

Examiners' Report

June 2022

International GCSE English Language B 4EB1 01R

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Introduction

The texts about treasure hunting were accessible across the full range of abilities, and candidates were able to engage with the tasks and respond appropriately.

Examiners commented that there was some evidence of good teaching and learning in preparation for this examination in the responses seen and they commented that most candidates seemed well-prepared on the whole.

Successful candidates were able to engage fully with both texts and respond thoughtfully and articulately. Their writing responses were often engaging and effective and were well controlled and accurate. Less successful candidates sometimes struggled to understand the passages and the questions. Their writing was often pedestrian or lacked coherence and had weak language controls.

There were some candidates who made references to the pictures in their responses to Question 3, Question 6 and Question 7. This is not an appropriate way to respond to texts as the pictures are not language or structural devices chosen for effect by the writers.

There were a few candidates who copied out all, or considerable chunks, of the extracts in response to Question 8. This can never be a successful way to respond as the candidate is required to produce their own work and show the ability to adapt the original texts for a different audience and purpose.

There was evidence of planning which is to be encouraged. However the use of very long plans or draft essays is to be discouraged as they are not a good use of time. Candidates should be encouraged to plan their response in the answer booklet rather than on separate additional sheets.

Question 1

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

The majority of candidates correctly identified one of the pieces of equipment within the given section. The most popular responses were the first two bullet points from the mark scheme: 'a metal detector' or 'a GPS unit'. A few candidates wasted time copying down too much or offered too many points which was not necessary.

Candidates must ensure they read the text and the question carefully.

Question 2

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

Most candidates successfully identified a relevant point, commonly 'in the countryside', 'on agricultural land', or 'Norfolk'. Occasional spelling errors did not detract from the responses.

Candidates must ensure they read the text and the question carefully.

Question 3

The question asks the candidate how the writer presents his advice to treasure hunters. The majority of candidates understood the text and engaged with some of the ideas that the writer presented.

Examiners commented that most candidates demonstrated at least some understanding of the text and some awareness of the devices used to present ideas. Most candidates were able to select examples of language use, make some relevant points and provide some appropriate references but they did not always explain how these features helped the writer to achieve his effects. Examiners commented that the majority of candidates were able to demonstrate some knowledge of presentational techniques. There were a lot of references to structure and the use of dates and numbers, especially in reference to treasure finds. Other features that most candidates identified were: the writer's use of direct address 'you'; the use of sub-headings; the use of rhetorical questions. Candidates were able to make comments on the writer's use of structure but some did not make any comments on language features (although one examiner commented that candidates did not comment on the writer's use of structure).

More successful candidates were able to engage with the significance of language using a variety of examples. The best thoughtfully embedded quotations and probed the language in detail. These candidates focused on 'how the writer presents his advice' and were able to engage with the writer's use of language by commenting on the linguistic devices that were present and how they shaped meaning. They explored devices such as the opening paragraph being enticing and exciting; the writer's use of names and places to draw you in; the colloquial style and tone and their effects. They managed to write confidently about the writer's methods with appropriate references to support their points. These candidates understood that the writer is presenting advice that tempts the reader and makes them curious.

Less successful candidates produced responses that were content-based without much focus on 'how the writer presents his advice'. These tended to focus on 'what' the writer said, rather than 'how' the writer presented the advice to prospective treasure hunters. In some responses many quotations were used but these supported a content-based, narrative response summarising the content rather than focusing on the writer's techniques. In these instances, there was very little evidence of analysis of either language or structure. Sometimes candidates made generic comments such as 'it makes it more interesting' or 'this makes the reader want to read on' which do not clearly explain how the writer has achieved his effects. Some candidates used very long quotations but offered limited explanations of their chosen examples. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them. Examiners commented that some candidates listed their points with little explanation and sometimes no references. Some of the weakest responses were simply summaries of the text. There were a few who merely copied out huge chunks of text.

Centres need to remind candidates that this question asks **how** the writer achieves his/her effects, not **what** he/she says.

This is an extract from a successful response to Question 3.

The writer has first used an article style of writing to present his topic matter which in this case is advice for treasure hunters. This can be seen by his abundant usage of statistical data as well as expert analysis and opinions such as "with almost 1.3 million finds" and "analysis of the finds ... shows Norfolk has produced the most finds - at 1,292 discoveries".

The use of statistical data as well as expert analysis by the writer to present his advice adds a layer of reliability to the text further helping the reader trust whatever advice he is portraying and pushing onto them. This sense of reliability helps the reader trust the written advice, then if there were no data and simply just blank unopinionated statements made by the writer.

The writer has also makes usage of a first person pronoun to present his advice where throughout the passage we get a sense that he is directly talking to us the readers. "You need a metal detector" or "If you find treasure, you have to report it." As by the examples provided we can see how throughout the passage the writer has used a more speech like

and conversational tone to create an audience where the writer himself is talking to each of us individually as he portrays his advice on treasure hunting.

Another prominent feature used by the writer to present his advice is that he has used very suitable structuring to present the article using bold subheadings such as "Step 1 - get equipped" or "Where to look for treasure". The use of such by the writer not only makes the reading experience more pleasant and easy but it also helps us the reader find and divide the area in which we require advice to begin with. By dividing his article into multiple subheadings instead of big monotonous paragraphs, it encourages the reader to want to continue reading and applying his advice as with every new subheading comes a new genre of advice removing any insipid area an article with more paragraphs with no continuity might create.



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Examiner Comments

There is a secure focus on the question showing thorough understanding of how language works. The references are detailed and appropriate. Mark = 8, Level 4.



Note how the candidate has made detailed points about the chosen quotations, exploring the language and structure and their effects on the reader.

This is an extract from a less successful response to Question 3.

- 1) The writer says that the person should get equiped and find a good metal detector "The best detectors can penetrate more than a meter...-so you know when you exactly struck gold" the writer makes use of hyper to ~~the~~ put more emphasis on how the best metal detectors are not cheap at all.
- 2) The writer also points out things which will make finding gold a bit easier "You should probably pack a small shovel too... and a brush to clean your finds." the writer makes use of ~~listing~~ a listing device to show what all things will make digging easier finding gold a bit easier.
- 3) The writer says to get permission before digging on piece of land or it would be considered as theft or trespassing "Going into someone's land... landowners are frequently fine with you looking for things on their land"

The writer makes use of long sentence to give a more detail on how landowners are fine with you digging on their land

4) The writer advises to be careful with your findings " Inexperienced treasure hunters might drop coins into pocket ~~as~~, but with finds ~~often~~ fragile and old coins jewellery could easily get damaged " The writer makes use of the adjective "fragile" to show how the Treasure are usually in a weak condition.



ResultsPlus
Examiner Comments

The response identifies what the writer says, not how. There are quotations used which are valid but the response tends to re-state the quotations rather than looking at the writer's intended effects. It just gets into Level 2 because it does try to identify techniques used such as listing and long sentences. Mark = 3, Level 2.



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Examiner Tip

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

Question 4

This is a straightforward retrieval question on Text Two which does not require candidates to use their own words. There were more attempts at using own words in response to this question which is not necessary.

Most candidates answered this correctly. Popular points identified were: 'stuffed with stolen gold, jewels and art', 'sealed in' and 'possibly three trains'.

Candidates need to make sure they have read the question carefully.

Question 5

This is a straightforward retrieval question on Text Two which does not require candidates to use their own words. As with Question 4, there were more attempts at using own words in response to this question which is not necessary.

The majority of candidates answered this correctly. Common correct responses were: 'remote locations' , 'difficult to access locations' , ' Australia's most desolate emptiness' and 'South American jungles' . Incorrect responses referenced 'Aztec, Incan or Mayan treasure troves' which does not refer to a place or gave 'Australia' which was not specific enough.

Candidates need to make sure they have read the question carefully.

Question 6

The question asks the candidate how the writer presents his opinions about treasure hunting. Most examiners commented that candidates' responses had similar qualities to the responses to Question 3, although some observed that this question was answered less successfully.

Most candidates were able to identify and explain what the writer was saying and the language used to express this although there was often a tendency to describe what the chosen examples said rather than how the language was used for effect. They were able to comment on the tone with references such as 'far-fetched stories' or 'nonsense' with explanations about the effects of these and the suggestion of the writer's disbelief. Sentence length was also mentioned often with some examples given although comments were more about the content rather than the effect that it generates.

More successful candidates were able to explore the writer's use of language and structure using a variety of examples. They explained 'how' the writer presented his advice to treasure hunters and 'how' the reader might respond. They also expressed an understanding of how language works. They commented on the references to films, the use of the metaphor 'stokes the fires of hope', the effect of the ending and the use of ellipsis.

Less successful candidates produced responses that were content-based without much focus on the writer's techniques. Some candidates wrote a summary of the text but did not offer any comments on language or structure. Some candidates simply re-stated their chosen quotations. Sometimes candidates made generic comments such as 'it makes it more interesting' or 'this makes the reader want to read on' which do not clearly explain how the writer has achieved his effects. There was also evidence of 'feature spotting' where candidates identify (correctly) particular language features but do not explain them. Examiners commented that some candidates listed their points with little explanation and often no references. Some of the weakest responses were simply summaries of the text.

As with Question 3, centres need to remind candidates that this question asks **how** the writer achieves his/her effects, not **what** he/she says.

This is an extract from a successful response to Question 6.

of the hunters' claims. The use of italics of 'Their' emphasises on the technology of the scientists which suggests the idea that the claims of the treasure hunters were based on delusions. This reinforces the writer's opinion of treasure being based on legends and myths. The use of the short sentence 'Just ~~costs~~ empty tunnels' creates a dramatic effect and emphasises the failure of the treasure hunters. The writer first gives examples of ~~failures of the treasure hunters~~ the myths and legends involved in treasure hunting and then provides ~~an~~ explanation for their popularity. The adjective 'apparent' ~~has~~ connotes the idea that the credibility of the treasure hunters' claim is not real. He ~~then~~ uses ordinal adverbs like 'Firstly' and 'Then' to group his ideas into a list. The writer uses factual data like "South American jungles...treasure boxes" and "Lorretes left a diary and a map... in 1931" to prove and add credibility to his points. Additional information in parenthetical statements like '(originally Hubert)' and '(the fictional adventures... Lost Ark)' emphasises this and ~~alludes to the~~ ~~idea~~

makes the writer seem as someone with expansive knowledge, ~~adding~~ which strengthens his opinions in the mind of the reader. *

So, the writer maintains a formal and professional tone & using factual information ~~for~~ to strengthen his opinions all the while giving ~~any~~ examples to prove it. The text ~~is the~~ ends with a more hopeful tone with "Every now and then..." This suggests that while the writer mainly believes that treasure hunting is based on legends and myths, there are exceptions which highlight his opinions against misinformation and refutes or myths.

* The ~~is~~ likening of treasure hunting stories with ~~has~~ a popular film, 'Raiders of the Lost Ark' emphasises the ~~factness~~ ~~of the~~ ~~claims~~ of the ~~for~~ lack of credibility in the treasure hunters' claims.



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Examiner Comments

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



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Examiner Tip

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

This is an extract from a less successful response to Question 6.

The writer presents his opinions about treasure hunting by giving interesting examples such as the "lost Nari gold train" and "lost city of Z". These examples interest and engages the reader into reading more about the articles. The writer also shows that the chances are slim for finding treasures by using words and sentences like, "Like all treasures the search for this one had been going on for many years, usually without success", "People had been looking for years but no one has succeeded in the quest." These sentences and words discourages the audience for finding a treasure. The writer shows brief stories on what actually happens in finding a treasure and that some claims are false, "the raiders of the lost Nari treasure claimed to have found their prize. Local officials apparently got in with this nonsense." This further discourages the readers. Moreover, the writer uses scientific

and academics to prove to the audience that the article is indeed authentic and researched, "Enter the spoilsport scientists from the Krakow Mining academy. Their techno gadgets confirmed that not only ...". The writer uses that the word "techno-gadgets" that shows that even the most technologically advanced gadgets can't find treasure. This creates a negative impression towards the readers as they would be discouraged that they might not find a treasure. The writer also mocks the



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Examiner Comments

The response shows some clear understanding and explanation of language with references that are appropriate and relevant to the points made. Mark = 6, Level 3.



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Examiner Tip

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

Question 7

This question requires candidates to compare how the writers present their ideas and perspectives about treasure hunting. Examiners commented that the majority of candidates were able to identify and discuss basic comparisons at a minimum, and some produced well-thought out comparisons of the extracts.

Most candidates were able to discuss clearly the differences between the articles and draw some comparisons. They commented on the different purposes of the texts: Text One mentions successful finds but Text Two mainly comments on unsuccessful searches, the use of sub-headings in Text One and the use of positive and negative language in the texts. Most responses picked up on the fact that the texts had opposing views, but a number of candidates missed the generally derisive opinion of the writer of Text Two.

More successful candidates developed a balanced approach in comparing the texts. They developed a wide range of comparisons and explored the writers' ideas and perspectives. They were able to analyse the differences and compare the language as well as the content. They supported their points with apt references. However it was noted that a number of candidates made effective comparisons but limited their comments to the features of the texts instead of exploring ideas and perspectives.

Some candidates wrote about each text separately with a comparative section at the end. More successful responses made points of comparison linking the passages throughout. There were a few candidates who offered a number of comparisons but did not provide any kind of support or references to the texts.

All of the responses compared to some degree or another, but at the lower end of the mark range there were a lot of 'Text One uses rhetorical questions but Text Two does not' type of observations.

Examiners commented that some candidates list the comparisons with little explanation and often no references.

Some responses followed the pattern of the indicative content in the mark scheme – this is not the most successful way to respond as the indicative content is not an exemplar response.

Less successful candidates often compared the content. Some candidates wrote paragraphs which summarised the content of the two extracts but did not compare them. Weaker candidates sometimes wrote about one text and then added some undeveloped points about the other text at the end. The least successful candidates wrote very little.

Centres will need to continue to work with candidates to make sure they have a clear understanding of valid ways of responding to texts in Section A. This should include how to analyse how writers' use language and structure to achieve their effects and how to write comparative responses.

This is an extract from a response to Question 7.

However where the two texts do differ is the difference in tone about the idea of humane hunting, where in text one is more positive towards humane hunting is promoted - "Breed because it is not only real, but still being increased at a fast rate" statement such as this evidently has shown how the writer of text one completely believes the idea of humane hunting and puts its existence and real reality in a positive tone. In contrast, indicating how if done properly one is sure to come across some good humane. Never once does the writer of text one attack nor degrade the idea of humane hunting and the idea that come with it. In fact, creates an optimistic environment around the idea of it.

On the contrary however the writer of text two is evidently seen as pessimistic on the topic when presented, however one can agree he is also being realistic with statements such as "People have been looking for years but no one has succeeded in the quest". This sense of realism is what differs from the presentation method of the writer of text one, as we can see how the writer of text one is completely optimistic about his portrayal of humane hunting, forcing the reader to think of such as

will, however, the writer of text two ends this train of opinion - providing relative input on why these files might just be the segment of immature imaginations.

Another area where the two texts differ is how they are structured with text one containing multiple bold subheadings like "Step 2 - get permission" whereas on the contrary the writer of text 2 has simply portrayed his ideas in the form of individual paragraphs that often intertwine with each other, disrupting any sense of continuity or structure to the passage.

The use of such subheadings by the writer of text one not only adds a sense of continuity but also provides a more pleasant reading experience as the reader can locate any specific data required depending on their inquiry at hand.

The bold subheadings is also what it in my opinion may make text one more favorable in terms of ~~it~~ who's opinions or statements were included on the most.

Another area of contrast is the perspective that the each writer has used to portray their ideas on resource hunting.

For starters the writer of text one has used the perspective of a friend like figure ~~providing~~ providing advice on the topic at hand, this can be seen by phrases like "You've heard the bell-to-bee beep" the use of such a perspective helps the reader relate more to the advice portrayed and creates a sense of comfort like the advice given was coming from a friend or a colleague.

On the contrary the perspective used by the writer of text two is the one of a person who is more realistic and serious when it comes to the topic of treasure hunting. The evident scheme throughout the passage strongly supports this - "Usually the person who provides the document... will be conveniently dead" this ample usage of constant scheme not only creates a realistic tone to the passage but also helps the reader realize how the idea of treasure hunting might indeed just be fairy tales supported by one's ongoing imagination. It creates an effect as if a teacher or parental figure were lecturing us on the topic and how one's endless imagination only creates false tales in our head.



A wide range of comparisons are made with some exploration of ideas and perspectives. References support the points being made. Mark = 10, Level 4.



Note how the candidate compares both texts throughout the extract.

This is the whole of a less successful response to Question 7.

The writer of Text one presents treasure hunting in a positive way while the writer of Text two takes a more realistic presents the realism behind treasure hunting. Text one contains a lot of advice and instructions on how to go treasure hunting and focuses on the success. Text two focuses ^{more} on the failures ^{problems} of treasure hunting and why people continue to attempt it. Both texts did not admit to treasure not being real. ~~Since Text one directs~~ Text one directs a lot of the instructions towards the readers, which Text two has more facts and evidence and is ~~see~~ written like an article. Both texts ^{have} give ^{examples} locations of where treasure may be buried. ^{giving proof for it being real. In the end,} Text one ^{even they can go} shows makes the reader believe that treasure ~~but~~ hunting. Text two shows the reader that treasure hunting is not easy and the treasure may not be real in the first place. due to exaggerated beliefs but there is still a small possibility to strike gold.



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Examiner Comments

This response considers some obvious comparisons and makes some comments on ideas and perspectives. There is a lack of support for the points made. Mark = 5, Level 2.



ResultsPlus
Examiner Tip

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

Question 8

AO1

Most candidates referred to the three bullet points and managed to cover a reasonable number of points. Common ideas taken from the passage were purchasing the right equipment if you were serious, making sure you had permission and taking care of your precious finds with a special pouch. In relation to problems the focus tended to be on legal proceedings, dividing proceeds with the landowner and being attacked. Many candidates combined their ideas on the first and third bullet points which was successful if they included enough information.

The more successful candidates used a systematic approach and fully developed the ideas from the texts. They offered a good number of relevant points, made well-focused comments about treasure hunting and dealt with the three bullet points separately and in some detail, incorporating information from both texts.

Less successful responses only referred to two of the given bullet points, most commonly missing out the third one (problems that might be experienced) although some missed out the second bullet point (what might be found). There were some responses that only used information from Text One. The least successful candidates directly 'lifted' much material from the source texts.

AO4

Examiners commented that most candidates understood the requirement of the task and were able to use the appropriate register and tone for a talk to their peers and there was clear evidence of an understanding of the purpose, audience and format required. These responses often started with greetings, possibly a joke or two and a sense of coming together with the audience before the three bullet points were tackled. Occasionally, these responses spent too long on preliminaries and needed to tackle the first bullet point earlier.

More successful candidates used a range of rhetorical techniques confidently, demonstrating a secure sense of purpose and awareness of the intended audience. They were full of practical comments, anecdotes, humour and an empathetic tone. They included rhetorical devices, short sentences, a personal viewpoint and some even used ellipsis. These responses were lively and engaging.

Less successful responses were not able to adapt the texts for audience and purpose and often had problems sustaining the required register throughout their response. There were some quite brief responses.

AO5

Most candidates were able to write with clarity and spell a range of vocabulary correctly. More successful candidates had full control of sentence structures and used them for effect. They were able to use a wide range of vocabulary and punctuation. Paragraphing was generally handled well. Some candidates had problems with grammar, despite good spelling and punctuation.

Common errors were: missing out definite and indefinite articles; grammatical errors such as incorrect subject/verb agreement; comma splicing; lack of capital letters, especially for 'I' and sometimes at the start of sentences.

Centres should continue to work to ensure candidates have a clear idea of how to adapt ideas from texts and how to write appropriately for different audiences and purposes. They should also be able to write with accurate grammar, spelling and punctuation.

This is the whole of a successful response to Question 8.

Good morning everyone! I hope everyone's day has been going splendid so far, and don't worry, I'm not here to ruin it ~~to~~ by boring you with an uninteresting speech. I, ladies and gentlemen, am Harvey Specter, and I'm here to talk about treasure hunting.

We're all poor college students in the clutches of student debt, so why not make a quick buck? Well, actually, treasure hunting is more than just a quick buck - it's an exhilarating experience that'll reward ^{you} ~~you~~ with thousands of dollars, or, if it's your lucky day, millions.

Now, don't get disbarred from the idea too quickly; I'm not telling you to ~~go on~~ ~~&~~ take an excursion into the middle of the sea and dive deep down to uncover some mythical, underwater treasure. No, there's actually a much safer, although perhaps less exciting way to uncover ~~so~~ relics of the past.

Here's ~~with~~ what you're going to want to do:

Firstly, arm yourself with a metal detector. Yep, these things actually work and aren't for just movies. A metal detector around \$150 would be perfect, expensive, I know, but gold coins will make you much more money.

Then, you're going to want to begin your expedition in a country field;

Cities are no good because treasure is practically buried to the core of the Earth with all that concrete and pavement. But wait- don't just pull up to the middle of ~~the~~ field and start roaming around with a hunk of metal looking for lost treasure like a madman in a way of course you'd like yourself

a huge fine for trespassing. Get permission first, and perhaps make an offer to the landowner for splitting the treasure.

Once you've done all the diplomatic negotiations, and gotten access to a mammoth-sized country field, get to work. Nothing's gonna feel better once you hold that piece of glittering, mud-covered dirt-covered gold and call it your own.

But, what are you ~~gonna~~ going to find anyway? An ancient Aztec idol made of solid gold? A bust of some old queen made of silver? Hell, even a King Arthur's Excalibur? Unless ~~you're~~ you consider yourself to be best friends with Lady Luck, don't get your hopes too high folks! At most, you'll find an assortment of gold coins, jewelry, or some busted-up relic from the time Henry was busy decapitating ~~some~~ his wives. It may not seem as exciting, but trust me, once you've gotten a literal piece of history in your hands, nothing is more exciting.

I don't want to give you guys the wrong

impression though - ~~even~~ ^{even} though there have been 1.3 million finds uncovered in the 20 years since the Treasure Act, finding treasure really takes a lot of patience, - and it's not that frequent. You'll have to be prepared to work for it and deal with ~~the~~ coming up short of treasure every single day. I assure you, however, in one of those days, something is surely going to grace your possession.

Even then, you have to report your find to the Treasure Valuation Committee.

This brings up another problem - if you don't, you're going to have a nice ~~trip to~~ picnic in jail. Even when you do, they could take it off your hands to be displayed in a museum, and split the money earned from it. So, there's a good chance you won't even get your full amount of money worth your find.

Regardless, ~~of~~ treasure hunting will always be a rewarding experience, and some day, you might make it.

1. Think about it

well, that's all for today. I hope what I said will be of use to you, ~~and~~ or at least an insight into the world of treasure hunting. Get back to me once you find some of ~~that~~ those gold pirate treasures, eh? Alright, goodbye!



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Examiner Comments

AO1 – there is a good number of relevant points and appropriate selection of material to support the points made. Mark = 8, Level 4.

AO4 – the response communicates successfully with a secure realisation of audience and purpose and effective use of form, tone and register. Mark = 10, Level 4.

AO5 – the response develops and manages appropriate information with accurate paragraphing. There is varied vocabulary and punctuation used for effect. Mark = 6, Level 3.



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Examiner Tip

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

This is a clear response to Question 8.

Good morning everyone! Today, I have a really interesting topic to talk about. In my whole life, I haven't seen anyone who isn't ~~was~~ interested in ~~fastin~~ ~~fa~~ astonishing stories like treasure hunting. I bet you all are interested. Treasure hunting is ~~belived~~ believed to be unreal, however, it doesn't mean that we can't find one. I've got some of the best advice for treasure hunters. As we all know, treasures can be anything. Anything! To be ^{frank} ~~the~~, it is not easy as it's said. We will be riding a rollercoaster of to wonder of experiencing magic.

Treasure hunters should always be prepared. This means, it is ~~treasure hunters~~ necessary to ~~to~~ be fully equipped with professional gears like metal detector, shovel and trowel. ~~Once you are~~ In Treasure ^{hunters} ~~hunting~~ are urged to get permission from the land owner. ~~Everyone knows there's a law~~ The most importantly,

treasure hunters need a map. A map for treasure. It is also important to look after the founded treasures like coins which can be easily damage. Lastly, when you succeed in find treasure, without a doubt, you have to report it. Otherwise, the joy will convert into sorrow.

I'm pretty sure that ~~treasures~~ small treasures can be spotted easily without having to use pricey equipments. Coins and metallic objects that is above 300 years old is considered as treasures. Tonnes of metallic ^{objects} found near the object regarded as a treasure is also counted as one of them. Gold and silver pieces are likely to be a treasure. Jewelleries like gems, diamonds and ^{pearl} ~~sea~~ ~~is~~ are also treasures.

I have to ~~admit~~ admit that finding treasure is very risky. Finding lost treasures are usually told as stories, myths and tales. Why do you think so? It is ~~because~~ because Treasure hunters put their ^{lives} ~~the~~ at risk while finding treasure. ~~The~~ Treasures are aimed to be hidden so that nobody could find them. It is obvious that they will be in remote and isolated areas, that are difficult to access. And, the treasure keepers wouldn't allow ^{anyone} ~~anyone~~ to lay a finger on their ~~to~~ treasure. Treasure hunters will definitely experiences like that.

I am convinced that finding treasure is possible. Right now, you all might be considering to go treasure hunting. Don't forget the advices that I gave you earlier. ~~I wish~~ you all good luck for everyone who decided to go treasure hunting.



AO1 – some relevant points are made with a secure appreciation of information and ideas. Mark = 5, Level 3.

AO4 – communicates clearly with a clear sense of audience and purpose and appropriate use of form, tone and register. Mark = 6, Level 3.

AO5 – the response develops and manages appropriate information with accurate paragraphing. There is some use of varied and accurate punctuation and vocabulary. Mark = 5, Level 3.



This response could have been improved by having a wider range of ideas used from the two texts and using a stronger register.

Question 9

AO4

The majority of the responses did not agree with the statement 'People who look for excitement and danger are foolish'. Ideas included that life was short and was for living. It was therefore important not to have regrets and to seize opportunities. Something which pushed you out of your comfort zone was something to be proud of and helped you to mature and grow as an individual. Counter arguments included that you were concerned about injuries and accidents and spending the rest of your life in a wheelchair or worse. You had responsibilities to loved ones and surely it was possible to enjoy life without taking undue risks. Happiness could be achieved following more gentle and safe pursuits.

Most candidates were able to present a discussion with some sound arguments and supporting evidence. Some clearly introduced the idea of what dangers they might want to encounter. Better candidates produced well organised responses with a range of well developed ideas. They used a range of techniques successfully to add interest and variety to their writing. The tone was often energetic and enthusiastic. Weaker candidates offered points that were quite predictable and found it difficult to sustain an argument, often leading to repetition. Weaker candidates often presented muddled ideas or were very brief. A small number of candidates wrote a story rather than a discursive response.

Centres need to ensure that candidates who choose this option are well prepared in argumentative, discursive and rhetorical techniques and are able to develop their ideas effectively.

AO5

Most candidates were able to develop and express information and ideas in a suitable way with the use of appropriate structural and grammatical features. They used a range of correctly spelt vocabulary and were able to punctuate with some control.

More successful responses had full control of spelling, punctuation and grammar. These candidates were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful responses were often repetitive with their word choices and sentence structures and had many errors. They had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but examiners commented on candidates who had problems with grammar and expression such as problems with tenses and sentence structure including missing words. Examiners commented that punctuation and vocabulary choices sometimes lacked variety.

Common errors commented on by examiners were: comma splicing; problems with homophones; missing or misused apostrophes; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences, and grammatical errors.

Centres need to focus on developing accurate and effective grammatical structuring and idiomatic English to enable candidates to express themselves clearly and to enable them to access the higher mark bands.

This is the whole of a successful response to Question 9.

People who look for excitement and danger are foolish' a common statement by sports and people who do not seek any joy in life. In the current world, standard of living and happiness is unfortunately defined by how economically developed a society is. Don't get me wrong, of course your financial state does influence your experience in life and defines how sweet or bitter

your journey has been but that is exactly what my point is. Why have we allowed a bunch of paper stacks to dictate whether someone is content and living a good life? People who deem new experiences and excitements as foolishness often tend to be the same people that ~~of~~ lead their lives in the exact same pattern their ancestors did and are clearly afraid of new things because of how unfamiliar they sound to their brains which have been carefully manipulated and wired into a certain way of thinking.

People who believe in living their life to the fullest by seeking new experiences and trying out different things are not wrong to do so. Excitement and 'dangers' are not synonymous to foolishness; living your one, single chance at the beautiful experience called life in a carefully planned way, is. Planning every step of your life and having a goal for every single year you live is an absurd pattern we humans have unfortunately fallen into. The whole covid-19 pandemic itself is the greatest proof that nothing in life ever goes as planned so relying on the typical "graduated by 23, married by 25" lifestyle is extremely restricting of all the experiences we could have if we for once let go of our small mindsets

and decided to try 'danger.' Trying out excitement is so much fun, the adrenaline rush you get, the butterflies, the over-thinking is all part of a new learning experience.

some people believe that the entire point of life is to study, get a degree and start earning so you can provide a better future for your offspring who you expect in turn to follow the same footsteps as you and keep this toxic, boring cycle of life going. What these people fail to recognise is that the entire point of life is to learn new things and experiment things, not by monotonously reciting a bunch of textbooks you memorized at school which seemingly make you come across as 'smart' but by going out there, meeting new people, doing things out of your comfort zone. Looking for excitements and dangers even if they are crazy mistakes because how would you know it is a mistake unless you make it? How would you tell your future generations stories about your life when the only 'danger' you've tried is a roller-coast or perhaps a different cuisine?

of course education is important, of course having a source of income is important but none of that should dictate or restrict your chances to try out exciting things and dangerous things. As long as

you're not completely risking your life, it is totally alright to look for new experiences. You should never let other people's opinions and mindsets assert how you live your life and whether ~~you~~ you are called "foolish" or "careless" at least you won't regret not doing something just because a random stranger on the internet called sky-diving a dangerous and foolish thing to do. Falling out of your repetitive patterns and trying out things out of your comfort zone is an amazing learning experience which can offer you so many new insights and perspectives to life.

Looking for excitement and dangers is not wrong and certainly not foolishness as long as you aren't harming anyone or yourself in the process. As long as you are not crossing a limit beyond which the ~~experience~~ 'danger' turns into a harmful experience, it is completely okay to try new things. Life is all about gaining experiences by practicality because as cliché as it sounds, you only live once so why not give it your best shot and try out all the crazy things?



AO4 – the response fulfils all Level 4 criteria and gets into Level 5 as it is sharply focused on purpose and audience. Mark = 18, Level 5.

AO5 – the ideas are manipulated with a range of structural and grammatical features. There is a wide and selective vocabulary used accurately. The punctuation is used with accuracy and effectively. Mark = 10, Level 5.



Note how the response maintains the focus on discussing the statement and provides a range of developed ideas.

Question 10

This was the most popular choice.

AO4

Some examiners commented positively on the quality of some of the responses to the title 'The Discovery'. There were some effective narratives with engaging plots.

Different interpretations of the title were plentiful. A number of candidates focused on finding lost treasure or artefacts but other discoveries included rescuing animals or people, seeing a ghost, having been adopted, or the narrator discovering they are ill. There were also more abstract interpretations such as: being denied access into heaven and so discovering hell, how to live better, self-discovery and discovering the truth. The narratives were full of pace and conflict and they were often fast moving and sometimes violent. Some of the narratives ended tragically in that the characters became ill and died, or the characters died in some other fashion. Examiners did comment on a number of unnecessarily gruesome, violent and gory stories. These unpleasant plots sometimes struggled to maintain a focus on the title.

Most candidates were able to write a narrative with some sense of plot. Many candidates organised their narrative so that the 'The Discovery' appeared at the end. More successful candidates planned their ideas well, focused on developing characters as well as plot, selecting details to create pace and sometimes tension. These narratives did not try to cover too much plot detail as there is simply not enough time to do these plot developments justice in an examination. There were some narratives that were rather long-winded and convoluted where candidates had developed over-ambitious plots. There were some candidates who did not always make it clear what the discovery was or occasionally would tag it on at the end of a story without a link to the narrative they had constructed. There were a few examples of endings such as 'I woke up and it was all a dream'. Less successful candidates lacked development of ideas or the ability to maintain a narrative. They struggled at times with clarity, with muddled storylines and weak endings. Some candidates wrote responses that showed evidence of prepared essays or used plots from films, computer games or novels.

Centres need to ensure candidates have a secure understanding of narrative techniques and the ability to develop a coherent and cohesive personal response.

AO5

Most candidates were able to develop and express information and ideas in a suitable way with the use of appropriate structural and grammatical features. They used a range of correctly spelt vocabulary and were able to punctuate with some control. Examiners did comment that the range of punctuation used was quite limited.

Better responses had full control of spelling, punctuation and grammar. Better candidates were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful candidates tended to use fairly basic vocabulary and often used fairly simple sentence structures throughout their responses. Weaker candidates had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression. There were problems with tenses and sentence structure including missing words. Some examiners noted that the lack of paragraphing was an issue for some candidates. These problems limited the effectiveness of the communication.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; problems with homophones; misspelling of basic vocabulary; missing or misused apostrophes; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences and grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

Centres need to focus on developing accurate and effective grammatical structuring to enable candidates to express themselves clearly and to enable them to access the higher mark bands.

This is the whole of a response to Question 10.

The Discovery
I was sitting in a messy, tight and smelly room with two of my best friends, they came over to play video games with me to have 'fun'. But I didn't feel like playing, I feel depressed, bored and I know I am wasting my time. I sit all day scrolling through TikTok, Instagram and youtube. I am tired of being overstimulated. I decided that it was time for a change. I am going to drag my ignorant friends with me.

Harbano and Jack are both 16 year olds that are addicted to video games because it gives them a sense of accomplishment. But it was not real, I wanted to conquer reality, not pixels. I wanted to be the best version of my self and I also want my friends to come with me.

I dragged both of my friends out of the house and went for a walk because Jack ~~is~~ was starting to get obese and Harbano was as frail as a stick. As we were strolling along, we stumbled across a gym. I told my friends lets go check it out; They gave me the 'are you serious' look. But I still dragged them in. Everyone was just so much bigger that I almost lost hope. But in order to be an expert at ~~something~~ ^{the end}, you have to be willing to be the fool at the start.

All three of us got on the treadmill and decided to jog for thirty minutes at a speed of 8 kilometers per hour. We all start at the same time. ~~After ten minutes~~ Ten minutes in and I look to my right and see Jack gasping for air like a fish on land. I look to my left and Harbano looked like someone who was on their death bed.

The thirty minutes go by and we all were relieved. I was Amazed. Amazed with me and my friends. We all felt a positive feeling. ~~and~~ We all got a dopamine hit that we deserved. I have finally discovered something that would make me experience the feeling of accomplishment. As I step out of the gym, all the trees were waving at me, or maybe they were waving because it was windy.

I tell my friends let's do it again tomorrow but they nodded their heads left and right. At this point they were a lost cause. So I decided to go alone the next day. I decided to do a little more than yesterday so I can challenge my self a bit more. I went for a 1 hour Jog. Surprisingly enough it was not as hard as I expected. I dominated the Jog with ease.

I already feel like an athlete, I feel like I have discovered my true passion. I decided to join the school's running race, I wanted to see if I was truly gifted or just lucky. So I join the race the next day and I came second place. I was happy and fulfilled.

All these years of gaming and being overstimulated has led me up to this moment. I was grateful. I have discovered my true passion. If you are overstimulating your self, try to step out and explore nature. You might discover a thing or two. I am Hamza.



AO4 – the response communicates clearly with a clear sense of audience and purpose and appropriate use of form, tone and register. Mark = 11, Level 3.

AO5 – the candidate develops and connects appropriate information and ideas. Varied vocabulary and punctuation is used. Mark = 6, Level 3.



Think about how the development of the ideas and how more detail would have improved this response.

Question 11

AO4

Candidates produced some effective responses that were focused on the task of describing a time when something totally unexpected happened.

Unexpected experiences included weather events, accidents and unexpected celebrations. However most examiners observed that a significant number of responses were narrative-based, containing little description, and told a story about something that had happened unexpectedly, such as finding lost treasure whilst on holiday. Some of these narrative responses did manage successfully to include descriptive elements. There was an attempt to describe colour and the atmosphere and mood of the scene so, for example, describing the true event of The Twin Towers, the candidate was able to look at this as something most certainly unexpected and to describe the scene, the smells, the horror and atmosphere. Breaking your arm unexpectedly also fitted that category, and the description revolved around the feelings, the hospital and the pain.

Those candidates who understood the descriptive focus provided detailed and successful descriptions of the experience and its impact with effective technical choices, particularly alliteration and the use of adjectives. These responses were enthusiastic and fully focused. More successful responses used very effective imagery and gave perceptive descriptions of the unexpected experience and sometimes focused on something original which was unexpected. Less successful candidates tended to produce responses that were pedestrian, used a limited range of vocabulary and lacked detail. Some responses were entirely narrative-based, losing the descriptive focus of the task.

Centres need to ensure candidates are aware of the techniques they can use in descriptive writing and also ensure candidates develop a varied vocabulary which they can use appropriately.

AO5

Most candidates were able to develop and express information and ideas in suitable way with the use of appropriate structural and grammatical features. They used a range of correctly spelt vocabulary and were able to punctuate with some control. Examiners did comment that the range of punctuation used was quite limited.

Successful responses had full control of spelling, punctuation and grammar. They were able to use a wide range of structural devices together with accurate spelling of a wide vocabulary and correctly use a wide range of punctuation.

Less successful candidates tended to use fairly basic vocabulary and often used fairly simple sentence structures throughout their responses. These candidates had poor language controls and weak paragraphing.

There was evidence of good spelling and reasonably accurate punctuation but most examiners commented on candidates who had problems with grammar and expression. There were problems with tenses and sentence structures. These problems limited the effectiveness of the communication.

Common errors commented on by examiners were: missing basic sentence punctuation; comma splicing; missing or misused apostrophes; not capitalising 'I' for the personal pronoun; missing capital letters at the beginning of sentences, and grammatical errors such as problems with sentence structures, subject-verb agreement and verb tenses.

Centres need to focus on developing accurate and effective grammatical structuring to enable candidates to express themselves clearly and to enable them to access the higher mark bands.

This is a successful response to Question 11.

Never Before

As the once glowing beacon of light laid to sleep, the canvas ~~switched~~^{switched} above ~~white~~ colours, opting to go for a darker background, which was ~~the~~ sky blue just a moment ago. ~~The~~ The jubilant energy of the people below, were now replaced by echoes of nothingness, ~~drops of leaking water made its way from the pipes, collapsing into the ground.~~ with the sound of water droplets heard

being the loudest, ~~what was once a busy street~~
what was once a busy ~~nightlife~~ nightlife that
was filled to the brim with overexcited youngsters
and tired adults, was now ~~any~~ replaced with
emptiness. ~~It~~ In some ways, the silence was the
loudest sound ~~to ever~~ ^{ever} ~~or~~ made by ~~that~~
~~street~~, on that street. The chilling wind
whoosed over the isolated street corner, ~~having~~
having not a single object ^{or person} A to B carry with its
blow.

The dull silence came to a sudden halt, as
the striking sound of a pan was heard. Although
the sound was singular, it kept its rhythm. As the
seconds passed, the screeching bellow of buckets,
cans and pans became higher and higher, rising as
the many different noises joined in harmony.
The once lonely silent street was now overfilled
with the ~~gas~~ unexpectedly merry jingle. Even
as the moments passed, the ~~to~~ songs ~~played by~~
~~the~~ never ceased to exist. It continued, without
a moment's rest, with the chimes and jingles
of the pots and pans now dancing to the
rhythm of the blowing wind. Memories of
the once beautiful night life came flowing in,
~~as the song served as background music for~~
~~the~~ transform the above covered streets into

one with striking colours of red, yellow and blue.

The unforgettable smell of fresh, local food was once again present, with the hustle and bustle of people brought back a familiar scene. Kids throwing rings onto bottles, teenagers biting into piping hot snacks were back. The unceremonious sounds of the pots and pans were now a peaceful melody that played as the bustling night life seemed to continue to no end. ~~The people~~ Though people were eating, twice as many people came through the entrance, keeping the laughter and giggles alive, seemingly forever.

As suddenly as it began, the constant drumming of the pots and pans ceased. With the song not playing, the nightlife slowly dispersed, reverting back to the same dark street, the laughter, the joy, the excitement all taken away. As the night went deeper, the sounds that were once playing, were nothing but a distant memory, ~~of course, only until the next night.~~ The blowing wind was now once again isolated, with only the ~~next~~ sound of water droplets as its companion. The life sucked out of it, there was nothing left. Nothing but darkness.



AO4 – the ideas are successfully communicated with a secure realisation of purpose and effective tone, register and form. There is a secure focus on description. Mark = 16, Level 4.

AO5 – the response manages ideas cohesively and deliberately, using a range of vocabulary accurately. There is an accurate range of punctuation used deliberately. Mark = 7, Level 4.



Note how the writer maintains the secure focus on description throughout the response.

Paper Summary

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

Most successful candidates:

- read the texts with insight and engagement
- were able to explore language and structure and show how these are used by writers to achieve effects in response to Questions 3 and 6
- were able to select a wide range of comparisons and explore the writers' ideas and perspectives in response to Question 7
- were able to select and adapt relevant information for Question 8
- wrote clearly with a good sense of audience and purpose in an appropriate register in response to Question 8
- engaged the reader with creative writing that was clearly expressed, well developed and controlled (Questions 9, 10 and 11)
- used ambitious vocabulary
- wrote with accuracy in spelling, punctuation and grammar.

Least successful candidates:

- did not engage fully with the texts
- were not able to identify language and structure or made little comment on how these are used by writers to achieve effects in response to Questions 3 and 6
- were not able to compare the texts or offered very limited comparisons in response to Question 7
- sometimes narrated or copied the texts in response to Questions 3, 6 and 7
- did not write in an appropriate register in response to Question 8
- were not able to select and adapt relevant information for Question 8
- sometimes copied from the original texts in response to Question 8
- were not able to sustain and develop ideas clearly in response to Section C (Questions 9, 10 and 11)
- did not demonstrate accuracy in spelling, punctuation and grammar.

Grade boundaries

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

<https://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

