



General Certificate of Secondary Education

English/English Language

Specifications 4700/4705

ENG03_ENL03

Report on the Examination

2012 Examination – November series

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Principal Moderator's Report (ENG03_ENL03)

English/English Language Controlled Assessment

This was an exceptional series in which candidates wanting to re-sit their controlled assessment unit from the summer had only a few weeks to complete a wholly new folder of work for either English or English Language.

In the circumstances it is remarkable that so many candidates were able to submit complete folders of new work; it is a real tribute to the work of English departments.

Following Ofqual's report on the summer series, different tolerances were in place for the November series. This had an impact on moderation outcomes with a higher proportion of adjustments to centre marks becoming necessary. This was particularly true of English (ENG03). The smaller tolerances will continue to be applied in future series.

As centres were using the same task bank as in the summer and as approaches taken by candidates were very similar, there is very little to add to the Principal Moderator's report from the summer. Similar issues about some over-rewarding of reading responses, especially in English (ENG03) remain. Unsurprisingly there were many examples of candidates being awarded marks in band 3. Most of those were awarded marks of 9 (in the case of ENG03) at the top of the band. As was written in the summer report, a mark of 9 would suggest a fair amount of evidence of all strands of the mark scheme being met, but Moderators often struggled to find evidence of candidates addressing the criterion about language/structure in ways that could be described as 'clear and consistent'. In the case of both specifications work in some centres described as either 'assured' or 'sophisticated' in both specifications was often considered to more exemplify band 3 qualities.

Awarding marks to candidates in a centre should never have taken any 'tolerance' into account – tolerances are for use by Moderators in making assessments about whether to adjust a centre's marks upon scrutiny of the sample. With the January series almost upon us, it would be worth re-visiting previous Principal Moderator reports which have drawn attention to some of the reasons it is sometimes difficult for Moderators to support centre marks. Advice about reliable annotation to support marks is of particular importance: when a mark in a particular band is awarded there needs to be some annotation which points to parts of the candidate's response where the quality of 'sophistication' or 'assuredness' or clarity and 'consistency' can be seen. In the case of English annotation must reflect the 'significance' of the contexts and in both English and English Language it should be remembered that using quotation does not constitute engagement with 'language': in the case of high band 3 and low band 4 responses those are the areas which are at the heart of some over-rewarding.

There was much less evidence of over-rewarding of candidates' writing and, as has been the case consistently, there was some very engaging and well-crafted pieces of writing including some very heartfelt and effective pieces about English and the events of the summer 2012.