



Examiners' Report

June 2024

GCSE English Language 1EN2 02

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June 2024

Publications Code 1EN2_02_2406_ER

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Introduction

This paper is assessed through a 1 hour 55 minute examination. The total number of marks available is 80. The reading and writing sections of this paper are linked by theme.

Section A – Reading

Study and analyse selections from a range of contemporary texts.

This paper features two unseen contemporary extracts, from 20th and 21st century sources. One text will be fiction, one text will be non-fiction. The word count across the two extracts is approximately 900 words with every effort made to provide balance across the two extracts. The texts will have a thematic link and will attempt to provide engaging and accessible content for candidates to work with during the examination.

The questions are on:

- Text 1 (Questions 1 and 2) and Text 2 (Questions 3 and 4).
- There are a mixture of short and extended response questions for both extracts.
- Candidates' ability to synthesise across the two texts will be assessed in Question 5, which will focus on similarities in the texts.
- The final question of this section, Question 6, requires candidates to compare the writers' ideas and perspectives and how they are presented in the two texts.

The assessment objectives for this paper are:

AO1: Identify and interpret explicit and implicit information and ideas (Question 1, Question 3). Select and synthesise evidence from different texts (Question 5).

AO2: Explain, comment and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views (Question 2, Question 4).

AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts (Question 6).

Section B – Writing

This section allows candidates to explore and develop their imaginative writing skills. They may choose to offer a complete narrative with beginning, middle and end or a part of a larger story. There are two writing tasks, with a thematic link to the reading extracts. Candidates pick one question to respond to. For this specification, candidates are offered an opening line for one of the question options, and pictures are provided to support with the second question.

The assessment objectives for this paper are:

A05: communicate clearly, effectively and imaginatively, selecting and adopting tone, style and register for different forms, purposes and audiences (Question 7 or Question 8). Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts (Question 7 or Question 8).

A06: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation (Question 7 or Question 8).

General Overview

It was clear that candidates were, on the whole, able to respond well to the two unseen contemporary texts. They were able to read substantial extracts that made significant demands in terms of content, structure and quality of language. The texts selected would appear to have engaged and interested the majority of candidates as they were able to offer thoughtful comment and explanation of the writers' craft, alongside seeing comparisons between the two texts. With this specification, it was pleasing to see that candidates had been well prepared and had, at different levels, been able to demonstrate the key skills of understanding, interpretation and analysis.

It was also clear that candidates had learned different ways to write imaginatively to attempt to engage a reader. A variety of approaches were seen through this series in the writing section, from straightforward narratives to complex story arcs and imaginative use of tone and voice. It was clear from the responses that many candidates had been given opportunity to prepare well for the writing section, with varying levels of expertise in terms of using rhetorical and structural devices to create meaning and impact.

Examiners were impressed by:

- Evidence that most candidates had understood both texts.
- Candidates' confidence in places to explore the impact of language in both texts.
- More evidence of subject terminology being used accurately.
- Some candidates' ability to fully explore how the texts were creating meaning.
- Writing that showed some real creativity and flair.
- Writing that worked hard to sustain tone and style, considering audience and purpose.

Less successful responses:

- Showed an insecure grasp of language and structure, with a reliance in places on feature spotting.
- Were unable to use subject specific terminology effectively.
- Didn't always select, or provide, suitable and supportive references from the texts and lacked focus on the question.
- Struggled to organise their writing effectively.
- Were often undeveloped in terms of response.
- Lacked accuracy around spelling and punctuation.

Question 1

Candidates, in the main, achieved one mark for this question.

The questions are designed with ramping in mind and to encourage achievement for all candidates. This question generally showed the confidence of candidates in reading the given section of the extract and finding the relevant information.

This question requires understanding of AO1: identify and interpret. The important advice for any candidate is to check the question carefully, make sure they understand what they are being asked to identify, and then check if their chosen reference from the text is answering the question asked.

The few candidates who did not achieve a mark for this question either chose from the wrong lines, paraphrased the question, or selected only a word from the text that did not suggest they had identified enough to answer the question.

- 1 From lines 1–8, identify **one** word or phrase that shows that Sam and Frodo are finding the journey difficult.

"his will broke" "his limbs gave up".



ResultsPlus
Examiner Comments

A clear example of a candidate understanding the question and providing a suitable direct quotation from the extract.



ResultsPlus
Examiner Tip

Remember – there is no need to explain your quotation. This is a simple case of 'go seek' a suitable quotation!

- 1 From lines 1–8, identify **one** word or phrase that shows that Sam and Frodo are finding the journey difficult.

struggled



ResultsPlus
Examiner Comments

Brief – but enough for the mark.

- 1 From lines 1–8, identify **one** word or phrase that shows that Sam and Frodo are finding the journey difficult.

"Often stumbling forward"



ResultsPlus
Examiner Comments

The candidate has recognised that the word 'stumbling' suggests challenge and hardship – so 1 mark.

- 1 From lines 1–8, identify **one** word or phrase that shows that Sam and Frodo are finding the journey difficult.

'our bodies were ravaged from months of exhaustion'



ResultsPlus
Examiner Comments

Be careful – always make sure that you are looking at the right text. An easy mistake perhaps in the pressured exam hall.

As this is from the wrong text, this scored no mark.

- 1 From lines 1–8, identify **one** word or phrase that shows that Sam and Frodo are finding the journey difficult.

long



No mark – although we want to reward candidates in this question, we have to feel that the provided answer addresses the question enough. In this case, it was felt that 'long' alone was not sufficient to suggest the journey was difficult.



While a short, one word quotation can be enough, be sure that what you provide answers the question.

- 1 From lines 1–8, identify **one** word or phrase that shows that Sam and Frodo are finding the journey difficult.

"his will bronze"



A solid example of 1 mark response.

Question 2

This question offers a supportive way into the more challenging reading questions, by asking candidates to focus only on language at this point. Candidates are also supported with the extract from the text they will write about being placed directly above the answer box. This is a change to the approach to AO2 that will feel different to other specifications and was made to provide a chance for all learners to feel they can access the question, hopefully building confidence at the start of the paper. A more familiar approach to AO2 will appear in Question 4 of this paper, but it was pleasing to see so many candidates have a go at this accessible question. The vast majority of candidates attempted the question, with many working at Level 2.

The mark scheme for this question asks for the use of subject specific terminology. It was evident that centres have adequately prepared candidates for this aspect. There are some cases of feature spotting and many responses at the lower end would refer to the writer 'using language' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible, but clearly wrongly identified features in the text can be detrimental to scores awarded.

Responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'show the Mount Doom was unwelcoming' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language was creating impact and developing meaning. Lower level responses often recognised the feelings in the text without unpacking the ideas in any detail.

Stronger responses offered more detail, often being able to weave together a clear understanding of the unwelcoming nature of Mount Doom in the extract, using specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind.

(6)

One way the writer uses language to show that Mount Doom is an unwelcoming place is in the metaphor 'the mountain standing ominous'. ^{The word} This ominous describes the mountain making it seem dark and imposing. ~~And if something was~~

Another way the writer uses language to show that Mount Doom is unwelcoming is through the simile 'like a vast chimney capped with a jagged crater'.



ResultsPlus
Examiner Comments

A 3 mark response – just.

Meeting all Level 1 criteria and showing some glimmers of Level 2 'explanation'.

Terminology is evident but slightly muddled.



ResultsPlus
Examiner Tip

Keep looking to expand and develop your comment on the text to help you move towards explanation and even analysis.

The writer uses personification to show that Mount Doom is unwelcoming. "The mountain standing ominous and alone" connotes the negative idea of it being isolated. The adjective 'ominous' portrays the mountain as unwelcome as it suggests there is mystery which is not always pleasant.

The writer also uses a simile, "wound snakelike ^{about} ~~around~~ the mountain", which shows that Mount ~~at~~ Doom is unwelcoming. The simile 'snakelike' to describe the path evokes ideas of danger as snakes can be extremely dangerous.



This response offers explanation, textual references and correct subject terminology.

A concise response but it does not offer anything significant beyond Level 2.

4 Marks.



More detailed single word analysis, perhaps offering a different perspective or interpretation, will lift you towards Level 3 analysis.

(5)

The writer uses language to engage and interest the reader with phrases such as 'The mountain standing ominous and alone had looked taller than it was'. The writer shows you that he was disappointed to find the mountain wasn't as he expected.



This response attempts to comment on the task and uses a relevant quotation.

There is no subject terminology, but that is often missing in Level 1 response.

2 marks.

(6)

The writer uses effective language to show that Mount Doom is an unwelcoming place. For example, he describes the humps above Frodo and Sam as winding 'snake-like about the Mountain'. In this line, the writer uses an effective form of zoomorphism to portray the mountain's features as deadly and unwelcoming.

This could also be interpreted by the reader as the mountain being portrayed as sinful, as snakes have religious references in the Bible as ~~res~~ being demonic, devilish and sinful. In this way, the writer successfully deems the mountain as unwelcoming through its deadly and sinful proportions.

The writer also uses effective adjectives to describe the mountain as unwelcoming. For example, he says that the mountain is 'standing ominous and alone' which reiterates that the mountain is dangerous by portraying it as 'ominous' and menacing. Personification is also used in the same line as the mountain 'stands alone'. This is used to describe the mountain as a lonely human being, and therefore it is seen as unwelcoming. In this way, the writer effectively uses personification and adjectives to present Mount Doom as unwelcoming.



This response includes enough analysis for top Level 3.

Textual references are discriminating, fully supportive of the points made and there is use of correct subject terminology.

A confident response which focuses clearly on the question throughout.

Full marks.

us that the writer is trying to make the mountain sound big and scary, like it's a horrible place to step foot on. Another example why the writer uses language to show that Mount Doom is an unwelcoming place is in the extract when it says "its tall central cone, like a vast chimney capped with a jagged crater." This tells us that the mountain is a very dangerous place to go and that you could get hurt by the sharp rocks and craters.



This response offers explanation and supporting quotation, but no subject terminology is included beyond 'words' or 'language'.

The lack of terminology limits it to the bottom of a level.

3 marks.



Terminology can include word classes, so even mentioning the use of nouns, verbs etc will be enough for us to reward you for the use of appropriate subject terminology.

"The mountain standing ominous and alone."



An example of positive marking for 1 mark.



Any paragraph approach will do, but always try and offer some comment on your evidence and how it links to the question we have asked.

Question 3

This question, on the second extract in the examination, again tests AO1: identify and interpret. However, this question has a greater focus on the second part of the AO, asking candidates to make the connection between the question being asked and how the text infers this. The wording of the question is designed to encourage candidates to make that extra step in their minds: 'I understand the group aren't really prepared, but how is that indicated in the text?' Therefore, understanding that the group don't have the right clothing, or have no suitable equipment would all be suitable responses to this question.

On the whole, most candidates were able to answer this question successfully.

As with Question 1, this was written with ramping in mind, to give as many candidates as possible the opportunity to achieve. Candidates who didn't get the mark for this question either misunderstood the question, or selected parts of the extract that did not clearly indicate they had understood how the writer is suggesting that the group were unprepared for their climb.

They did not know anything
about climbing.



A solid example of how to secure 1 mark.

"climbing in street clothes".



A popular response in this paper that secured 1 mark.

The group 'did not know that the altimeter was wrong'
which suggests they are inexperienced as they don't know how to use the equipment



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Examiner Comments

Another suitable response, supported by a comment from the candidate.

highest mountain



ResultsPlus
Examiner Comments

An example of a candidate not providing enough to secure the mark.



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Examiner Tip

Sometimes, a brief comment can help here – why are the height of the mountains an issue for the group?

Question 4

This question returns to AO2, this time asking candidates to focus on both language and structure at this point. This question asks candidates to select from the whole text, but it is important to note that the mark scheme has 10 marks covering the five levels. This is a change to the 15 marks available in 1EN0 for language and structure questions about the whole text. As with previous specifications, candidates who do not cover both language and structure will find themselves unable to progress beyond Level 2 of the mark scheme.

On the whole, candidates fared well on this question as it echoes question styles they may be familiar with from alternative specifications. For some candidates, lack of structure was an issue and would suggest they may need reminding of the difference between this question and Question 2.

The candidates' ability to write confidently about structure was a good discriminator within the responses. While able candidates were able to explore obvious structural features such as sentence lengths and lists, it was apparent in more nuanced responses that candidates could also explore the overall structure and development of the text as the narrative unfolded. Indeed, being able to discuss contrast of emotions across the text, or the development of the narrative, often led to more confident structural exploration compared to attempting to explain the impact of lists or short sentences.

The mark scheme for this question asks for use of subject specific terminology. As with Question 2, many responses at the lower end would refer to the writer 'using language' or 'using structure' without making use of specific terminology. There was also some evidence of incorrectly identified features – examiners are asked to mark as positively as possible, but clearly incorrectly identified features in the text can be detrimental to scores awarded.

Again, as with Question 2, responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'interest and engage the reader' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at **how** language and structure were creating impact and developing meaning. Lower level responses often recognised the feelings in the text without exploring the ideas in any detail. A common approach to this question from candidates was a reliance on the word 'shows'. This indicates some attempt to understand what the text is trying to achieve, but repetitive responses that used a similar stock sentence approach in this manner were evident at the lower end.

Stronger responses offered more detail, often being able to weave together a clear understanding of the feelings in the extract, using specific terminology and confident explanation or analysis of how meaning was being created by the writer. Some of the best responses were able to consider the purpose of the text and how the writer has created the extract with the reader in mind. Stronger responses often demonstrated an ability to select from across the text, linking points together, rather than just comments on any features spotted in the text.

(10)

The writer tries to interest and engage the reader by using statistics; as shown in this quote: "The the crash site wasn't at 7,000 feet, as we thought, but close to 12,000." The writer uses structure to inform about the height of the

Andes Mountains. This suggests implies that the climb that they took on was bigger than they ~~thor~~ thought, making the reader feel scared.

Secondly, the writer ~~uses~~ tries to interest and engage the reader by using imagery/sensory language; as shown in this quote "The ~~the~~ three of us ~~could~~ only were climbing in street clothes ~~and~~ with only the crude tools we could fashion out of materials salvaged from the plane." The writer uses this type of language to make people picture things in their heads. This suggests that the people that had been on this ~~a~~ expedition had limited materials ~~ma~~ around them, making the reader feel scared for these people.

Finally, the writer tries to interest and engage the reader by using short sentences; as shown in this quote "I had reached the top." The writer uses ~~sto~~ structure to end the story in a glorious outcome, making a ~~for~~ focus shift as well, which is also a structure ~~techniq~~ technique. This

implies that the man's hopes have been achieved, ~~and left~~ the making the reader feel sympathetic and happy for the three men after finishing their climb.



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Examiner Comments

This response is a secure Level 3, with textual references and subject terminology. One structural point is made, but there does not have to be a balance between structure and language.

Whilst the explanation is at times repetitive, it moves beyond comment and is focused on the task.

6 marks.

The writer uses structure to interest and engage the reader by strategically placing parts of the story at certain points to keep the reader engaged. At the beginning the writer states "we waved one last time" ~~and~~

This would engage the reader by ~~make~~ making them wonder what may lay ahead for the climber. In the middle the writer states "soon he reached the slopes that were too steep" creating a sense of danger/panic for the reader keeping them engaged. ~~By the end the writer says~~ By the end the writer states "I had reached the top" giving a feeling of relief to the reader as everything was so tense and now this. So it engages the reader by making them wonder what may happen next.

The writer uses language to interest and engage the reader when he uses the simile "was like ~~proverting~~ pivoting on the ledge of a skyscraper". The character is describing the tense moment of looking back to dancing on the ^{edge} ~~peak~~ of a tall building. The verb "pivoting" has connotations of grace, skill and hardwork. Showing that for the character to turn he has to be very steady and it's a lot of hardwork to do. A reader would feel ~~tense~~ ^{the tension} in this moment making them want to read on to see what may happen.

4

The writer uses language to interest and engage the reader when he uses emotive language "we will die if we keep climbing".

This shows the amount of suffering ~~and~~ ~~presists~~ the characters have endured on their journey that if they continue on they think they may die. The use of the verb 'die' has connotations of grief, pain and sorrow, sharing the ~~em~~ emotional stress of not knowing their fate is doing to the characters.

A reader may feel sympathetic towards the characters they have ~~great~~ grown fond of keeping them engaged in the story.



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Examiner Comments

This response meets all of Level 3 and moves into Level 4 with a focus on the structure and management of the text, as well as shifts of tone.

A range of subject terminology is included throughout and appropriate textual references are made to support points.

This response explores the concept of 'pirouetting' in this context well, and although not always fully secure in all of its exploration, there is enough for the top of Level 4, with a mark of 8.

One way the writers tries to interest and engage the reader is by using the simile, "Like pirouetting on the ledge of a skyscraper". This may suggest how dangerous moving around

on the mountain was, as its common sense, that dancing on a high building would most definitely cause death or at least serious harm.

Another way the writer tries to interest and engage the reader is by using the verb phrase "shivering uncontrollably". This may suggest how cold the environment is and how unprepared they were. The adverb "uncontrollably" suggests that this action is a reflex, happening by the body to try and keep you alive. This may ~~not~~ imply that they are close to death if they don't do anything to help, their body is in shut down and desperate.

Another way the writer tries to interest and engage the reader is by using the noun phrase "an agonising process". This may suggest how strenuous the mission was and how important it was as well as they are enduring all this pain for it. The adjective "agonising" suggests extreme pain and

reinforces the desperation and importance of the people doing it.

Finally, another way the writer tries to interest and engage the reader is through the semantic field of pain, "starvation", "exhaustion", "agonising" and "fatigue". This suggests how much of an unpleasant and a struggle of an experience this was for them. They were on the brink of death and still trying to find ways of surviving.



ResultsPlus
Examiner Comments

This is a capped response at top of Level 2.

Although offering some valid explanation on a range of points, it does not offer any on structure, therefore we must apply the mark scheme and cap it at Level 2, with a mark of 4.



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Examiner Tip

Remember, this question requires you to look at both language and structure. A paragraph about how the emotions shift and change throughout the extract would be a great way to secure this element of the mark scheme.

The writer deliberately uses structure to interest the reader, beginning the text with a one-sentence paragraph. This is effective as it establishes tension and leaves the reader worried for the journey ahead of the climber. The beginning of the text has

very long sentences which the writer may have chosen to indicate the long and tiresome journey ahead of the climbers. The focus begins on the climbers' inner thoughts and hindsight on the "altimeter" and descriptions of how high the mountain is, though shifts towards descriptions of the climbers themselves. This gives the reader an understanding of the climber's own thought process as he was on his journey ^{and ~~the~~ his overstimulated state as he was balancing his fear with determination}. The middle of the text deliberately includes dialogue to show the reader how scared and nervous the climbers were and the extract ends with another one-sentence paragraph, establishing a cyclical structure to make the reader understand the sense of victory and achievement the climber must have felt.

The writer also uses descriptions of the climbers to engage the reader, presenting them as exhausted, desperate and hopeless. Their "bodies were ravaged for months of exhaustion" and ^{they} "felt they were "already doomed." The writer has used exaggerative language through the powerful verb "ravaged" to indicate the struggle of the climbers. "Ravaged" has violent connotations and ~~make~~ almost personifies the mountain, implying the climbers felt under attack by it. "Doomed" further emphasises how difficult the journey is and gives the reader little hope

for the climbers' failure. Furthermore, the writer says the climbers experienced "starvation", which elicits sympathy from the reader as the emotive ~~to~~ noun makes the reader feel pity for the climbers* and ~~the~~ appreciate their struggle.

The writer also ~~and~~ uses imagery through descriptions of the mountain to engage the reader. The summit is described as a "gloomy hump of ~~and~~ rock and wind-scoured snow." The use of sibilance in "scoured snow" emphasises the harsh weather conditions of the mountain, contrasting the soft imagery conjured by describing the climber as "pinpointing." The adjective "gloomy" creates a sense of foreboding and also reminds the reader how perilous the journey has been. Furthermore, the climber felt on the verge of "complete collapse" by the end of the extract, ~~to~~ consoance emphasising how the harsh weather conditions and physical landscape of the mountain has contributed to his physical health, making the reader imagine just how difficult the mountain would be to climb.



This response offers a sharp focus on the task throughout.

A confident, personal response, which meets all of the Level 5 bullet points. It also moves seamlessly between language and structure analysis.

There is enough in this response to award 10 marks, and it goes beyond the 10 marks available.

One way the writer tries to interest and engage the reader is by ~~making~~ starting the text with one line of dramatic irony, 'we waved one last time then began to climb' this

implies that it's going to be a long journey ahead of them, not knowing what could come next or when it will happen.

This hooks the readers as it makes you want to know what happens next, the reader may even get emotionally attached to the text as there is so many feelings, as they read on they will gain a whole bunch of faith for the characters in their ~~books~~ text.

The writers also write in a way where you can picture ~~or~~ everything they've written about, which gives the reader some sort of comfort towards reading the rest of the text, they will be able to imagine what it's like and or even imagine what it looks like and how it would feel to be in that situation.



This response provides general comment, although it is not fully secure.

It also provides a valid but undeveloped textual reference with no subject terminology included.

A mark of 3 was awarded for this response.

The writer begins by describing the characters events as they reach the "mountain foot". The writer uses the rule of three in ~~shown~~^{seen} in the quote "its long grey slopes, through bones, were not sheer". This indicates the mountain is

clearly not safe and although it may be ^{old} a ~~bones~~ rusty, broken mountain ~~to not the~~^{clearly it is not} ~~best~~^{safe} to climb on is not the best idea. This engages the reader as it gives us ^{slight} ~~some~~ insight into ^{the} further dangers these characters may face.

The writer also uses the phrase "wound snake", this this is referring to the ^{description} path that leads towards the mountain. However the ~~path~~^{description} path being described as a "snake" would interest us readers as it snakes are ~~use~~ seen as something that is poisonous, danger to life. This ~~then~~ clearly indicates to readers the characters ~~are~~ journey is not going to go smooth.

The emotive effect this ~~may~~ has on readers may allow them to develop a sense of worry or fear for these characters ^{as} they embark on their journey up mount doom.



This is answered incorrectly on Text 1 (not Text 2).

We are sharing this here as an example of how responses like this are marked. Initially, we mark as if the candidate has talked about the correct text and then we drop by 1 level.

So, if this was the right text, it would have gained 4 marks. So, it was finally awarded 2 marks.



This can happen in an exam!

Don't panic – if you have time, re-do the answer. But we will try and mark what you have written as you won't get zero even if it is the wrong text.

Question 5

This question will, on the surface, look familiar to centres as it approaches the second bullet point of AO1, select and synthesise, in a similar way to a question in 1EN0/02. However, there are some changes to the mark scheme that it is important candidates are made aware of.

In this specification, candidates are asked to provide a specific number of similarities to achieve all the bullet points at Level 2 or 3. If we look at the mark scheme, we can see reference to 'insufficient (less than three)' similarities at Level 1, and 'sufficient (three)' similarities at Level 2 and 3.

Another key determinant in this question has been the quality of synthesis being offered – at Level 3, 'precise synthesis' would usually have been evident in terms of a candidate's ability to make precise links to the question asked and the similarities being provided. As with 1EN0/02, there is an expectation that every similarity is supported by evidence from the text.

Some candidates approached the question from a broader point of similarities between the texts. The best responses focused on the question asked, providing clear similarities that focused on the ways the experiences are similar.

(6)

The experiences are similar
in many different ways
for one they are both about
climbing a mountain
and very dangerous



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Examiner Comments

This response provides one similarity without textual reference.

The idea of them being dangerous is in the question.

1 mark.

(6)

The experiences between Text 1 and Text 2 are very similar when the people from both Texts are climbing the mountain. The people in both texts clearly struggle when climbing the mountain. This is seen in Text 1 when Frodo is described as 'often stumbling' up the mountain. This struggle is also seen in Text 2 as the writer claims that the slopes of the ~~mountain~~ mountain were 'so steep and difficult they would test a team of expert climbers'. In this way, both texts are similar as characters struggle going up their respective mountains.

Both texts also describe their characters as having strong will. For example, in Text 1, Sam is described as 'having no guidance but the will to climb'. Similarly, in text 2, the writer states that he asks "What can we do but climb?". Later in the text, the writer

states that he reached the top of the mountain, showing that his will was strong enough to climb the mountain.

Climbing the mountains in both texts also shows that the actions have a physical toll on the characters. In text 1, Sam's limbs are described as having 'gave way', which physically affects him. Likewise, in Text 2, the bodies of the climbers are said to have been 'ravaged by ~~by~~ from months of exhaustion, starvation and exposure'. This shows in both texts that the characters have physical reactions to climbing the mountains.



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Examiner Comments

This is an example of a lengthier and more analytical response than is required.

There are three distinct similarities with precise synthesis and appropriate, relevant textual references, which goes beyond the 6 marks available.

In both the texts they are making a difficult journey and are both stranded. In text A we see it is difficult in the quote 'sam struggled on as best he could'. and in text B it says 'If we had known anything about climbing, we'd have seen we were already doomed.'



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Examiner Comments

This response provides one similarity with textual references.

Limited synthesis.

2 marks.

In both texts, both presented how uncertain they were about how high ~~they climbed~~ ^{the climb was}. In Text 1 it says 'maybe three thousand feet above the plain, while in Text 2 it mentions 'the crash site wasn't at 7000 feet, as we thought, but close to 12,000'.

Another similarity is, both texts presented people whose strength gave out. In Text 1 it says 'his limb gave way', while in Text 2 it was 'my body was on the verge of complete collapse'. Showing that both characters' strength gave out at one point.

One more similarity is that both texts had people climbing slowly up the mountain at the end. In Text 1 it says 'foot by foot, like small grey insects' while in Text 2 it says 'inching up the mountain'. Showing that both characters took it slowly at the end.



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Examiner Comments

Three distinct similarities with precise synthesis, and appropriate, relevant textual references in support.

This is a great example of how you achieve 6 marks.



ResultsPlus
Examiner Tip

Don't worry about analysis or single word analysis – three similarities closely supported by appropriate evidence from both texts will do the job.

(6)

they both had to climb mountains, in text 1 they said " They had reached the mountains foot" and in text 2 they said " the mountain we were about to challenge was the highest in the andes.

in both text the mountains were tall, in text one " its great base rose for maybe three thousand feet above the plain" and in text 2 " soaring to the height of 17,000 feet" in both texts they were multiple people text 1 " he stopped and layed ~~redo~~ gently down" text 2 " three of us climbing in street clothes"



ResultsPlus
Examiner Comments

This response provides three similarities with appropriate textual references.

Meets all criteria for Level 2, so 4 marks.

Question 6

This question covers AO3 in the specification, with candidates being asked to compare the writers' ideas and perspectives. This is a very similar to Q07(b) 1EN0/02, although there is a change to the mark scheme – total marks available are 16 (compared to 14 in the alternative specification), with Level 3 now having a spread of 4 marks.

This question, when attempted, showed candidates were able to compare both texts, even at a basic level. However, examiners did see a number of blank responses here. Given that nearly all candidates offered responses in Section B (the writing section of the paper), we might surmise that some candidates are being advised to complete their imaginative writing first, before attempting the reading section. Given the weighting of marks this is generally sound advice, especially for candidates who may traditionally struggle with the reading section. However, as there is a degree of time pressure in the paper, candidates will need to consider how they can attempt this question too, in future series. With this being the question carrying the second highest weighting of marks in the paper, not attempting it will have some impact on overall scores.

At the lower level, responses considered one or more obvious comparisons between the texts, with some comment on writers' ideas. At this level, references were often limited. Mid to high-level responses were able to focus more on perspectives. As with some other questions in this paper, some candidates struggled to focus on the question, instead making general comparisons about ideas and perspectives, rather than about being on a journey.

Text 1's writer's ideas on a journey is quite similar with text 2's writer's ideas as both suffer apart of their journeys. ~~Like~~ For example in text 1 both characters struggle with the lengths of the task, "this is done through the simile, "crawling like a snail". Text 2 ideas are similar as he shows how tiring being on a journey can be, 'exhaustion'. ~~But~~ This suggests both writers recognise that a journey is not always pleasant and has difficulties.

However, only does the writer in text 1 appreciate the perspective that a journey is hard but it is good to stop and realise what you have accomplished, 'a gleam of hope returned' and 'he was amazed to see how far his last effort is'. However the writer in text 2 struggles to share this perspective. The text is mainly negative and connotes and portrays just the struggles. For example, "will we die". This suggests the writer's point of view.

different to writer I has it overall is more negative and herefore tells us his opinion and views on journey is not as positive in comparision to text Is writer .



ResultsPlus
Examiner Comments

This response meets all the criteria at Level 2, and with its glimmers of explanation, allows it to be awarded a mark at the bottom of Level 3.



ResultsPlus
Examiner Tip

Try to expand on your points and offer slightly more explanation to be approaching Level 4.

The Writer of text 2's ~~main idea's~~ ideas and perspective about being on a journey is that you can always reach the end no matter what setbacks you face. This can be seen as the climbers are "ravaged from months of exhaustion, starvation and exposure" and "climbing in street clothes, with only the crude tools we could fashion out of materials salvaged from the plane". Showing that ~~that~~ they are not fully equipped for the climb and also not healthy, however despite the odds they manage to climb the mountain "I had reached the top." Which shows that the writer's main idea is that anything is possible and you can always reach the end.



ResultsPlus
Examiner Comments

This response only discusses Text 2, not both texts, so it is a limited response because of this, as there is no comparison across both texts nor references across both texts.

It is being rewarded for its comments and references on Text 2.

4 marks



ResultsPlus
Examiner Tip

Try to comment on both texts and provide references.

In text one the writer portrays the characters as strong-willed and determined. Sam carried Frodo 'as high as might be before his strength gave out and his will broke'. The use of personification of his will, allowing it to break tells us that Sam continued despite what his body told ~~us~~ him. The writer is sharing that the journey might break you but it's what you do to fix yourself that counts.

Similarly, in text two the characters are also portrayed as strong-willed and determined. At the start they are described as 'ravaged from months of exhaustion, starvation and exposure' but despite this they climb up to '17,000 feet'. The use of the adjectives '^{ravaged} ~~exhausted~~' tells us that they were weak

and despite this they managed to make it to the summit. Showing again that the writer wants the readers to see how you need to push through the pain to reach your end goal.

In text one the character has the freedom to 'look back and then looked up'. This tells us that even though it was a difficult climb ~~they~~ it wasn't so steep they risked falling off when looking back. The writer uses imagery as we can imagine the characters as tiny specs compared to the mountain. This tells us that the writer wants to show the scale between the mountain and person.

Differently, in text two 'turning to look behind me was like pivoting on the ledge of a skyscraper'. The use of the simile tells us just how steep the mountain is as the writer wants to describe it in as much detail as they can. This is different compared to ~~the~~ text one as these characters

can't turn around at all whilst the text one characters could. Showing that the mountain was steeper in text two than in text one.

Finally, in text one the writer is portraying a sense of urgency. He does this through speech. "now, now, or it will be too late!" By using speech tells us that the character is urgent and knows this is his final chance. The writer is portraying that you only get one ~~change~~ chance when embarking on a journey like this.

Similarly, in text two the writer also uses text to portray a sense of ~~eme~~ urgency. "what can we do but climb?" This shows that they know they don't have any other options and they must climb to survive. The writer is successfully describing the journey as hard-going and you would need lots of determination to succeed. The use of the question tells us that the characters are

questioning themselves on ~~whether~~^{whether} they have any other options. This reflects on what the overall message the writer is trying to say; The journey is not easy and will take ~~any~~ everything in your power to complete.



ResultsPlus
Examiner Comments

A mid-Level 4 response, which offers elements across the bullet points, whilst not being totally consistent and secure throughout the response.

The detailed paragraphs in places offer examples of clear exploration.

Level 4 – 12 marks.

Both writers show the perspective that long journeys are dangerous. Text 1 uses the description of the mountain itself to achieve this, likening the top of it to a "vast chimney capped with a jagged crater." This simile has been used to emphasise the height of the mountain and how difficult it will be to climb. The adjective "vast" further emphasises the mountain's size, while "jagged" indicates how ^{perilous} ~~perilous~~ and unpredictable journeys can be. The lexical choice "crater" connotes endless falling and empty space, showing the reader just how dangerous journeys are. Similarly, in Text 2, the writer's description of the mountain to present journeys as dangerous. Soft imagery is used in the climber "pirouetting on the ledge of a skyscraper" to juxtapose the danger and fear all the climbers are feeling. This is also a simile and has been used to show the reader how ~~tempting~~ ^{tempting} it would be to fall by using ^{familiar} ~~familiar~~ references. The noun "skyscraper" further demonstrates the mountain's height and

implies it is powerful, allowing the reader to understand how cautious and deliberate people must be on journeys to keep themselves safe.

Both texts also present journeys as ^{difficult and} leading to suffering. In Text 1, Sam is "limbs gave way" and he "crawled like a snail with a heavy burden on its back." This simile is an example of zoomorphism; by likening himself to a snail, Sam is presented as having a difficult and arduous challenge that is physically taking a toll on him ^{and causing him to lag behind}. The lexical choice "burden" has connotations of weight and pressure, indicating he perhaps may also be experiencing mental turmoil due to the difficult journey. Similarly, Text 2 describes the climbers as "ravaged by months of exhaustion, starvation and exposure" and "shivering uncontrollably from cold and fatigue." ~~For the~~ Triples have been used to emphasise the extent of the climber's suffering and the violent verb "ravaged" has connotations of being under attack and brutal suffering. This makes the reader understand that difficult journey can bring great physical and mental suffering.

Both texts also show that working hard will help achieve your goal and reach the end of your journey. Text 1 shows Sam "toiled up and up" and "stumbled forward", structure indicating he began the extract struggling, though by the end he had reached the mountain and climbed it, Frodo offering to "crawl". The key verb "stumbled" indicates fear and urgency, showing how they are pushing themselves through unspeakable pain and conditions because they are completely dedicated to achieving their goal. Furthermore, the verb "toiled" shows hard work and effort, telling the reader that if ^{you have} enough determination, you can achieve the most challenging goals. Similarly, Text 2 begins with the climbers knowing they were "only doomed" but ended by contrast with the one-sentence paragraph of "I had reached the top. This cyclical structure highlights to the reader how journeys may seem difficult in the beginning, though determination and self-belief will give you the confidence to complete them. The lexical choice "only" before doomed indicates they believed there was no other outcome but that they pushed through despite this, emphasising how powerful confidence can be and proving that no journey is too difficult.

to accomplish



This is a very strong, comprehensive comparison of the texts, with close analysis of the writers' ideas and perspectives with points, clarified with a discriminating choice of balanced references across both texts.

Certainly doing more than we might expect for full marks but a great example of what is possible.

A similarity in both writers perspectives about being on a journey is that both writers characters do not give up. A quote from text 1 which shows this is "ill crawl, sam, he gasped". This shows they didn't give up because even though the character can't walk, hes willing to crawl to get up the mountain which shows his determination. Similarly, in text 2 the characters don't give up easily. A quote which proves this is "what can we do but climb". This quote is showing us that even though they could die, they will just keep on climbing.

However, a difference in the ideas and perspectives is that in text

1 they ended up having some hope but in text 2 they had no hope all away through. A quote from text 1 which proves this is "A gleam of hope returned to him". This shows that the characters ended up having some confidence and hope which isn't seen in text 2. A quote which shows this in text 2 is "we will die if we keep climbing". This quote shows that in the second text, the characters don't believe in themselves. This all shows the writers ideas because in both texts the characters are completely different.

Another similarity in both texts is that and writers perspectives is that both characters were not prepared for the trip. A quote which shows this in text 1 is "because I don't know where we're going". This quote shows us that the characters don't know where to go showing they have not prepared good enough. Similarly in text 2 they haven't prepared either

shown in the quote "the three of us were climbing in street clothes". This shows they haven't prepared because if they had done, they would be wearing climbing gear. This all shows the writer's ideas because in both texts all the characters are climbing mountains without knowing where to go or what to wear.

The final difference in both texts and writer's ideas is that ~~is both~~ in text 2 the weather is also another huge issue but in text 1 the mountain is the only issue. A quote which shows this in text 2 is "I was shivering uncontrollably from cold". This shows how the harsh weather conditions is affecting the characters because they're also freezing to death. A quote which shows the mountain is a problem and not the weather in text 1 is "Sam struggled the best he could". This quote shows how the characters are only struggling with the mountain and not the mountain and weather. Overall this shows the different perspectives because both texts have different challenges.



This is a solid response that offers a range of comparisons, with supporting, appropriate textual references.

Although it offers clear explanation, this is not exploration.

It covers all the criteria in Level 3, with a mark of 10.

Question 7

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available across both questions. When considering the overall weighting of this section in the paper, this is a significant number of marks. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 7 was the most popular choice for candidates. The new addition in this specification of a starter sentence for candidates to make use of, was obviously appealing and allowed all candidates to have a go at this section of the paper. While the starter sentence did lead to some generic responses, many candidates showed real creativity and a sense of style with their writing. Examiners are always impressed by what candidates can create in the time available, praising the level of thought and creativity.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response.

Indeed, the last question, how much to cover, is an important one in this section. Candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending, to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

- The ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion.
- Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5).
- The effectiveness of tone, style and register (AO5).
- Spelling of basic vocabulary, especially double consonants (AO6).
- General quality of punctuation (AO6) – missing commas and random capital letters.
- The range of sentences used (AO6).·Vocabulary choices (AO6) – at the higher level, it was clear that candidates were making explicit choices about choice of words in terms of impact on the reader.

It was noted that candidates were confident employing a range of sentences (one-word sentences and single sentence paragraphs) that examiners will recognise as crafting on the part of the candidate. Clearly this is something centres have been supporting candidates with to good effect. Vocabulary usage is an interesting conundrum for many candidates – some attempt to offer a range of sophisticated vocabulary, while others seem to shy away from using unfamiliar words perhaps for fear of making spelling mistakes. It is worth noting that attempting to craft a specific style of response will be awarded where possible.

Shows that journey ^{text 1} is rewarding

the dangers ^{text 2} of it

Write your answer to Section B here:

I'm so glad they were with me. This all started 2 years ago when me, and my two friends, Dave and Tom were exploring a old cave we had discovered, we were about an hour into exploring when we came across a lumines blue pond through a hole in the wall, each of us looked one by one at each other confused, as crept out by it as all of us were

we felt a strong pull towards it telling us to climb inside. we tried resisting but none of us had the strength too.

We woke up days later in a field 1000 miles from our home all confused, we pull ourselves together and begin walking in hopes to get some idea of where we are, when suddenly tom is thrown into the air and dave disappears into thin air, confused as i am i begin to look for them shouting out there names to which i hear dave say 'i'm right here', i turn around to notice its coming from right behind me, i jump in fear but then realize he's invisible and i look up to see tom flying around.

A couple days later i discover i'm insanely strong and all three of us go on to save the world countless times while barely getting away with our lives each time and at these

and all I can say is 'I'm so
glad they were with me.'



ResultsPlus
Examiner Comments

AO5: This response covers all of Level 2, showing glimmers of a clear ability to communicate effectively and employs some stylistic and rhetorical devices to suit purpose. It does not develop ideas enough for a higher mark, as it was felt that it wasn't always secure in all aspects of this level. A mark of 10.

For AO6, a mark of 8 was awarded for a range of correctly spelt, varied vocabulary (invisible, disappears, insanely), some punctuation used with control and some varied sentence structures, although there are some errors evident particularly with capital letters, hence a mark at the bottom of Level 3.

- P1 Preparation of adventure
- P2 feelings and senses during the adventure.
- P3 tension and drama
- P4 arriving.

Write your answer to Section B here:

I'm so glad they were with me,

Thursday 26 June 7:57am I got a message by my friend I was so confused "why is he messaging me this early" So I look at my phone and it said "Yo, lets go on an adventure!". My eyes lit up as I was bursting with excitement. Five minutes later I got out of bed, got ready and began to pack my things. My bag was full and was so heavy but that wasn't going to change anything. As I was putting my shoes on I get another message saying "meet me at the park". After five minutes walking to

the park I see him with so much ~~excitement~~ excitement. Before he said hello he told me to sit with him as he wanted to tell me something. I had no idea what he was going to say. He said "I want to see space!". I laughed at him as I thought he was joking. So he got his phone and showed me a video of a man on top of a cliff looking up and seeing space. My jaw dropped with shock. We didn't know how long this was going to take us so we both got up and set off on this exciting journey.

One hour of walking, my feet started to hurt and my belly started to rumble but I knew there was no going back. The sound of cars and trees swaying flooded my brain as we were walking down this everlasting road. After ten more minutes of walking we made it to the end of the road. Both of us thought we had made it until we saw a forest. We both looked at each other and thinking about giving up until we saw a hidden trail saying "Cliff of the world ^{this way}". I rubbed my eyes in disbelief and my friend picked up our things and carried on with our journey. My bag was starting to become really heavy as I was dragging my feet on the floor in fatigue. A few meters ahead was a stream with a big oak log beside it. Me and my friend thought it would be a good time to

have a little break. We both sat down and had some food and drink to fuel us up for the rest of the adventure. After a few minutes of resting we got back up and carried on feeling fit and motivated. Until we made it to the bottom of the cliff...

And there it was, the ~~all~~ cliff of the world, we had finally made it. However getting up there was not as easy as you would ~~think~~ think. Ahead of us was a big rocky cliff edge with a old and rusty ladder leading up ~~with~~ to the top. We were terrified, one bad step and that was it. As we were going to go back we ~~go~~ both realised how long it took us to get there and how it will look if we went to the top. We started to climb the ladder. Every step I took I could feel my heart ~~of~~ beating faster and faster and my legs going weaker and weaker. Time went on and it started getting cold and wet making it even harder. As soon as i felt like giving up there i saw a bright light above. I knew we were near. Every step became faster and faster all the way up and all of a sudden we made it.

What we saw up there was like a dream come true. It was truly amazing. We could even see Saturn, it was so vibrant and colourful. It was

Something you would see in a picture. We set the tent up and got comfy and just admired all the hard work and dedication to end up in such a wonderful place. When we got home it was night so we both had a good sleep after a day full of different emotions.

The next morning I get a message from him saying "I am so glad you was with me!"



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Examiner Comments

AO5: This response confidently met all the criteria at Level 3, showing a clear ability to communicate, developing and connecting ideas and using structural and grammatical features to make the meaning clear.

There are some glimmers of effective style and tone to award a mark at the bottom of Level 4, with a mark of 15.

For AO6, the response meets all of the criteria at Level 3, with a variety of vocabulary and a sound ability to write for clarity and purpose.

A mark of 10.

"I'm so glad they were with me"

- forest
- been told about magic there
- exploring

setting descriptions → people laughing →
change of tone → screams → see something
in the distance → time skip to future →
setting is nice again

Write your answer to Section B here:

I'm so glad they were with me. We had heard our entire lives from anyone we encountered that the woods were not a place for young girls, though being foolish, arrogant and perhaps a little rebellious, we decided to ignore any semblance of reason and follow the ~~the~~ ^{unchartered} ~~path~~ path towards freedom.

Freedom? Is that what ^I ~~it~~ called it?

The iron gates stood stone still. Glittered in the evening sunlight. They remind ^{us} ~~of~~ of ribs; closing,

opening, they breathed with the forest. Flowers had begun to grow in the gaps that separated each iron ~~post~~^{bone}. I had watched them through the seasons and longed to reach out and touch them. Feel their life, their love, like tidal waves. In, out. In, out. Delicate and soft. Petals of lace.

This particular morning, I took no notice of the flowers, though...

Mana unlocked the gate with a "click", the metal of her rings attacking ~~the~~^{the silence} ~~as~~ as we entered. The sun was low in the sky and the air tasted like strawberries. I had held my heart between my teeth and swallowed every instinct telling me to go back. Trying to tell her this was a bad idea, the words got stuck in my throat and weighed heavy in my lungs. ~~She~~ Stopped my breathing. Lurked in my gums and in my teeth like melted chocolate; I longed to be rid of them but they ~~st~~ clung onto me and refused to let go.

"Are you sure this is safe?" Kathryn asked, a bead of sweat dripping from her forehead. I watched her ~~hands~~^{arms} as they reached back behind

her to open the gate, her ^{hands} ~~to~~ and their tendons making rivers towards her fingers, only to grasp empty air.

The gate had disappeared.

We no longer thought this an act of silent rebellion, but could now only recognise it as what it ^{was} ~~wasn't~~ a catastrophic mistake.

Where the trees had once swayed calmly, leaves touching leaves and dancing a pas de deux with our silhouettes, they now twisted and turned, morphing into foul nightmare-shaped creatures. A twig broke beneath my feet. I felt a hand or my shoulder, a gnarled branch of oak ^{piercing} ~~pierced~~ my skin. I bit my lip, wondering how close my teeth were sitting to blood.

"There's nothing to be scared of," Alana sighed, rolling her eyes as if a gate casually disappearing was a regular occurrence. She had always been the reasonable one out of all of us; but I suppose that day there was no reason.

Had I been alone, I would have left

immediately scrambled, sprinted, desperately ~~flashed~~ flailed around in mud and soil; I'd have let it drown me hoping it could take me home.

But I wasn't alone.

And so I had no choice.

Pushing a bramble away from her face, I saw a line of deep red form along Katie's cheek. It sprouted and bloomed like a flower, like a seed. The next events happened almost too quickly for me to gather them, ever now.

My heart felt too big for my body. There were ariaries set free in my ribcage, ~~sets~~ caterpillars that had cocooned and blossomed into butterflies; the taste of salt on my lips and dread deep in my bones forced me to act fast. Mana screamed, pointing at the cut; its ~~jagged~~ jagged tentacles like the ~~sets~~ spikes of a rose bush travelling towards her neck.

It grew. Darker and longer. It seemed as though it was running. Down her arms, branching off and sprouting wings, it flew towards her

hips, her legs, around her waist. Maybe, I thought, it was scared of this place, too.

Kathryn made no sound, no noise. The woods fell silent, its weight deafening against my skin. Mana breathed. I breathed.

Mattie did not.

As we crept closer to her, scared to touch her in case this ^{state} was communicable, I realised something: her eyes. Empty. No pupil, no iris, no nothing. Just an amalgamation of greys and and blues, all smiling in and out of borderlines like living watercolours. Her skin had turned grey, paper under the disappearing sunlight.

We couldn't just leave her here, we couldn't -

"What was that?" Mana whispered, her nails digging crescent marks into my flesh as a low hum enveloped the woods. I saw pools of promises evaporate beneath my feet - all the people who'd told me everything would be fine, that I would grow up to become extraordinary, that I never have to worry about anything - ~~all~~ they all melted. Scattered. Chased

each other away like a flurry of paper sheets in the wind. My life was separating itself, unclawing my heart at its seams. In that moment, all three of us were reduced to skin, blood and bone. Unremarkable. ~~Was~~

Water had began to climb our legs, weigh in our socks. Snaking up, up, up. Faster and faster.

Water like ants marching in a line along our sweat-soaked skin. Up, up, up. ^{The ground reached its bony} fingers and snaked them around ^{my} ankles.

If you went to visit that same woods today, you would ~~see~~ ^{see} flowers. Red, yellow, blue. Beautiful flowers. Flowers that were once alive. Once living, once breathing. It was the first thing we noticed. The first we loved. Young girls should never wish to grow like flowers. Never stray from the path.

Now, we are rooted here forever.



AO5: This is a clear Level 5, full mark response and goes beyond the marks available. It is sophisticated, shapes the response with subtlety and utilises a range of features to support coherence and overall impact.

24 marks

For AO6, this response meets all the Level 5 criteria, and goes above and beyond, with extensive vocabulary, precise use of punctuation, all being crafted to produce a deliberate effect.

16 marks

'I'm so glad they were with me'

Write your answer to Section B here:

'I'm so glad they were with me'. The world may OF gone to hell but atleast I have my group OF loyal Friends. This all started a few months back when a virus wiped out 90% OF the worlds population, and turned them into flesh eating creatures. Me and my Friends have

been on the ~~road~~^{road} for
a while, scavaging and looting
just so we could eat
but raiders have taken
mostly everything, except some
old tin of dog biscuits.
Anyway we moved on and
we saw a strange creature
called a crawler a crawler
basically is a zombie but with
no legs but don't underestimate
them, they are very fast.
The crawler had deep, blood-
stained eyes and blood dripping
from it's mouth it looked
like an animal even though
it was once a human.



ResultsPlus
Examiner Comments

AO5: This response meets most of Level 2 but does not use paragraphs. There is a straightforward tone and some ability to communicate clearly. A mark of 8.

For AO6, it meets most of the bullet points for Level 2. There is a range of correctly spelt vocabulary. The lack of control of punctuation places it in the middle of the level. A mark of 6.

Question 8

The writing question is the final section of the paper. Candidates are advised to spend around 45 minutes on their writing and there are 40 marks available. When considering the overall weighting of this section in the paper, this is a significant number of marks available. It was really pleasing to see that nearly all candidates attempted this section, with some very imaginative and creative responses offered. While the focus on this section for many candidates has had some impact on their ability to finish the reading section, it is understandable that candidates choose to focus on this section to such a degree.

Question 8 was a less popular choice in this series, perhaps as the starter sentence offered with Question 7 was an accessible way in for many candidates. However, those that did attempt this question offered responses with a similar range – some somewhat simple responses, alongside a handful of sophisticated responses.

The first bullet point of the mark scheme is every examiner's starting point when judging a response in this section. How successfully has the candidate shown an ability to communicate clearly, effectively and imaginatively? Candidates should be asking themselves: what do I want to achieve here? Do I want to shock and surprise my reader? Am I attempting a certain style or genre of writing? How much will I cover in my narrative? All of these questions will hopefully guide the candidate towards a clear purpose so they can focus on a sustained response.

Indeed, the last question, how much to cover, is an important one in this section. Candidates can feel they have to cover a whole 'story' which, given the time constraints, can lead to somewhat pedestrian responses that feel rushed as the candidate gets to the 'finish'. Some of the most creative responses in this section had a clear start, middle and end, without necessarily providing a traditional conclusion, or ending to the narrative. While examiners are always somewhat wary of cliffhanger endings (or the 'it was all a dream' responses), there is no requirement to achieve a 'once upon a time' through to a 'they all lived happily ever after' style of narrative. In fact, leaving some questions for the reader can be an indicator of confidence and control on the part of the writer.

The main discriminators in the writing responses were:

- The ability to communicate clearly and effectively – lower level responses tended to show some limitations in this area, offering more basic narratives that often simply relayed an event or occasion. Higher level responses often offered sophisticated responses that worked hard to engage the reader (AO5).
- The effectiveness of tone, style and register (AO5).
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mental journey

- meet a boy
- change your perspectives on things/life as they do you wrong.
- bring you down
- learn to love yourself again.

Write your answer to Section B here:

You know when you meet a boy, ~~at~~ they change your life, you worship the ground ~~so~~ they walk on, they ~~change~~ lead you ~~one~~, make you upset to the point you think your depressed, then they leave you?

Nope, just me!

I've not updated you in a while since we moved to England, but girl, get ready,

These plot twists are going to make you go wild.

It all started on the 27th May 2022. For reference, as I am writing this it is the 6th June 2024. Over 2 whole years, Fran! You know my best friend Grace? Yeah, I ~~may~~ may have added her gorgeous ~~brother~~ brother...

He added me back and year 9 Becky was over the moon. 'Evan' added you back. Little did I know, that boy would ruin my life.

He was the year above me at a different school, and, as young kids do, we start speaking a lot and we both realise we like each other. My heart used to do backflips every time his notification appeared on my phone. It raced as fast as Usain Bolt in the Olympics. My world became revolved around him.

Until he got a girlfriend.

I know what you'll be thinking... Big red flag, Becky! And I know I should've

Thought it too, but he truly took over my ~~head~~^{mind}. We had come on such a journey together I couldn't believe it was over.

So I waited for him.

8 long months until he came back.

8 months of torture.

8 months of loneliness.

I remember getting the notification

'Evan sent you a chat', vividly, ~~more~~ after months with no contact.

And, guess what? I went straight back.

Messages like 'facetime me, I miss you'

still haunt my mind as I truly

believed he had changed and was

different.

The same situation happened, he would

flirt with me, mess with my mind,

had my heart still doing backflips, and

yet he ~~was~~ never changed and broke me

again.

I think although the 8 months without

him were long and painful, I realised

I could ^{unsurprisingly} live without him. Even though

his sly words still roamed around

rent-free in my mind, I started to

move on. With no contact, there were days where I genuinely, hand on heart, didn't think of him.

'I am moving on.' I ~~would~~ would lie to myself and my friends. But after saying it for 6 months, I finally felt as though I had ~~moved~~ moved on! It's like that quote you always used to say, Fran 'fake it till you make it!'

After being consumed by his actions and words, 2 years later, I am officially free ~~of~~ from his ways and even his life.

Our journey together had many highs and many lows. We created many memories I'll never forget. But as of right now, I am learning to love myself again and realise and recognise ^{that} I don't need anyone, not a boy or girl, to define me or who I am.

I am now just grateful the ~~was~~ eventful journey is over and yes, it has changed me and my perspective of things, but I

Think it is for the better.

Sorry for the rant, Fran! We must stay in touch. I miss you my 'Aussie-bear.' Please fill me in on your journey since I left. Love you so much and use my journey as a lesson - ; don't fall in love too young and don't let anyone change you. You are perfect.

Love from Becky, p.s please message me back soon - these time ~~zone~~ differences are a joke!



ResultsPlus
Examiner Comments

AO5: This response demonstrates a secure ability to communicate clearly, effectively and imaginatively. It manages the ideas cohesively and deliberately across the text. It also attempts to organise for effect and while not consistent, does use an effective tone and register.

18 marks.

For AO6, a response in the middle of Level 4, using a range of punctuation, vocabulary and sentence structures for effect. However, a wider and more selective range of vocabulary and punctuation hold it back from the top of the level.

12 marks.



ResultsPlus
Examiner Tip

Using an alternative narrative style, like this diary/email approach, is a great way to make your work stand out to an examiner.

Write your answer to Section B here:

I remember ~~I~~ me and ~~to~~ my family went on a long walk through the woods in lockdown and we had a great time. We brought some homemade sandwiches, some juice and a blanket for us to sit on whilst we watched our dog running around playing in the water having a good time and then we went home we all had baths made dinner, watched

a film and then went to bed



ResultsPlus
Examiner Comments

AO5: This is a brief response which meets everything at Level 1, but there is some ability to communicate clearly with a straightforward tone, so this tips into Level 2, with a mark of 5.

AO6: This is a best fit mark. Whilst there is relatively secure spelling e.g. 'remember', 'lockdown', the lack punctuation keeps it at the top of Level 1, with a mark of 4.

Paper Summary

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

- For the short answer questions (Questions 1 and 3), ensure your answer is brief – and don't worry about explaining your evidence in these questions.
- Make sure that for Question 3, you understand what the question is asking you to evidence – it will ask you to interpret the text, not just identify.
- For Question 2, with a focus on language, remember that using subject specific terminology is important but the focus is also on explaining how the feature(s) help to create meaning for the reader – don't just feature spot.
- Similarly, for Question 4, use subject specific terminology while also trying to explain how the language and structure is helping to create meaning.
- When discussing structure, some of the best responses discuss changes in tone across the extract or how the events unfold – a great way to approach structure.
- For Question 5, you need to offer three similarities. It is also important that your similarities focus on the question asked, not just generally similar things about the texts.
- For the comparison question, make sure you focus on the question asked – it will really help you shape your answer.
- For the imaginative writing questions, think about your reader, what you want them to understand and what impact you want to create.
- Plan your writing! Your response will probably engage the reader better and show that you have thought about how you want to start and end your writing.
- When you start writing, think about the words you will use, features you can make use of and how your punctuation can add meaning.
- Take care throughout the writing section in terms of your accuracy: spelling, punctuation and grammar.
- Try to give an answer for every question – every mark counts, so missing out questions will never be a good idea.
- Watch the time! It can be worth having a timing plan before you walk into the exam.
- Try your best not to leave any answers blank. Even a short response to a question will get you some marks.

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>

