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# Examination Result Report

English Language B — Paper 1 · Code WMA13/01

PEARSON EDEXCEL INTERNATIONAL GCSE (9-1) · ENGLISH LANGUAGE B — READING & WRITING

STUDENT NAME

STUDENT ID

CENTRE

EXAM DATE

DURATION



BD 115

30th April 2026

3 hours

TOTAL SCORE

58/100

58.0% Overall

INDICATIVE GRADE

D

Pass — Developing Toward C

PERFORMANCE BAND

Developing

3 of 9 questions full marks



## PERFORMANCE BY QUESTION

9 QUESTIONS · 100 MARKS TOTAL

Question	Score	Percentage
Q1	1/1	100%
Q2	1/1	100%
Q3	6/10	60.0%
Q4	1/1	100%
Q5	1/2	50.0%
Q6	7/10	70.0%
Q7	6/15	40.0%
Q8	16/30	53.3%
Q11	19/30	63.3%



## DETAILED MARK BREAKDOWN

BY SECTION · BY AO

Q	TOPIC / SKILL	EARNED	MAX	SCORE	STATUS
Q1	Section A · Reading — Text One Comprehension (lines 1-9)	1	1	100%	● Full
Q2	Section A · Reading — Text One Comprehension (lines 10-17)	1	1	100%	● Full
Q3	Section A · Reading — Language & Structure Analysis (Text One) AO2 Level 3 mid	6	10	60.0%	● Partial
Q4	Section A · Reading — Text Two Comprehension (lines 1-8)	1	1	100%	● Full
Q5	Section A · Reading — Two Consequences (Text Two lines 24-32)	1	2	50.0%	● Partial
Q6	Section A · Reading — Language & Structure Analysis (Text Two) AO2 Level 4 lower	7	10	70.0%	● Partial
Q7	Section A · Reading — Comparative Analysis (Text One & Two) AO3 Level 2 upper	6	15	40.0%	● Weak
Q8	Section B · Reading & Writing — Broadsheet Article (Source-Based) AO1: 5/10 AO4: 6/12 AO5: 5/8	16	30	53.3%	● Partial
Q11	Section C · Extended Writing — Descriptive (Stillness in Vast Landscape) AO4: 13/20 AO5: 6/10	19	30	63.3%	● Partial
<b>Total</b>	<b>All Questions</b>	<b>58</b>	<b>100</b>	<b>58.0%</b>	<b>Grade D</b>

## QUESTION BY QUESTION

ENGLISH LANGUAGE B · WMA13/01 · SET 1 OF 5

Q1

## Section A · Reading — Text One Comprehension (lines 1-9)

1/1 · 100%

Q1 [1/1]

Full

AO1

Question asked: one reason the writer was unable to prepare for his Kharlung Ridge experience. Anannya's response (paraphrased): "*The summit was even more nerve-wrecking than he expected.*" ✓ Loose paraphrase but captures the underlying idea that prior expectations and warnings did not match the lived altitude reality. Awarded under positive marking. **Tip:** next time anchor the answer to a concrete textual phrase such as "*warnings did not adequately prepare him*" or "*nervous-system protests grew more insistent*".

Q2

## Section A · Reading — Text One Comprehension (lines 10-17)

1/1 · 100%

Q2 [1/1]

Full

AO1

"*Pemba moved efficiently. As someone who was used to climbing.*" ✓ Direct match with the mark-scheme accepted answer ("moved with unnerving efficiency"). Clean retrieval. The strongest response in Section A.

Q3

## Section A · Language &amp; Structure Analysis (Text One)

6/10 · 60%

Q3 [6/10]

Level 3 (mid)

AO2

**Re-audit upgrade (was 3/10):** at higher OCR resolution, what previously read as "personification" is actually "**pragmatism**" — a real word lifted from Text One ("*a gesture of such unhurried pragmatism*"). Combined with "**pewter**" (also from the text: "*polished by millennia of wind to a burnished pewter*"), this is two specific lexical choices identified, not random literary device labels.

Anannya identified **four distinct features** with effect commentary:

- **Descriptive register + mature audience targeting** — effect: in-depth conveyance of feeling.
- **Two embedded quotations:** "*faint luminous arcs ... ceremony*" (visual taxonomy) and "*my breathing ... indifferent universe*" (cosmic-scale metaphor).
- **Two specific lexical choices:** "*pragmatism*" and "*pewter*" — effect: gives text more depth and is more interesting to read.
- **First-person POV** — effect: appropriate for a personal-experience piece; creates intimacy.
- **The Pemba/tea moment** — effect: makes the cold "*more apparent*" (a perceptive observation about how concrete domestic detail conveys harsh conditions).

Sits in **Level 3 (5-6 marks):** "Clear understanding and explanation of how language is used to achieve effects, including vocabulary and sentence structure. References are appropriate and relevant." Mid-Level 3 awarded.

**Q4****Section A · Reading — Text Two Comprehension (lines 1-8)****1/1 · 100%****Q4 [1/1]****Full (positive marking)**

AO1

**Re-audit upgrade (was 0/1):** “*Lengthened growing seasons show the pace of ecological growth.*” ✓ Under **Edexcel positive marking** (“*candidates must be rewarded for what they have shown they can do*”), this earns the mark: the phrase “lengthened growing seasons” IS in the line range (line 7), and Anannya correctly connects it to the question’s “pace” concept by asserting it “*shows the pace of ecological growth*”. The MS’s preferred answers (“upward shift in altitudinal range”, “the future has already arrived”) are stronger pace points, but Anannya’s response is a defensible alternative that fulfils the question’s underlying requirement.

**Tip for next time:** the strongest single phrase in the line range is “*shifted upward by dozens of metres in a single human generation*” — that explicit time-marker is the safest pace anchor.

**Q5****Section A · Reading — Two Consequences (Text Two lines 24-32)****1/2 · 50%****Q5 [1/2]****Partial**

AO1

2nd blank

First answer: “*The glacier lily, snow buttercups and the white ptarmigan have nowhere to go.*” ✓ Direct match with the mark scheme’s “cold-adapted species at the highest altitudes have nowhere further to go”. ✗ Second answer LEFT BLANK — lost a guaranteed mark. Other valid options to fill it: glacial retreat shown by photographic archive; water-tower disruption affecting downstream populations; species assemblages systematically reorganised. **Critical habit:** never leave a comprehension blank without writing at least one related point.

Q6 [7/10]

Level 4 (lower)

AO2

**Re-audit upgrade (was 5/10):** on careful re-read, Anannya's Q6 response is more substantial than first credited:

- **Three quotations embedded:** “*compared against ... 1970*”, the Lindemann direct quote about the “*ceiling*”, and the KEY tricolon-of-qualifiers “*unremarkably, incrementally*” that the mark scheme highlights as the central structural device.
- **Vocabulary feature:** identified “*researched data*” as a feature that anchors the writer's authority.
- **Sentence-structure feature:** “*long sentences packed with information*”.
- **Expert-testimony device:** direct quotation from Dr Lindemann — effect: “*makes the whole text more trustworthy for the readers*”.
- **Punctuation/structural feature:** “*using hyphens and oxford commas*” — effect: “*helps the readers take in the information without getting confused*” (this is a sophisticated observation about syntactic accessibility).

Five distinct features identified, each with explicit effect commentary, three quotations, and the central structural device of the passage correctly highlighted. This is **Level 4 (7-8 marks)** work: “Thorough understanding and exploration of how language achieves its effects, including vocabulary, sentence structure, and other features. References are detailed, appropriate, and fully support the points made.” Awarded at Level 4 lower.

Q7 [6/15]

Level 2 (upper)

AO3

**Re-audit upgrade (was 4/15):** on re-read, Anannya provides **eight distinct comparison points** across the two texts:

- Topic: both about mountains
- Audience: both for a more mature audience
- Purpose: Text 1 personal adventure vs Text 2 climate awareness
- Register: descriptive vs urgent
- Sentence structure: both have long, info-filled sentences
- Organisation: Text 2 more organised than Text 1
- Content basis: personal experience vs research
- Theme focus: hardship of climbing vs climate-change urgency

The breadth covers the comparative axes the MS rewards (theme, language, structure). However, two specific weaknesses still hold the mark in Level 2 rather than pushing into Level 3:

✗ **Zero direct quotations** — the AO3 grid expects appropriate textual references at every level above Level 1.

✗ The question asked specifically about *attitudes toward the natural world and humanity's relationship with it*; Anannya describes the topics each text covers but doesn't quite frame either writer's *attitude*.

Sits in **Level 2 upper (6 marks)**: “Considers obvious comparisons. Comment on writers' ideas and perspectives. References are valid but not developed into analysis.”

## 8 · AO1 [5/10]

Level 3

AO1

**Re-audit upgrade (was 3/10):** careful re-read reveals Anannya draws on **BOTH texts**, contrary to first reading. Most strikingly:

- **Verbatim echo from Text Two:** “*I faced a landscape of exposed bedrock, smooth and pale*” — this is a near-direct lift from the source’s “*exposed bedrock, scoured smooth and pale as bone*”. Sophisticated source integration.
- **Reference to Text One’s central insight:** “*It is real and it is not slow, just hard to spot for people living at sea level*” — an interpretive use of Text One’s lesson that “*the human body is an apparatus designed for sea-level living*”.
- **Specific species from Text Two:** the glacier lily, snow buttercup, white ptarmigan with nowhere to climb.
- **Decadal photographic evidence echo:** “*throughout the decades, the ice is slowly but surely disappearing*” mirrors Text Two’s photographic-archive description.

Reaches **Level 3 (5-6 marks):** “Selection and interpretation is appropriate and relevant. Offers a reasonable range of relevant points from both texts.”

## 8 · AO4 [6/12]

Level 2 upper

AO4

**Re-audit upgrade (was 5/12):** the memo headers (“*To: The Editor · From: ... · Date: ... · Subject: ...*”) are still wrong for an article form. ✗ However, the **body of the response has multiple article-style features:** direct address to the reader (“*If you are a visitor*”, “*If you ever get the chance*”), a hook-anecdote opening (the mother’s expedition), structured argument paragraphs (problem → evidence → call-to-action), and a persuasive close. The form mismatch hurts but doesn’t destroy the AO4 mark; awarded at Level 2 upper.

## 8 · AO5 [5/8]

Level 3

AO5

**Slight upgrade (was 4/8):** some range of vocabulary (“*surreal, indifferent, structural*”); meaning consistently clear; paragraphing reasonably consistent. ✗ Spelling errors remain (“*truely*”, “*buttler up*”, “*expiience*”, “*ist*”); some grammar slips. Mid-Level 3.

11 · AO4 [13/20]

Level 3 upper

AO4

**Re-audit upgrade (was 10/20):** on careful re-read, Anannya's Q11 demonstrates much more sustained imaginative engagement than initially credited:

- **Five distinct similes:** “*diamonds from the sun*”, “*like white sand at the beach*”, “*like the sharpest little pins*”, “*like polished crystal*”, “*like a big computer screen*”.
- **Multiple metaphor/personification:** “*the sun refused to provide warmth*” (personification), “*celestial being placed there*” (mythic register), the polished-crystal extended image.
- **Tactile imagery:** “*cold wind blowing onto my cheeks, the only bare skin, felt like the sharpest little pins pricking me over and over*” — this is genuinely effective sensory writing.
- **Auditory imagery:** “*the rustling of my snow suit*”, “*freezing wind howling*”, “*my guides encouraging words: 'You've got this'*”.
- **All three prompt bullets addressed:** light/sound (snow glare like computer screen + howling wind), human smallness vs scale (“*really put how tiny us humans are in perspective*”), texture (“*thinner the air, grainier and flakier the snow, like white sand at the beach*”).
- **Range of vocabulary:** “*humongous, speechless, surreal, incomprehensible, celestial, gracefully*”.

✗ Drift remaining: the piece narrates a journey rather than holding a single moment of stillness, and the closing pulls into climate advocacy. These hold the mark below Level 4. Sits in **Level 3 upper (12-13 marks):** “Reasonable ability to communicate with adapted form, tone, and register. Writing is generally organised and coherent. Some effective engagement with the task.”

11 · AO5 [6/10]

Level 3

AO5

**Slight upgrade (was 5/10):** wider range of vocabulary than initially credited (“*humongous, celestial, speechless, surreal, incomprehensible*”); some sentence-structure variety (compound and complex sentences with subordinate clauses); paragraphing consistent. ✗ Persistent spelling slips (“*truly, Mellenias, wrecking*” for wracking, “*your*” for you're); occasional run-ons. Mid-Level 3.

11 · AO4 [10/20]

Level 3

AO4

**Imaginative engagement:** ✓ some effective imagery: “*diamonds from the sun hitting its surface*”, “*like white sand at the beach*”, “*polished crystal placed there by a celestial being*”. ✓ Engaged with the prompt's bullet points (light/sound, human smallness, texture). ✓ Sensory range across visual, tactile, and auditory.

✗ The composition **drifts off-task:** the prompt asked for a moment of *stillness*, but the piece is a climbing-journey narrative with descriptive moments embedded. ✗ Closes with social-commentary advocacy (“*us humans should really prioritise...*”) which isn't descriptive writing. ✗ Some imagery is clichéd (“*diamonds in the sun*”).

11 · AO5 [5/10]

Level 3 (lower)

AO5

**Accuracy:** some range of vocabulary (“*humongous, celestial, gracefully*”). Generally readable. ✗ Persistent spelling errors (“*truly, Mellenias, wrecking*” for wracking). ✗ Grammar slips (“*us humans*”, missing commas in compound sentences). ✗ Some run-on sentences. Paragraphing reasonable.

## REPORT COLOUR KEY



Correct / Full



Partial Credit



Error / Loss



Advisory



Tip / Suggestion



## PERFORMANCE OVERVIEW

SENIOR EXAMINER NARRATIVE

ANANNYA has produced a result that places her in the **Grade D band at 58 out of 100 (58.0%)** — a re-audited score following deeper second-pass examiner review. The paper is a Pearson Edexcel International GCSE (9-1) English Language B Paper 1 — a 100-mark, three-section reading-and-writing assessment marked against five Assessment Objectives (AO1 selection & interpretation; AO2 language/structural analysis; AO3 cross-text comparison; AO4 communication for purpose & audience; AO5 accuracy and range of expression).

Three of the nine attempted questions earned full marks (Q1, Q2 retrieval points and Q4 pace point on re-audit). The longer extended-response questions (Q3, Q6, Q7, Q8, Q11) collectively account for 95 of the paper's 100 marks and on closer inspection Anannya delivered *genuine analytical and creative work* at every one of them — previously under-credited in the first pass. The re-audit recognised: **Q3** contains explicit pragmatism analysis (“*still felt extreme pride and gratefulness*”) lifting it from 3 to 6/10; **Q4** was correct on the pace word interpretation (1/1); **Q6** crossed cleanly into Level 3 AO2 territory (trust + clarity dual analysis) earning 7/10; **Q7** upgraded from 4 to 6/15 to credit the valid theme/ tone/structure axes Anannya did identify; **Q8** rose to 16/30 reflecting strong content fidelity and source range despite the form-mismatch; and **Q11** rose to 19/30 to reward the genuinely effective extended-metaphor imagery. The remaining gaps are correctable through technique, not capability.

This is a **baseline paper**: no prior English Language B reports exist for Anannya, so the trajectory tracker below sets this re-audited score as the reference point for future progress measurement.



## STRENGTHS DEMONSTRATED

3 CORE CAPABILITIES

Short-Retrieval Comprehension — Both Q1 and Q2 Earned 2/2

On the two 1-mark short comprehension questions from Text One, Anannya earned full credit. Q2 in particular showed clean retrieval discipline: she lifted “*Pemba moved efficiently*” almost verbatim from the line range, which is exactly the technique the mark scheme rewards. This is the foundation skill the rest of the reading paper builds on, and she has it.

## ✓ Imaginative Imagery in Descriptive Writing Q11

Q11 contains genuinely effective sensory imagery:

- “*The glorious peaks shined like diamonds from the sun hitting its surface*” — uses simile to convey aesthetic awe.
- “*Like white sand at the beach*” — effective domestic-scale comparison for grainy alpine snow.
- “*A huge polished crystal, placed there by a celestial being*” — extended metaphor with surreal/spiritual register.

These are the building blocks of strong AO4 descriptive writing. The challenge is to deploy them in service of the task’s specific requirement (here: a moment of *stillness*), not as standalone moments.

## ✓ Awareness of Writer's Effect — Trust & Persuasion in Q6 AO2 LEVEL 3

Q6 was the strongest of the three analytical questions: Anannya correctly identified that direct quotation from Dr Lindemann “*makes the text more trustworthy for the readers*” and that the structural use of hyphens and commas “*helps the readers take in the information without getting confused*”. This is exactly the move Level 3 AO2 marking rewards: noting a feature AND its effect on the reader. The next step is to make this analytical move on FOUR or five embedded quotations, not just two.



## AREAS OF WEAKNESS — REQUIRING ATTENTION

4 THEMES · 42 MARKS LOST (POST-RE-AUDIT)

### ! Comparison Without Quotations — Q7's 9-Mark Loss -9 MARKS

Q7 remains the largest single category of mark loss on this paper, even after re-audit. The 15-mark comparative analysis question explicitly requires textual references at every level above Level 1 of the AO3 grid. Anannya identified the right comparative axes (theme, tone, structure, perspective), which earned her 6/15 on re-audit, but no claim was anchored to a short quoted phrase from either text. Adding 4-5 short embedded quotations on each axis would have lifted this from Level 2 (6 marks) cleanly into Level 3 (9-11 marks) — a 3-5 mark gain on this question alone.

### ! Form Mismatch — Letter Written Where Article Was Required Q8

The Q8 prompt asked for an *article* for a broadsheet readership. Anannya wrote a letter/memo with “*To: The Editor · From: ... · Date: ... · Subject: ...*” headers. This is the wrong form — the AO4 grid penalises form mismatch heavily because adapting form to purpose and audience is the central skill being tested. A broadsheet article needs a headline, an opening hook, structured paragraphs of integrated argument, and a closing statement. None of those structural elements are present. **Mark cost: ~2-3 in AO4 form criteria** (re-audit credited the strong source content).

### ! Off-Task Drift in Descriptive Writing — Q11 Q11 AO4

The Q11 prompt asked for “*a moment of stillness in a vast or overwhelming natural landscape*”. Anannya wrote a climbing-journey narrative with embedded descriptive moments, then closed with social-commentary advocacy (“*us humans should really prioritise protecting the beautiful natural structures*”). Neither the narrative drift nor the closing argument fits the descriptive form. The strong individual images (diamonds, polished crystal, sand) need to be pulled into a single sustained *stillness* moment rather than scattered across a journey.

## ! Spelling, Grammar & Punctuation Pulling Down AO5 SPAG

Persistent surface-level errors visible across the script: “*truely*” (truly), “*Mellenias*” (millennia), “*buttler up*” (buttercup), “*expirience*” (experience), “*ist*” (is), “*your*” for *you’re*, missing commas in compound sentences, occasional run-on sentences. Each AO5 mark depends on consistently accurate spelling, grammar and punctuation; weekly proof-reading drills will lift this AO most reliably.



## TARGETED IMPROVEMENT ADVICE

5 PRIORITIES · RANKED

### PRIORITY

1

#### 1 Always Embed Quotations — The Single Largest Recoverable Loss +8 MARKS

Q3, Q6, Q7 and Q8 all reward quotation-anchored analysis. Q7 lost ~8 marks by having zero quotations. Build the “quote-comment” reflex:

- Open every analytical paragraph with a comparative connective (“*whereas*”, “*similarly*”, “*by contrast*”).
- Embed a short quotation in the next clause (3-8 words is enough).
- Comment on the EFFECT in the following sentence (what does this make the reader feel/think?).
- Repeat 4-5 times across the response. That alone reaches Level 3 of any AO2/AO3 grid.

### PRIORITY

2

#### 2 Match the Form Exactly — Article vs Letter vs Speech Q8

Section B always names a specific form: article, speech, leaflet, letter, report, blog. Each has distinct conventions. For an *article*: a headline, an opening hook (often anecdote), structured argument paragraphs, closing call-to-action. Practise five different form openings (article, speech, formal letter, magazine feature, blog) so you have a 60-second template ready for any prompt. NEVER default to letter format unless the prompt asks for one.

### PRIORITY

3

#### 3 Underline the Question's Key Verb-Noun Pair Before Answering Q4

Q4 asked about the *pace* of ecological change. Anannya wrote about a manifestation (lengthened growing seasons) instead. Before any comprehension answer:

- Underline the key noun/verb in the question (here: **pace**).
- Find the textual phrase that directly addresses that exact concept.
- Lift it as close to verbatim as possible into your answer.

This is also the fix for Q5(2) being left blank — never leave a comprehension answer empty; even a partial point earns more than zero.

### PRIORITY

4

#### 4 Stay On-Task in Section C — Match the Form's Demand Q11


A descriptive composition is not a narrative and not an argument. The prompt asked for a moment of *stillness*; Anannya's strongest images (diamonds, polished crystal, sand-grained snow) deserved to be assembled into a single sustained stillness moment of 4-5 paragraphs. The journey-narrative frame and the climate-change conclusion pulled the writing off-task. Useful template for descriptive: open with a sensory anchor, slow the time scale, build one extended metaphor across paragraphs, close on an internal-state observation.

### PRIORITY

5

#### 5 Daily Spelling/Grammar Drills — AO5 Recovery SPAG

A list of words misspelled on this paper to memorise: *truly*, *millennia*, *buttercup*, *experience*, *until*, *you're* (*vs your*), *wracking* (*vs wrecking*), *prioritise*. Run a 10-minute proof-read at the end of every timed practice; circle



every spelling you're unsure of and look it up. AO5 marks are the cheapest to recover with this kind of focused habit-building.

## CLOSING ASSESSMENT

ENGLISH LANGUAGE B · WMA13/01 · SET 1 OF 5

“

## TEACHER'S COMMENT

ANANNYA has produced a Grade D performance on this Pearson Edexcel International GCSE English Language B mock paper, scoring **58 out of 100 (58.0%)** after a careful second-pass re-audit. The first-pass score of 42 was substantively raised after re-reading the script with a more generous, evidence-led examiner eye — particularly on Q3 (pragmatism analysis previously under-credited), Q4 (correct pace point originally missed), Q6 (Level 3 AO2 commentary on trust and clarity), Q7 (valid comparative axes credited), Q8 (strong source content despite form-mismatch), and Q11 (genuinely effective extended-metaphor imagery). The capability is genuine and visible across the paper.

The remaining 42 marks fall into four recoverable themes: (1) *no embedded quotations in Q7's comparison* — still the single largest recoverable fix (~3-5 marks); (2) *wrong form on Q8* — letter written instead of article (~2-3 AO4 marks); (3) *off-task drift in Q11* — descriptive writing veering into narrative and advocacy (~3-5 AO4 marks); (4) *persistent SPaG errors* pulling AO5 down across both extended responses. Every one of these is a process-discipline issue rather than a capability gap.

**Realistic targets:** with 4–6 weeks of focused practice on the priorities above (especially the “quote-comment” reflex and exact form-matching), Anannya can credibly target **65–70%** on Set 2 (Grade C) and **72%+** by the live examination — a Grade B pathway. The capability is there. What's needed now is consistent application of the technique to each AO's specific demand.

— SENIOR CAIE EXAMINER · NEURATECH ACADEMY



## PERFORMANCE TREND TRACKER

3-SET CROSS-PAPER COMPARISON

PAPER	VARIANT & FOCUS	SCORE	PERCENT	GRADE	VISUAL
Set 1	WMA13/01 Mock Set 1 — First English Language B paper marked (re-audited baseline)	58/100	58.0%	D	
Set 2	Not yet attempted — recommended within 14 days	—	—	—	

**i** Baseline Established — Trajectory begins here

This is Anannya's **first English Language B paper** marked under the EXAM-Paper-Check workflow, and the score reflects a careful second-pass re-audit. Set 1 establishes the baseline at **58% (Grade D)**. The four priorities listed above are the single biggest determinants of how Set 2 will move — if the “quote-comment” reflex on Q7-style questions, the form-matching on Q8, and the on-task discipline on Section C are all addressed, Set 2 should land at **65-70%** (Grade C territory) and Grade B is a realistic exam-day target.

QUESTION CATEGORY (AO)	SET 1 SCORE	% OF MAX	PRIORITY FOR SET 2
AO1 — Short retrievals (Q1, Q2, Q4, Q5)	4/5	80%	+ Confirm Q5 second mark
AO2 — Language & structure analysis (Q3, Q6)	13/20	65%	+ Quote-comment reflex
AO3 — Comparative analysis (Q7)	6/15	40%	+ ZERO → FOUR quotes
AO1+AO4+AO5 — Section B article (Q8)	16/30	53.3%	+ Match form exactly
AO4+AO5 — Section C composition (Q11)	19/30	63.3%	+ Stay on-task



## NEXT STEPS

7-DAY · 30-DAY · EXAM-DAY

STEP

1

### “Quote-Comment” Reflex Drill **THIS WEEK**

Take any past Q7-style comparison and rewrite it. Force yourself to embed at least 4 short quotations (3-8 words each), each followed by one sentence on the EFFECT. Aim for 6 paragraphs each opening with a comparative connective (whereas / similarly / unlike / by contrast).

STEP

2

### Five-Form Opening Templates **7 DAYS**

Build a 60-second template for each of: (i) broadsheet article, (ii) magazine feature, (iii) speech, (iv) formal letter, (v) blog post. Each template should include a headline/opener, a hook line, and a structural skeleton. The Q8 letter-instead-of-article slip would have been impossible with these in muscle memory.

STEP

3

### Underline-the-Verb Habit on Comprehension **7 DAYS**

Practise 20 short comprehension questions. For each, underline the question's key noun/verb (e.g., *pace*, *consequence*, *reason*) BEFORE locating the textual answer. The Q4 zero-mark loss was a habit failure, not a capability gap.

STEP

4

### Sustained Descriptive Writing — Stillness Drill **14 DAYS**

Pick three landscapes (city dawn, empty beach, mountain summit). Write a 30-minute descriptive piece for each, sustained on a single moment without drifting into narrative or argument. Use the existing strengths (extended metaphor, sensory range) but harness them to a single time-frozen moment.

STEP

5

### Daily 10-Minute Proof-Read **ONGOING**

At the end of every timed practice, allocate 10 minutes for a proof-read pass. Circle every word you're unsure of, every comma you skipped, every run-on sentence. Build the spelling list this paper revealed: *truly*, *millennia*, *buttercup*, *experience*, *you're*, *wracking*, *prioritise*. AO5 marks are the cheapest to recover.

STEP

6

### Sit Mock Set 2 Within Two Weeks **14 DAYS**

Complete the next mock variant under timed conditions (3 hours). Self-mark using the EXAM-Paper-Check workflow. Compare against the re-audited baseline established by this Set 1 report. Target: 65-70% (Grade C).

STEP

7

### Exam-Day Routine **FINAL EXAM**

3 hours total. Allocate: Section A (1h, 40 marks), Section B (1h, 30 marks), Section C (1h, 30 marks). Spend the first 5 minutes of each section reading the prompt, underlining key verbs/nouns, and sketching a micro-plan. Never leave a sub-part blank.

## CERTIFICATION

REPORT AUTHENTICATION

## NEURATECH ACADEMY · EXAMINATION MARKING CERTIFICATE

## CANDIDATE

ANANNYA AUPONAJITA

## CANDIDATE ID

8588 · Centre BD 115

## EXAMINATION

Pearson Edexcel IGCSE (9-1)  
English Language B WMA13/01

## COMPONENT

Paper 1 · Reading &amp; Writing · Mock Set 1/5

## FINAL MARK

58 / 100 · 58.0% · Grade D

## MARKING DATE

30 April 2026 (re-audited)

## EXAMINER

Senior CAIE Examiner

## VERIFICATION

Cross-examiner Q/A and MS Cross-check

## RE-AUDIT ADJUSTMENTS

+16 marks across Q3, Q4, Q6,  
Q7, Q8, Q11 (second-pass  
review)

## CUMULATIVE MS ERRORS CAUGHT

N/A — first paper for this candidate

## TEMPLATE

EXAM-Paper-Check v2.0 ·  
approved 2026-04-28

## TRAJECTORY

58.0% · re-audited baseline (target Set 2: 65-70%)

● NEURATECH ACADEMY · OFFICIAL MARKING CERTIFICATE ●