtful advice on how to approach challenges in life. Most were familiar with the conventions of a speech and employed a range of rhetorical devices. Whether they included personal anecdote or a more general focus on how challenges can affect a person's well-being, they were often well-constructed with a strong sense of audience. Examiners commented on the way in which some candidates 'deployed little touches such as tag questions that worked to create a rapport with the intended listener'.

Candidates covered a range of challenges which included dealing with bullying, anxiety, eating disorders, Covid, exam stress and parental pressure. Some candidates wrote movingly about the challenges of illness and bereavement within families. It was noted that the vast majority of these responses seemed heartfelt and natural. One examiner said, 'I feel sad that such a large number of candidates referred to mental health trials and tribulations which they, friends or teens in general seem to face these days' but examiners were also impressed by the bravery and resilience that was frequently displayed and found it 'heart-warming and relieving' to read how many candidates did indeed feel stronger after overcoming a challenge.

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 everyday challenges in life. Use of 'statistics' can be effective but these should be believable and employed sparingly. Some of the responses at this level were brief, but others were lengthy and unparagraphed and read almost like a stream of consciousness. These candidates would have been better served by planning their ideas carefully and writing a more structured and cohesive answer. Other issues with AO5 centred on accuracy but this was often to do with syntactical control rather than spelling and punctuation, although the degree of comma splicing and 'random placement of full stops' was remarked upon by examiners.

More successful responses were, as one examiner, reported 'realistic, reassuring, passionate and inspiring'. At this level, candidates demonstrated an excellent awareness of issues and there were some perceptive and sophisticated responses; one examiner praised the use within these answers of extended metaphor and the way in which candidates used a range of devices and sentence structures to build up ideas and impact until the reader felt inspired. Fragmented sentences were often used in a powerful and striking manner but if used too often the effectiveness was lessened.

Candidates who attained marks in the higher levels for AO5 employed a wide and impressive vocabulary strategically, wrote with a high level of accuracy and produced carefully constructed speeches.

good morning, How many of you here today have gone through a stressful life event in the last year? How many of you founds this event challenging? and finally how many of you consider this event to be a setback? Studies have shown that 73% ~~per~~ of people use stressful life challenges as an excuse to give up on a goal. I'm here today to ~~teach~~ teach you how to utilize these challenges to grow into better, stronger, harder working people.

* I once met a woman who's husband had passed away in his 40's ~~she was left~~ ~~left~~. She did not work and had relied on him for money. Instead of accepting defeat and living off what she could she went back to school at 43 and became one of the most successful criminal lawyers in the world. Nobody had believed in her. Nobody had believed it was possible for someone like her. Everybody had thought it was too late and BANA' just like that she defied the odds and proved them all wrong.

~~21:00~~ what i'm trying to explain to you is
that it doesn't matter if you think its too late
it doesn't matter if you think you cant and most of
all it doesn't matter what anyone else says. Your challenges
do not define you and the only thing coming in
the way of reaching your true potential. is you.
We need to stop tearing ourselves down and
holding ourselves back in fear of failure!
Break the chains holding you back like a prisoner
within your head. Turn your biggest weaknesses
into your greatest strengths. Don't stop yourself
and say "maybe tommorrow" "maybe next month, not
now" Start today. become a better you! ^{a stronger you;} you
can!
Thank you



There is a clear sense of purpose and an appropriate register in this speech; communication is clear with use of anecdote and strong personal views. Tone is well-considered and helps to place this response towards the top of level 3 for AO4. The candidate uses a varied, if not very ambitious, vocabulary and there are some technical errors. Paragraphs are used to structure the piece, some sentences have been constructed for effect and there is quite an emphatic ending; a mark at the top of level 3 for AO5 is merited.



When writing a speech, direct address to the audience at the start, as in this response, can help to establish form and purpose.

'Over coming a challenge makes you a stronger person.'

Hello Ladies and Gentlemen,

I am so glad that I have been invited to speak on a topic I am so passionate in and something that is very close to home.

1 in 5 children ~~lose~~ ^{lose} a parent. Whether is because they have left or they have passed away. There are around 3000 of you sitting in this room right now, which means roughly 600 of you have lost a parent. That's tough. And it's a challenge. One that was so hard for me ^{personally} to over come that I thought ~~that~~ "I shouldn't have to experience this. That it isn't fair that I should have to." But I came out of it a stronger person.

My mother was diagnosed with ~~the~~ stage four lung cancer when I was 8 years old. She was an avid smoker but that's besides the point. She was given four months to live. It was my birthday in 5 months. I remember sitting by her bedside, listening

to her trying to suck in a full breath while she slept and wondered why. Why did she do this to herself. Why did my ~~dad~~ let her do this to herself

This brings me onto to 5 stages of grief. I know it's just a concept, and everyone deals with grief in different ways but I feel that it applies to me. The stages are: confusion, sadness, anger, acceptance and remembrance. I know remembrance isn't a known stage but I feel it should be in there.

I felt confused when the doctors told her she only had 4 months to live. In my 8 year old brain I thought, "why 4 months? Why can't she just wait for my birthday?" I was confused because the doctors didn't look at my mom with pity, but me. Why did they pity the healthy 8 year old when her mom, her best friend, was dying.

The day she left us was the day I thought the whole ~~was~~ world would crack open and ~~the~~ ~~world~~ swallow ~~me~~ whole. That's how I remember spending my birthday. Crying. Crying for the ~~man~~ I lost. Crying for the life ~~she'd~~ ~~she'd~~ miss. And just crying because I missed her. Her laugh, her smile. Everything.

My anger came sooner than I thought. I cursed my mum for leaving. I cursed my dad for letting her go and I cursed myself for feeling this way. If I'm honest, I was a bit of a brat towards my dad. He just lost his wife. His soul mate, and I was taking all my anger out on him.

It took me a long time, and I mean a long time before I came even close to accepting what had happened to her. To me (as selfish as it sounds.) A whole year had passed and I was now 10. I was on good terms with my dad and no longer blamed the doctors for not helping my mum survive. It was just me and him. I had finally reached acceptance. I felt at peace ~~with knowing that she no longer suffered in this world.~~ with knowing that she no longer suffered in this world.

Remembrance was, and still is, my favorite stage. Looking through a photo album of pictures of my mum, my dad and I. One big happy family. Complete. It's good to remember her. Because it's only more painful to try and forget. I do believe that what ever kills you makes you stronger. ~~And boy~~ And boy, did I really feel as if that

Incident
~~Incident~~ killed me. But imagine it like a tunnel.
You see the tunnel and can't see the other
side. ~~#endless~~ It's an endless, dark pit that you
don't know if you'll ever make it out alive. But
then you see a light, so small, you think your
mind is playing tricks on you. The light becomes
bigger and bigger until it ~~se~~ engulfs your whole
view. And once you open your eyes again, you've
made it out the other side. And ~~you're~~ ^{you're} no longer
scared. So when you do face the next tunnel,
even though you know ~~it's~~ it's going to be scary,
you know that there is a light at the end. And
you know you are going to reach it.

Thank you.



ResultsPlus
Examiner Comments

This is a moving and convincing speech, focusing on a huge personal challenge that the candidate conveys successfully. The stages of grief are identified and then explored. The tone and form help to make a strong impact on the reader and this piece is awarded a mark towards the top of level 4 for AO4. The vocabulary choice is not particularly ambitious but has been purposefully selected; evidence of very deliberate structural crafting places the response within level 4 for AO5.



Try and allow time to check through your writing to eliminate avoidable errors and ensure that you spell any words that appear on the question paper correctly.

Have you ever not wanted to get out of bed? Because I know I have! ~~Have~~ Have you ever not done your homework? I have done that too! Have you ever ~~procastinated~~ procrastinated all your work until the very last minute? Because we all have. These are common things that we do because being lazy is human nature. We are made to do the bare minimum to survive and reproduce. This is what mother nature has designed us for. However, we aren't going to just do that. We are going to be greater than we were ever designed to do. As a collective, we will be better, stronger, faster, smarter than anyone on this planet has ever been before! But that comes with challenges. People are afraid to take risks. That's normal, that is what we are designed for. Our minds are not biologically made to want to take risks. It is designed to keep us safe, comfortable, lack of change. But ~~we~~ you we are going to make that change!

We overcome many challenges in our lives. We get cut and bruised as kids, arguments as teenagers, money problems as adults, grumpy children as elderly. There are challenges all around us. We just do not take enough of an initiative to overcoming those challenges. The choice is yours but I wholeheartedly ~~agree~~ agree with the fact that overcoming a challenge does make you a stronger person. This is because the more challenges you overcome no matter how small or insignificant they may seem will always help you become a stronger

more complete person. This is because ~~at~~ every time you overcome even the slightest challenge, you are helping make this world a little better for everyone. For example, working hard and studying to get good grades is hard, you'll be disappointed sometimes. But when you overcome that and get the grades that you want, you will be happy and so will your loved ones. It makes a slight but noticeable impact on the world every time you overcome that challenge. It also makes you more resilient and hardworking. Working hard to overcome a challenge makes it easier to overcome other things too. Training your brain to try its best to overcome challenges will train it to do so over time. So you can kiss goodbye the plans mother nature had for you because you have taken control and ~~can~~ use your ~~new~~ found skill of hard work to go and put it towards your next goal in life. All of the strength and resilience built up within you will make it look easy!

How do I overcome my challenges and problems? Well I am glad you ~~want~~ want to know. Overcoming challenges is hard, but once you get the hang of it, you'll be able to do it easily! So, for example, if you want to study more, but just can not help yourself to messaging your friends online and playing videogames? Well you have to set yourself a goal or a target ~~For~~ For example ~~2~~ 2 hours a day every day. This helps you know what you're aiming for. Then, give yourself something as a reward for completing your goal. This gives something you do not like doing, a connection to something you do like doing. So if you study for 2 hours in a day, you can

allow yourself to play video games with your friends for another 2 hours. And then, if you complete the entire week and did 2 hours every day, then you can give yourself the day off! This will make the idea of working ~~or~~ or studying a lot more enticing than if you had no reward or satisfaction after doing it at all.

However, there are some mental challenges that cannot be prepared for or enjoyed. They can only be forgotten, accepted or treated. For example the loss of a loved one can be extremely traumatic and disturbing. Not to mention saddening. This is a challenge that takes very brave people to overcome. There aren't many ways to overcome this, only acceptance, perseverance and any pieces of information you remember about your memories together. There are challenges such as divorce, break-ups, family problems which require hard willed people like us to handle. If you can always try your best to stay calm and be the bigger person. Do not try and undermine or be condescending, only relax and listen to their point of view. If you think they are in the wrong then tell them that and show them your emotions and have a civil conversation about how you and them are feeling and the future of what will avoid this conflict.

Everyone I am speaking to today has challenges, and everybody can overcome them and defeat them. Everyone that is listening to me should know that no matter what happens if you try your hardest to overcome the challenges in your way you will become stronger and more resilient. Thank you for listening.



The response is sharply focused on purpose and the candidate has carefully considered the expectations and requirements of the intended audience/reader with an immediate and direct address. Content is wide-ranging and points are often perceptive. Vocabulary is quite extensive and punctuation is used accurately to aid emphasis. Marks within level 5 for both AOs are justified.

Question 7

Question 7, which asked candidates to write an article with the title 'The pros and cons of modern technology', was chosen by nearly half of the candidates and, as with Question 6, drew a range of confident responses. The topic really resonated with many candidates as technology is a significant part of life for many of them. One examiner noted that answers were 'well thought-out and balanced and the reality of how much the writers relied on technology was highlighted'.

Candidates covered a range of interesting ideas with many offering advice on how to avoid being negatively impacted by new technologies. Common points included: addiction to the internet; damage to eyesight and general health (eg obesity); ease of travel; education during the pandemic; medical technology; lack of time spent with family and friends; staying in touch with loved ones; ease of searching things online; advance of AI; bullying on social media.

Many responses followed the question's bullet points which offered a clear-cut structure but at the lower and mid-level some candidates tended to adopt a rather list-like approach with little development or exploration of ideas. Some candidates chose to focus on only one aspect of technology which could lead to a less balanced response and some candidates moved rather randomly between pros and cons often seeming to add a point as an afterthought without regard to textual cohesion – a plan might have helped to avoid this. Examiners reported that 'openings tended to be more carefully crafted than closings so this could be an area for students to work on'.

Most candidates agreed that technology is a crucial part of everyday life but should be used in moderation and one examiner reported that 'quite a few had me reflecting on my parenting style and running to grab the iPad from my toddler!'. A number of responses described technology as 'a double-edged sword'.

The most successful articles were written with real flair; there was often excellent use of sub-headings ('*An Interconnected world*', '*Man and machine*') and a range of sentence structures crafted for deliberate effect. One examiner remarked on the 'strong sense of morality emerging that at times rejected the ICT revolution and asked for the world to slow down and take a breath'. At this level. Candidates avoided an article of two halves simply divided between the advantages and disadvantages of technology, but introduced, explained and explored key lines of argument.

Whilst there was often evidence of careful, appropriate and wide vocabulary choices and some accurate spelling across the levels, upper case letters were sometimes missing at the start of a sentence and there were persistent errors in punctuation, most commonly comma splicing. One examiner was surprised to see a number of candidates regularly placing a full stop after a question mark or an exclamation mark. Where candidates appeared to have English as an additional language, there were often issues around the use of determiners, tenses, verb agreements and plural forms. Casual abbreviations such as 'u' for 'you' and 'ur' for 'your' should be avoided.

Despite variation in the quality of the responses, examiners felt that candidates engaged well with the question and generally there was evidence of careful thought going into their articles. One examiner concluded their report on Section B by saying, 'I enjoyed marking these writing tasks so much that I had to remind myself to also do the reading questions'.

'The Pros and Cons of Modern Technology' written by
Author James Bond.

Pros:

Technology has helped society grow as a whole over many years. Could you imagine where we would be without it? Probably still sending messages with a pigeon; but seriously it has helped thousands of businesses, families, schools and friends communicate. Over the past 3 years over 2 billion electronic devices have been sold. ~~over~~ Around 45% of the world communicate with a device.

They have many useful purposes. sending e-mails for school or work, watching a movie to unwind, communicating with loved ones and many more wonderful things. I personally know that it has been extremely useful to me.

Without it we wouldn't be able to create such extravagant films or ~~watch~~ such perfect pictures.

Cons:

technology does however have a bad side. did you know that one in every ~~four~~ few kids and teenagers have been cyber bullied. This can lead to horrible things such as depression, isolation and self harm which no kid should go through.

As well as since the development of the development of television and video games gun violence has gone up 15%. It has also been ~~take~~ used to hack into peoples private information ~~which~~, steal money and release pictures, messages and videos to the public.

Overall I believe that just like every thing modern technology has two sides to it: good and bad - and if used ~~write~~ right we'd all be better for it.



This response communicates clearly and has a sound sense of purpose although there is not much development of ideas. There is a simple structure with use of sub-headings taken from the question and whilst there are some spelling errors, there is varied punctuation (see final sentence) and best-fit puts this response into mid-level 3 for both AOs.



Take care with the basics such as the use of a capital letter at the start of a sentence and make it clear to what or whom pronouns refer.

The pros and cons of modern technology

The internet. The internet is a very dangerous place. Especially for children. One thing that has come about with the development of technology is the internet. The internet is home to many harmful sites. The worst thing is, anyone can access these sites. I really feel for all those children out there who are being exposed to the internet.

Furthermore, it's not just the sites that are a danger to people. It is also the type of people. Scammers, ~~and~~ groomers and hackers are all over the internet. Modern society is in grave danger due to the internet. I believe that all the dangerous people and sites should be removed from the internet as a whole. The internet should be a safe place for everyone.

There are also benefits that come with modern technology. Education has never been so easy to access before. Now all you need to do is just open up google and you can find out basically anything. I am surprised how little ~~kids~~ children are not utilising the internet as much.

Safety has also been largely improved where you can just call your parents or friends and boom, you have a lifeline. I don't think kids understand how lucky they are nowadays. Entertainment is also a large benefit of new technology. There are thousands of games available on any platform of technology for ~~5~~ FREE. There are also millions of youtube videos and TV shows available by just opening your phone.

Another negative is that the materials used in new technology will soon run out leaving us short of certain materials. Modern technology such as cars give off pollution which is bad for the

environment. We only have one world and if we don't take care of it, we won't have anywhere else to go.

Lastly, I believe that the benefits of modern technology outweigh the negatives. But the danger of the internet is particularly worrying, especially for young children. There are many unsafe things and I think the whole world must fix this problem. The idea that we only have one world has not hit a lot of people yet. I think it's time people step up and protect the ~~world~~ world and the environment. But developing technology is also a major thing.



ResultsPlus
Examiner Comments

This article covers a number of 'pros and cons' and communication is very clear throughout with a sufficiently secure realisation of purpose to just lift this into level 4 for AO4. Ideas could be linked rather more cohesively – a plan might have helped with this – but the candidate has employed quite a wide vocabulary, some punctuation has been placed for clarity and spelling is accurate leading to a mark within level 4 for AO5.



Taking the time to plan your writing response can help you to order ideas logically and produce a cohesive answer.

Technology - An electric, double-edged sword.

Technology: What is technology? What constitutes us technologically advanced? Has it been beneficial to society or not? Well, you're more or less likely to be reading this article on an electronic device, but then again, you were probably woken up by an alarm clock, checked your phone's notifications then head into your smart kitchen for breakfast. Technology surrounds us and yet, it's invisible at the same time.

An interconnected world.

The internet is probably up there with the wheel, sliced bread or the first language as one of the best inventions in all of humanity. In the 1960s, around 80% of American households owned a TV while the internet was only for government and college institutions called the ARPANET. Fast forward today, in our fast-evolving, every-second-counts world, 75% of American households own a TV. With wifi connectivity on the TV. Amazing isn't it? Personally, I can't live without the internet, my friends and family use on the internet and its how I message them. It's not only for messaging too - the incredible idea of the internet can hold terabytes and terabytes of TV streaming, tutorials on how to tie a bow or even travel around the world without leaving the comfort of your seat. Amazing indeed. Although, the internet is probably not the only revolutionary, advanced piece of futuristic tech we call technology...

Man and Machine

Medical Advancements in the late 20th and 21st Century wouldn't have been possible whatsoever without technology. In fact, in the medical field, around 90% of medical equipment is completely automated, albeit with some professional help.

Dr. James McGill, a British neurosurgeon wouldn't be able to perform his life-saving operations without technology. "MRI scans and Topological Sems," explained Mr. McGill, "are the key to finally unlocking the secrets of the human brain."

When asked about how much he trusted these magnificent machines, the doctor exclaimed "With all my life, after all, my profession as a neurosurgeon wouldn't without state-of-the-art tech now wouldn't it?" While doctors are confident, our unsure patients need not worry as these advancements rarely hurt, and plus, the chance of human error is greatly reduced by 66%! Statistically speaking, 2 in 3 surgeries prone to their difficult, gruelling brain and hand gymnastics are now likely to succeed without error. Now think of all those lives saved, it wouldn't have been possible without technology wouldn't it?

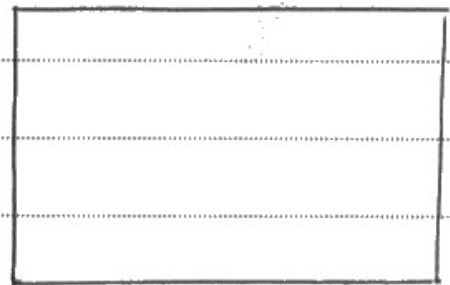
Insecurity - A growing epidemic.

In the 21st century, around 4 in 7 teens between the ages of 12 and 17 have accessed the internet in the past hour. In fact, most of internet traffic comes from young adolescents surfing the web. But with this freedom comes a dark side: social media. We all have heard the haunting words, the words that strike fear in parents and politicians alike, the word that strikes as a gloomy yet cheerful, an almost kafkaesque term that teens and young

adults don't seem to get enough of. The dreaded social media. Well, while it is true that social media has helped people like me and you to meet people around the world, according to the British School Organisation, 65% of teens do not get enough sleep due to staying up on their phones. Furthermore, 50% of teens suffer from a mental illness ~~which~~ which has either been linked to or was caused by the dangers of social media. "It's truly a global epidemic" said Delia Surridge, an expert on child behavioural studies with the BSO. "Not only do the future of our society get hurt, but also they get hurt through an invisible threat." With that saying, what do we do? Do we just ban phones and social media? No, it's not that simple. This issue has been attempted to ~~be~~ have been tackled by large social media companies - but with little to no avail. It's time for this to change don't you think?

"With great power comes great responsibility" - The freedom of the internet.

As established previously, the internet is probably one of the most crucial inventions as us humans. What can you say? It just is. Crucial for me and you to get interconnected, crucial for businesses to get set up and crucial for information to be transferred. But that's the issue right there.



The 'Free Internet Now' protests

Information. Knowledge is power, and a little

knowledge is a dangerous thing. Yet, out of 197 government entities, only 40 have been cited as having "free internet". Shocking. Governments attempt to censor information, social media and news outlets blocked in the country. Although, around 90% of site bans are "logical" (as ruled by the Internet Freedom Press), the

Other 60% constitute bars of knowledge outlets such as Wikipedia and Google. Knowledge should be free, and the ones who get hurt the most with censorship is the person. How can technology be of use when its proprietary pros are stripped away?

In conclusion, the internet is a double edged sword, not only is it helpful, it can harm just as bad. The internet is the saving grace of millions of people, maybe even ~~trillions~~ billions, of people yet it isn't readily available with true freedom in 80% of countries. The internet is all around us, just like the machines we use to better society with, yet they damage the teens and youth who are the future of our society. Then again, our world is fast-evolving who knows when the negatives are completely reduced and the positives outweigh the negatives?



ResultsPlus
Examiner Comments

This response, which is worthy of top-level marks for both AOs, is sharply focused on form and purpose. The candidate carefully considers a wide range of sophisticated ideas and uses sub-headings skilfully to ensure a cohesive structure. An extensive vocabulary has been employed and there are few errors.

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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