

Examiners' Report  
June 2012

GCSE English Language 5EN2F 01

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# Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-10.

This was the second year of the new specification in English Language. This consists of three elements:

Unit 1: English Today - 20% (Controlled Assessment)

Unit 2: The Writer's Voice - 40% (examination)

Unit 3: The Spoken Language - 40% (Controlled Assessment).

Unit 2 is assessed for skills in **both** reading and responding to prose texts **and** candidates' own writing.

The examination includes what was, last year, a new form of language-based questioning on extracts from long texts. In the Reading section (Section A) many candidates chose Question 5, on 'Of Mice and Men', but all texts received responses.

In Unit 2, candidates must answer two questions, as follows:

- one reading response to EITHER an extract from a Different Cultures prose text OR an extract from a non-fiction text
- one writing task for a specified audience expressing opinions and analysing ideas on a topic relevant to students' experience.

The Assessment Objectives for the paper are:

## Section A: AO3: Studying written language

(i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

(ii) Develop and sustain interpretations of writers' ideas and perspectives.

(iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

## Section B: AO4: Writing

(i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

(ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.

(iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Examiners are looking above all for signs that candidates are responding thoughtfully to the language and ideas of prose writers and are communicating clearly on the selected writing topic.

The responses of candidates had many strong features, as candidates are working with greater confidence. Examiners were impressed by:

- evidence that the candidates had understood the content and ideas in the chosen texts
- the ability of many to select suitable examples of the writers' language, with a grasp

of a range of language features, and to offer relevant comment that related these examples to the ideas and themes of the texts

- writing on the chosen topic that showed an appropriate form, a strong and suitable register and the ability to engage with the intended readership.

Less successful responses:

- showed an insecure grasp of language (for example, confusion over terms) or of ideas
- failed to support their points by appropriate textual evidence
- wrote reasonably about a topic, but without a secure control of language or argument.

Overall, the response of candidates was a pleasing one to examiners. It was clear that candidates had often enjoyed their study of the prose texts, and their own writing was often lively and focused, showing good information and suggestions.

## Question 1

### Touching the Void

(a) Those who responded on this text mostly answered reasonably soundly, showing a grasp of the text and how it conveys ideas. Some candidates found it hard to address the focus on 'loneliness and hardship' but were able to comment in a more general way on language features in the extract.

(b) Candidates were sometimes able to identify a suitable second section and make valid points.

Choices of extract included the rope scene and the journey back to the camp.

However, the choice of a passage proved surprisingly difficult for a number. Weaker candidates answered with mostly narrative answers and did not focus on the language or on the need for analysis. Their writing was therefore far too general.

This is the start of Question 1 (a)(ii).

(a)(ii) The language in the extract influences my view of how Joe copes with loneliness and hardship. There is a lot of emotive language used and the writer's use of language makes the situation Joe's going through very realistic, it's almost as if the reader is re-living the situation. By using rhetorical questions like 'but where had the rest of the day gone? Was this due to lack of food and water?' it makes the reader feel great sympathy for Joe. The short sentences 'God Almighty' really emphasise the situation. It puts a lot of tension into the story and creates sympathy for Joe. The adjectives make the story more interesting to read and make the story more realistic. ~~and~~ Without any of these the story would be very boring to read

and the extract wouldn't influence my view of how Joe copes with loneliness and hardship. In the extract it really does emphasise the physical pain and the mental state Joe is in. And although everything he is going through he still continues to carry on his journey to find Simon and refuses to give up which makes me feel a great deal of sympathy for him and shows

that he has an awful lot of courage and determination. He copes with his ~~inner~~ loneliness by re-living old memories and thinking how he is ~~going~~ going to manage to find ~~a~~ Simon in the state that he is in. He manages to tell himself that there is no other choice and he convinces himself that if he stays in one place he will only end up dying there so he refuses to give up and with a great deal of confidence he carries on his journey.



**ResultsPlus**

**Examiner Comments**

The candidate picks out points on how language is used, and these are well-supported. There is a generally sound appreciation of how Joe copes with loneliness. The response was awarded 11 out of 16, a secure Band 4.



**ResultsPlus**

**Examiner Tip**

More consistent textual reference would have been needed to take this into Band 5. Think about the quotations you are going to use and comment on before you start your answer.

## Question 2

### Anita and Me

(a) This text was not offered by many candidates, but there were some sound responses from those who did so. Successful responses demonstrated good contextual understanding of the cultural clashes and differences highlighted by the set extract, and candidates explored the text with engagement. Weaker answers demonstrated a confused understanding of the cultural differences/ features.

(b) Candidates were mostly able to write in a relevant way about a second extract. Some used passages immediately before or after the extract used for part (a); others dealt with the scene with Meena's grandmother.

This is taken from a candidate's response to Question 2 (b), focusing on the racist comments' incident in the traffic jam, and is the final paragraph.

"When Papa finally returned with his precious cargo from the airport, he drove up to the house tooting his horn frantically. This shows that they are excited for Nanna's arrival and may indicate that they are looking forward to a lot more Punjabi. Meena doesn't like the fact her family are the only Punjabi in Tolington and gets fed up of being treated differently. ~~the process~~



### ResultsPlus Examiner Comments

Some straightforward comment is offered on a suitable extract. The writing is reasonably clear and shows some grasp of the text. The candidate was awarded 11 out of 24, a mark in Band 3.



### ResultsPlus Examiner Tip

Make sure that when you make a point about Meena's attitudes you support this very clearly from the text.



### Question 3

#### Balzac and the Little Chinese Seamstress

(a) This text was not chosen by many candidates. Responses varied from those that were sound to those which did not show much understanding of how the language shaped the reader's response.

(b) A number of different extracts were chosen for this part of the question.

These included the theft of the books, scenes with the Seamstress's father, and story-telling by the young men.

This is the whole of a candidate's answer to question 3 (a)(ii).

ii) The language used by the writer in this extract shows us that ~~he~~ is scared of heights, but has to go across a skinny ridge to get to seamstress village. It also shows us that Luo, being daring in all other things has the biggest fear of height ~~with~~ and has had this fear from a very young age, but still he goes across a very skinny ridge most days to get to Seamstress Village.



**ResultsPlus**

**Examiner Comments**

There is only basic understanding of the text in this very brief response. There is no development of the points, and hence this answer was awarded 2 marks out of 16, a Band 1 mark.



**ResultsPlus**

**Examiner Tip**

Note that to go beyond Band 1 the candidate would have needed much more detail about the passage, looking carefully at the language used by the writer and its effect.



## Question 4

### Heroes

(a) The candidates who wrote about this book mostly responded reasonably. This was seen as a good passage for comments on Larry as a hero, with better responses making use of the whole passage and choosing some examples to support their answers. Stronger candidates could pick up on the irony of the presentation of Larry LaSalle, linking it to the rape scene.

(b) Candidates mostly had a sound knowledge of the text and often were able to identify clearly another example. Less effective answers did not provide clearly thought-out examples. However, there were some unexpected, though certainly appropriate, responses, with extracts chosen showing Francis coping with his injuries, and Nicole at the convent coming to terms with being a rape victim. A reasonably convincing case was made for them as heroes using the language features.

This is the candidate's (a)(i) answer and the start of the (a)(ii) answer to Question 4.

Example 1: Smiled  
Feature: verb

Example 2: ~~glowing~~ tetch Small  
Feature: adjective

Example 3: 'Thank you' he said.  
Feature: Short Sentence.

Write your answers to Section A Questions (a)(ii) and (b) here:

The language in the extract influences <sup>my</sup> ~~your~~ view of Larry LaSalle because when he is described as having 'the old movie-star smile' he makes himself out to be some kind of amazing actor and comes across as being full of himself. The word 'old' being the adjective also describes his smile to be unlike any other modern smile and that Larry's is antique.



### ResultsPlus Examiner Comments

The candidate does enough in (a)(i) to secure full marks: the examples are accurate and the language features correctly described. The (a)(ii) response has focused points which are clearly made. A range of relevant material is included in a sound way, showing understanding. The answer was awarded 13 out of 16, which takes it into Band 5.



### ResultsPlus Examiner Tip

To obtain full marks, make sure that you have identified the word or phrase clearly. If you are referring to a single word in a longer section, underline the correct word. Or you can just pick out a single word, as the candidate does here, but then you must also name the language feature correctly.

This is the concluding section to a candidate's response to Question 4 (b), focusing on the table tennis match.

The writer uses emotive language I think he does this so that the reader can try and feel what Larry is feeling to Nicole.

The Table Tennis match when Larry ~~trains~~<sup>finds</sup> a sport for Francis and when they are playing the Table Tennis tournament and Francis beat Larry ~~and~~ ~~then~~ win it and Nicole hands over the trophy to Francis but Francis knows that Larry let him win.  
- This shows that Larry is a hero because he <sup>Francis</sup> ~~always~~ whispers in Larry's ear "his ear close enough for me to whisper: 'Thank you'" and also he was a hitting shot to Francis that looked hard but he knew Francis could make it and at the end made it easy for Francis to win the match "His final ~~got~~ to me. Lunging, I returned the ball to the one place it could go, impossible for him to return.  
I think that Francis is grateful to Larry for finally giving him a chance to be good at something



### ResultsPlus Examiner Comments

The choice of the table tennis match is appropriate and the candidate makes some attempt to explain the reasons. No comments are offered on the language but there is some reference to the text. This is just into Band 3, with a mark of 10 out of 24.



### ResultsPlus Examiner Tip

Think about how commenting more on the language the writer uses, and the effect of this, would have taken this to a higher band.

## Question 5

### Of Mice and Men

This was a very popular question, with this text having been studied by the considerable majority of candidates entering the examination.

(a) This produced some sound responses: one examiner commented on candidates' appreciation of the description of Curley's wife, e.g. 'rouged cheeks/ reddened lips', make her seem more alive after her death than before', comparing her to 'Sleeping Beauty'.

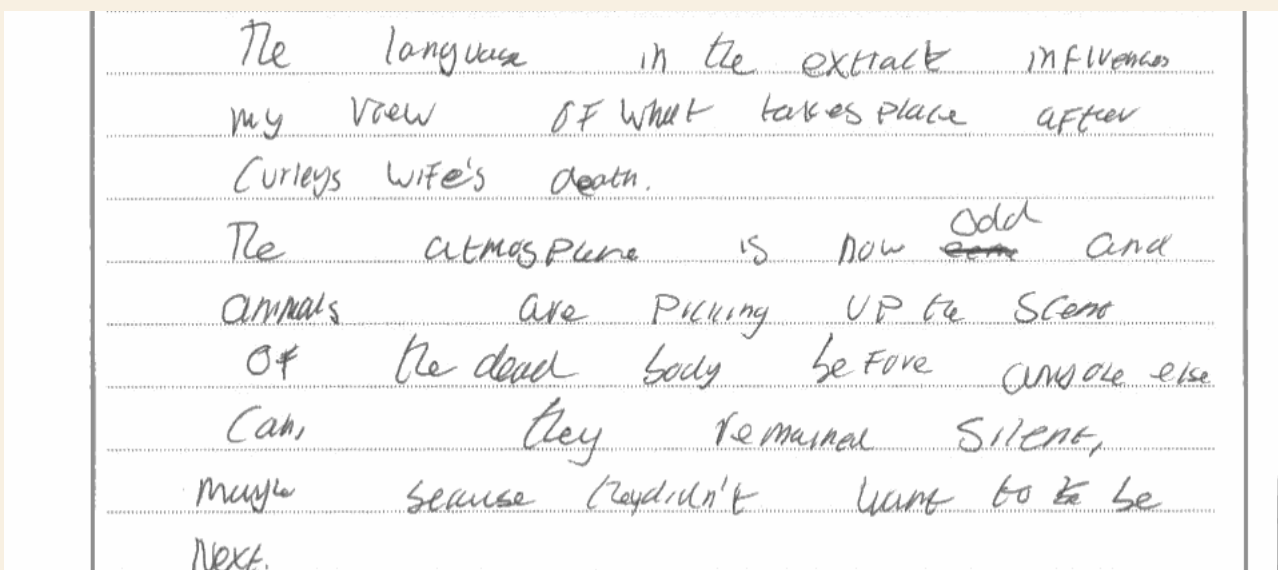
Examiners also noted some moving and empathetic comments of the description of atmosphere. The extract provided good material for candidates to use in their analysis of Lennie's reaction to what he had done, and the atmosphere, as well as the appearance of Curley's wife. There was sometimes limited discussion of actual language techniques and some candidates just gave a point and supplied an example but did not really comment on the effect or particular language. Also, responses at times appeared to be a narrative rather than using the extract. Some of the weaker candidates were only able to describe events after the death and did not use the extract.

Popular points included references to Lennie's animal imagery such as "pawed the hay"; discussion of the significance of the animals' reaction to the death; as well as Lennie's comment that suggests he is more concerned with George being mad at him than the fact he has killed a puppy and a person.

More able candidates dealt successfully with the whole of the extract, including the final paragraph dealing with atmosphere.

(b) Candidates had been well prepared on other sections and wrote well on the shooting of the dog, the fight with Curley and the death of Lennie. For some there is still a tendency to write about the themes and characters at great length with only limited focus on actual language features. The writing about the death of Lennie, however, was quite focused and there were relevant comments on the atmosphere in the extract. Successful comments included those on the description of how George's hands were shaking to show nerves; his sadness shown through the description of his voice and body language; and how he saw the killing of Lennie as an act of friendship.

This is the first part of (a)(ii), from a candidate's response to Question 5.



The language in the extract influences my view of what takes place after Curley's wife's death.

The atmosphere is now ~~odd~~ odd and animals are picking up the scent of the dead body before anyone else can. They remained silent, maybe because they didn't want to be next.

In the extract, the mother of Slims  
POPS 'cringed' this could be due to  
the fact that a dogs smell is  
greater than a humans, so she is  
Picking up the scent of a ~~dead~~ dead  
Body,



**ResultsPlus**  
Examiner Comments

The candidate shows some understanding and makes some relevant reference to the text. Comment is rather thin, however. The response was awarded 7 out of 16, a mark which is at the lower end of Band 3.



**ResultsPlus**  
Examiner Tip

Think about how to construct a fuller response: choosing a number of examples from throughout the extract will enable you to develop your answer in a relevant way.

This is the final section of a candidate's response to Question 5 (b), looking at an extract near the end of the book.

the things that are said about the characters also ~~show~~  
~~add~~ to pressure of the setting so when George is  
described as 'business-like' its to show the reader how  
set his mind is on this act of mercy but the fact 'George  
raised the gun and his hand shook'. Shows he doesn't  
want to believe he has to do this kill his best friend and  
his soul purpose for living. The point Steinbeck is  
~~strongly~~ showing the reader is that Lennie and George  
are so closely connected that for George to do it  
would kill a part of himself.



**ResultsPlus**

**Examiner Comments**

The candidate identified clearly a very suitable extract. The response is concise, but also precise in its references. Comment shows sound understanding. This response was judged to be at the top end of what is expected at this level, and hence was awarded 24/24, a mark at the top end of Band 5.



**ResultsPlus**

**Examiner Tip**

Note that the candidate has focused closely on how the language shows George's emotions, with a clear interpretation.

This is taken from the middle of a candidate's response to Question 5 (b), focusing on Curley's aggressive behaviour and its effects.

Slim is the ~~prize~~ prince of the ranch, his word is law.  
He completely disagrees with what Curley is doing. "Slim  
jumped up. "The dirty little rat," he cried." This important  
because for the people who know the book well they  
will understand that Slim tries not to get angry and

quite clearly he wants to get Curley, and hurt him badly. There is also a language technique in this "little", it is an adjective or adjectival phrase this is about Curley and describing his ~~she~~ height and that he can only pick on someone who doesn't understand what has happened.

A simile is also used to show ~~him~~ how important this event is "Curley was flopping like a fish on a line. This is suggesting that Lennie allowed himself to get attacked as bait, and then catch his prey, and ~~extract~~ "flopping" is the key term in this simile because it is also an adjective, describing how Curley is dangling there.



### ResultsPlus Examiner Comments

This is a substantial response, which shows an understanding of the chosen extract. There is a sound focus on language, looking at individual words. Points could occasionally be better expressed, but the meaning is conveyed clearly enough. This was awarded 24 out of 24, since it was judged to have been at the upper end of the expected range for this level (top Band 5).



### ResultsPlus Examiner Tip

Note the detailed nature of the response, as in the way the simile is not only quoted but explained clearly.



This is the start of a candidate's response to Question 5 (a)(ii).

This ~~expose~~ influences me that there is ~~to~~ panic by Lennie and when he 'Pawed up the hay' this shows that he is rushing to get her covered up so no one can find her, also this suggests that his child-like personality is coming out even more because little kids normally hid stuff when they have done wrong. ~~This also~~ Lennie only covers her up 'partly' because it seems that he has no time to fully cover her up and he wants to get out as fast as he can to go to

~~the~~ the barn as fast as he can.

The quote 'And the meanness and the Danning's and the discontent and the ache for attention were all gone from her face' shows that what Lennie has done may have been a good thing for Curley's wife because now she is at peace from all the loneliness, depression and sadness has all gone from her and the quote 'Lennie went back and looked at the dead girl' shows that Lennie didn't like Curley's wife and he is ~~is~~ relieved but also scared that he has killed her. The ~~atmo~~ atmosphere in the barn is very tense because Lennie is fumbling around trying to cover up Curley's wife and the puppies are also quite worked because they have 'caught the dead scent', the word scent is a powerful word because only animals can pick



up scenes, but Curley's wife calm on the floor -  
- dead at peace. → another



**ResultsPlus**  
**Examiner Comments**

The candidate begins the response in a direct and positive way. There is quite a clear understanding of Lennie's character and actions. The answer was generally sound throughout but was not quite fully sustained, so was awarded 11 out of 16, a Band 4 mark.



**ResultsPlus**  
**Examiner Tip**

For a Band 5 response, it is important to try to cover all relevant aspects - main characters, setting and description.

## Question 6

### Rani and Sukh

(a) This was another minority text in candidates' choices, but there were some appropriate answers. Candidates struggled with focusing on 'the relationship between Rani and Sukh' to use the full passage and felt that saying 'they cared about each other' was as far as it went.

(b) Most candidates could offer a reasonable answer to this part of the question and many of the responses on this question were well done. Candidates demonstrated empathy with the characters and there was clear focus on the language. They made appropriate choices, with a popular extract being meeting Parvy for the first time.

This is an extract from near the start of a candidate's response to Question 6 (b), looking at where Rani has been attacked by members of her family.

In this extract Rani has been beaten up by her male family members so badly she has bruises, but she still loves them as she refuses to phone the police.

Also there are many ellipses in this extract that add spaces and shows some emotions between Sukh and Rani. 'They won't ever touch you again... I promise...?' This shows that Sukh cares for Rani and will protect her from her family. When Rani replies 'really?...' Sukh kisses her ~~give~~ making her feel more secure and replies 'really, you and me are together now. For good.' This shows how close they are and how much they care for each other.



### ResultsPlus Examiner Comments

The extract is appropriate, allowing a focus on the key relationships in the novel. There is some relevant comment, but this is not fully expanded. The response was awarded 12 marks out of 24, a mark securely into Band 3.



### ResultsPlus Examiner Tip

A stronger focus on the way language is used to achieve effect would have been needed for a higher band.

## Question 7

### Riding the Black Cockatoo

Very few candidates attempted this text.

(a) The best of the responses which were received showed how effective the language was in conveying the beauty and flight of the bird.

(b) There were a number of possible extracts which showed John's appreciation of aboriginal culture such as his visit to Fiona's house or the incident with the return of the skull Mary.

This is the beginning of a candidate's answer to Question 7, part (a)(ii).

a) The language that the writer uses in the extract influences my view of the red-tailed Black cockatoo, by painting a picture in my head of what the bird looks like, using a similarity between John Danalis and the bird as if they are 'flew together in unison'. Danalis describes the interaction with the black cockatoo as a 'rare moment when mother Nature sends a message to wake you up'.

This shows that John Danalis is amazed with his encounter with the bird. From



### ResultsPlus Examiner Comments

The candidate shows some understanding and makes some relevant reference to the extract, but the whole response does not maintain a close focus on the text. The response was awarded 8 marks out of 16, in the Band 3 range.



### ResultsPlus Examiner Tip

Note that it is important for references to the text to be identified clearly, so that your points can be properly focused.

## Question 8

### To Kill a Mockingbird

(a) Candidates were often able to show a grasp of language effects, for example how "short sentences can be an effective way to contribute to dramatic effect". A large number of candidates commented with reasonable clarity on Jem's and Scout's view of the gifts left for them.

(b) Candidates chose various incidents from the novel. These included the lynch mob episode and the fight with Francis.

This is the opening of a candidate's response to Question 8 (b), dealing with the court scene.

b) Scout is a very important character in the novel and very interesting as she is not afraid to share her opinion to everyone, (especially to the reader).  
Another part of the novel where Scout does exactly this is the court / trial scene.  
In this scene Atticus's job is to prove Tom Robinson's innocence while questioning Mayella Ewell, ~~as well~~ as well.  
Of ~~so~~ obviously, Atticus ~~do~~ knew nothing of Scout and Jem where abouts as they (and Dill) sat at the top balcony where the other minority's were told to sit.



### ResultsPlus Examiner Comments

The candidate displays some grasp of the scene (an appropriate choice), and comments on the events, but in a somewhat narrative way. The points made are reasonable, but in places over-general. This candidate was awarded a mark of 12 out of 24, within the range for Band 3.



### ResultsPlus Examiner Tip

Make sure that you avoid coming close simply to retelling the story. It is the quality of your own comment that is important.

## Question 9

### Personal Safety

AO4 (i) and (ii) Content and Ideas.

Stronger responses were well-constructed and very enjoyable to read. Weaker answers often had reasonable content, even where they were technically flawed. Most candidates used the bullet points to structure their answers. Paragraphing tended to follow this structure and was more in evidence, according to some examiners' reports, than in previous series.

Although many candidates found it difficult to adopt the correct tone and audience, responses made good use of knowledge about security on social networks and cyber bullying as well as sensible precautions about safety on the streets at night. Responses occasionally seemed to run out of steam and many lacked any sort of introduction or conclusion.

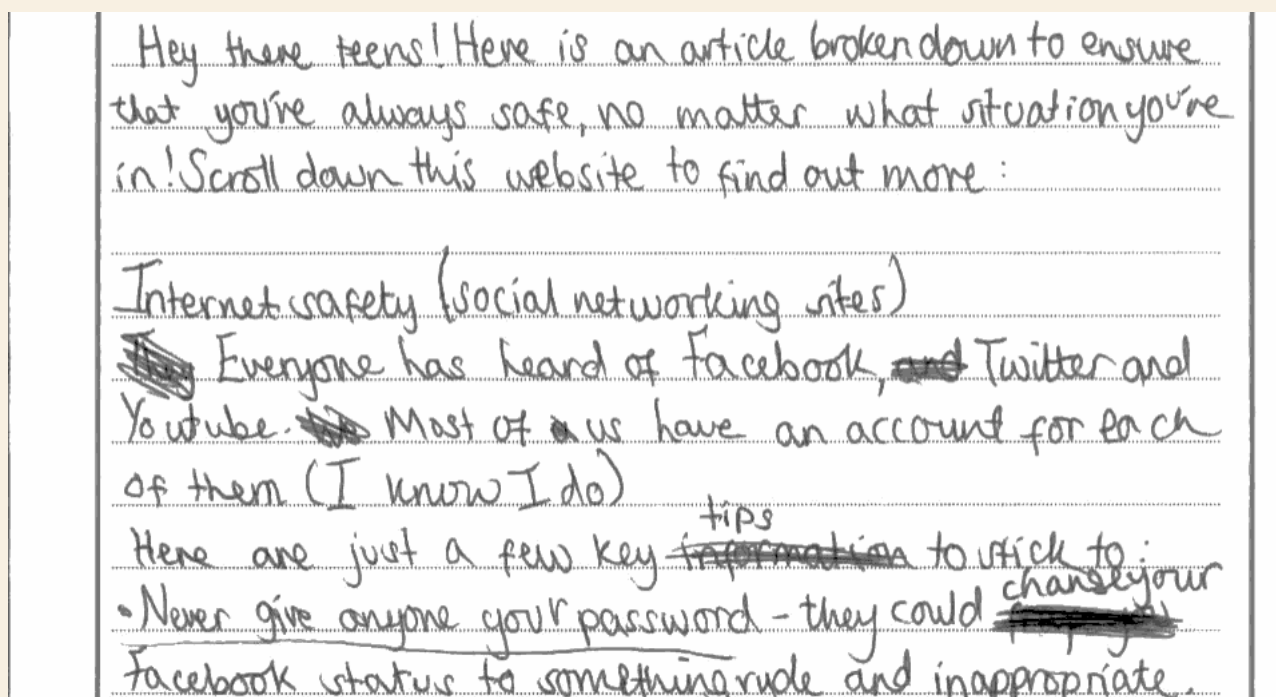
Some candidates found it difficult to grasp the purpose and audience and to write for a younger audience, more informally; at times they had an older audience, such as parents, in mind. However, the better responses did include pleasing touches such as headings, sub-headings, bullet points and appropriate language that engaged the audience.

A large number of candidates focused the content of their answers on web safety issues. Whilst the question did not explicitly ask for this, concentrating on this aspect of safety was perfectly acceptable. Some candidates did venture beyond the world of Facebook and Twitter and offered some thoughtful comments about personal safety, and responses ranged (more unusually) to include advice such as 'don't play with matches'.

AO4(iii) (Spelling, punctuation and grammar).

At the top of the range, candidates often used a range of punctuation marks and generally spelt accurately. However, on weaker scripts spelling and punctuation were often poor: there was much misunderstanding of sentence structure.

This is the opening section of a candidate's response to Question 9 on personal safety.



• Don't give out personal information - the people you talk to could be someone else, not who you think they are. They could knock on your door or make your life a living hell!



## ResultsPlus

Examiner Comments

The candidate writes in a lively style, with a strong appreciation of audience. This is a clear response that covers a range of topics in some detail. The tone adopted is very suitable. (Mark 16/16, top of Band 5.) Spelling, punctuation and writing are sound (Mark 8/8, Band 3.)



## ResultsPlus

Examiner Tip

Think about the kind of writing that your intended audience will be expecting to read, and make sure that you write in a style which fits this expectation.

This is also the first part of a candidate's answer to Question 9 on personal safety, for comparison.

People + young kids honesty dont know how unsafe and dangerous out side is very bad things happen. Wlitch i am very sure you are all aware of. but people dont realise is a big group of boys were to come along and a girl of even a younger boy was walking alone in the dark all kinds of horrible things can happen to them. But that dose not mean to say all big boy groups are like that.



## ResultsPlus

Examiner Comments

The candidate offers some reasonably appropriate ideas on personal safety. The content could be better organised, perhaps with more planning. (Band 3, 7 out of 16.) There is some evidence of control, but errors are made in spelling, punctuation and grammar. (4/8, Band 2.)



## ResultsPlus

Examiner Tip

Look closely at the differences between this and the previous example, and consider how this could affect the way you yourself answer such a question, thinking about tone as well as ideas.



This is the ending of another response to Question 9 on personal safety.

Safety on holiday is probably one of the most important places to be safe at! Because whilst you're having a great Sunbath; Relaxation ~~and~~ by the pool or having a adventure rush on the arcade your friends or family might have gone somewhere else and you might not of noticed. This is the most terrifying ~~and~~ experience you can have, you don't know what might happen. So always stay with an adult that you know and trust. You're presenting a lot of danger that way.

So be safe, it's just as fun as being cool. being safe; is being cool. Don't forget that, because if your safe your more cool than any one.



### ResultsPlus Examiner Comments

This answer engages with the task and covers some relevant points, with a generally sound approach and an awareness of the audience. It was awarded 11 out of 16 (Band 4) for content and 5/8 (Band 2) for spelling, grammar and punctuation.



### ResultsPlus Examiner Tip

Try to leave yourself some time for a final check - there are a number of errors here which a careful re-reading of what has been written would have eliminated, and hence would have raised the mark out of 8 into Band 3.



## Question 10

### Mobile Phones: Essential?

AO4 (i) and (ii) Content and ideas:

Examiners reported that the majority of responses were of at least reasonable quality, with the best distinguished by detailed understanding. High marks were awarded to those candidates who used sound technical precision and an extensive range of sentences. Organised paragraphing and a secure control of tone were also discriminators of better work. There seemed to be much more thoughtful use of vocabulary this year. Many responses were of a good length, candidates mostly found plenty to write about and the better ones developed their points, often drawing relevantly on their own experience of mobile phones – some seemed to go through such phones with alarming frequency, because of thefts and breakages. A temptation to which a number succumbed was to write a kind of hard sell for their preferred model – usually a Blackberry or an i-phone.

Candidates often ignored the 'letter format', and this made it harder for them to strike an appropriate tone for the required audience, especially if they failed to show signs of responding to a newspaper article.

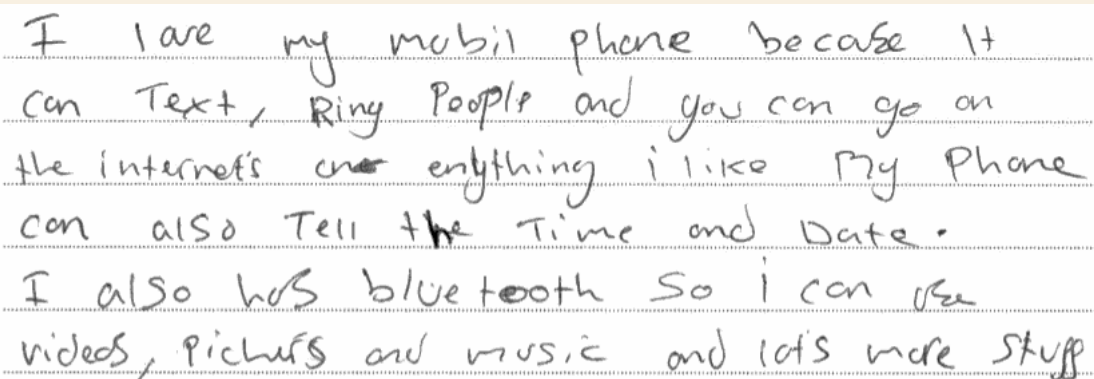
Often candidates structured their work according to the bullet point guidance; from this, many offered developed ideas about the advantages and disadvantages of mobile phones. Some candidates, however, adhered too closely to the mere outline of the bullet points instead of expanding on some of their ideas, and their letters were consequently quite short. It was interesting to see the varying roles that candidates took on for the letter: some liked to write as parents, others as young adults. Many did not follow through the letter and end it accordingly with a concluding statement and signature; they just appeared to stop dead in the middle of the page. However, others did round off their letters and write with an appropriate audience and purpose.

The stronger answers had a clear sense of personal voice, but were still able to see the issue from multiple perspectives. Well-developed points included comments on the use of mobiles in classrooms being either a distraction or a tool for learning; the usefulness of mobiles for personal safety; the technological development of phones and how it is affecting society.

AO4(iii): Spelling, punctuation and grammar:

Technical vocabulary on mobile phones generally posed fewer spelling problems than more basic language, especially common homophones. There were, however, many grammatical errors, especially over verb tenses.

These are the concluding paragraphs from the response of a candidate to Question 10, a letter to a local newspaper on whether mobile phones are essential.



I love my mobil phone because it  
can Text, Ring Poople and you can go on  
the internet's ~~one~~ enything i like My Phone  
can also Tell the Time and Date.  
I also hvs blue tooth so i can use  
videos, pictuffs and music and lots more stuff

on phones.

So keep on publishing these articles about phones because it will get people attention.



**ResultsPlus**

**Examiner Comments**

There are some reasonably appropriate ideas about the use of the mobile phone, but these are not very fully developed or expressed particularly clearly. (This received a Band 3, with 8 marks out of 16.) There are frequent spelling errors and punctuation is not always secure. (3/8, Band 1).



**ResultsPlus**

**Examiner Tip**

Look at how the errors here sometimes make it difficult to follow what the candidate is trying to say. Make sure that you work at making your expression clear and accurate, as well as at developing your ideas.

This is the opening of a candidate's response to Question 10, the letter on mobile phones.

Dear who this may concern,

I am writing to you to tell you what I think about the topic 'mobile phones are essential for modern life' as it was shown in your <sup>newspaper</sup> ~~magazine~~.

Firstly I would like you to consider mobile phones are a good thing since the generation has moved on & mobiles were invented for a reason such as when your child or family member are out, you can easily check up on them by giving a quick ring or text ensuring that they are okay, also if you desperately need to get in contact with someone who doesn't ~~need~~ live near or you need help, you

Can phone them which is easier than faxing, emailing or writing a letter. This gives quick contact with someone & getting in touch with people you want too.



**ResultsPlus**  
Examiner Comments

The response to the topic of mobile phones is reasonably sound. Some valid points are made and the organisation is generally appropriate. (12 marks out of 16, top Band 4). Expression could be clearer in places, and there are errors. (6/8, Band 2.)



**ResultsPlus**  
Examiner Tip

This is a response which almost made it to Band 5. Think about how improvements in the expression and clarity could have lifted it into the next band.

This is an extract from part-way through a candidate's response to Question 10, the letter on mobile phones.

I believe that mobile phones are essential for modern life because of its great advantages such as: If you get lost in a place you haven't been, you can use your mobile phone to ring home

ask them to come and collect you, mobile phones allow you to keep in touch with ~~you~~ your friends and families, mobile phones allow you to communicate to anyone around the world, having mobile phones means you don't have to

Walk to a doctors surgery to  
make an appointment, you can  
just call in and lots more.

On the other hand mobile phones  
tend to have some disadvantages  
to e.g. you can get robbed, your  
mobile phone can break  
down, it can be used to cyber  
bully other people, people can  
stalk you by sending you messages  
and random people can call  
you anytime.



**ResultsPlus**

**Examiner Comments**

This candidate has written a clear and soundly-constructed letter, making a number of relevant points in support of the answer. This is close to the top of the expected range for this level. The content has therefore been awarded 14 out of 16, a Band 5. The writing is carefully presented and accurately written for the most part, with only the occasional spelling error. (Band 3, 7 out of 8.)



**ResultsPlus**

**Examiner Tip**

Before answering, plan your argument carefully: think about points to support it and also possible objections or different views.

## Paper Summary

Greater familiarity with the demands of the examination was evident this year. Overall, the responses of candidates to the texts and tasks were such as to leave examiners with a clear sense of a worthwhile enterprise. Stronger candidates dealt precisely with the language of the extract they were faced with and concentrated on how effectively this communicated the author's purpose and methods. Candidates showed, at their different levels, an understanding of the ideas and characters in the texts studied. In candidates' writing there were many signs of a willingness to sustain a line of analysis or argument.

Weaker candidates, however, often struggled to engage in a sustained manner with the effect of the writer's use of language and sometimes used excessively long quotations, rather than embedding them into their sentences.

In Section B, stronger responses were able to choose a well-judged register and form in which to write, but weaker ones were insufficiently developed and often technically flawed.

To improve their performance, candidates should:

in Section A (Reading):

- in part (a)(i), give short, precise examples, underlined where necessary, and identify language features correctly, for example by understanding the parts of speech and their functions
- in part (a)(ii), use language examples from the whole extract that have a clear influence on their views of the effect of writer's presentation of ideas and themes
- in part (b), make sure they are able to choose another suitable extract to discuss, focusing on a single section of the text.

In Section B (Writing)

- write clearly for the audience, which was clearly specified in each of the two questions
- continue to practise writing accurately and legibly, checking their work afterwards for spelling and punctuation errors.

## **Grade Boundaries**

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

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