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Examiners' Report
June 2011

GCSE English 5EH2F 01

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Introduction

This was the first exam of this unit in the new English GCSE specification. The unit is divided into three sections: Section A (Reading) which examines responses to a Shakespeare play, Section B (Reading) which examines responses to a prose text from a different culture and Section C (Writing) which examines candidates' ability to construct and develop an accurate piece of written prose.

Of the three Shakespeare plays offered for selection, 'Romeo and Juliet' was the most popular choice, followed by 'Macbeth' and then 'The Merchant of Venice'. By far the most popular prose text was John Steinbeck's 'Of Mice and Men' with a much smaller number of candidates opting for Cormier's 'Heroes' and just a few candidates selecting one of the five other options.

There are three parts to each question in Sections A and B and responses in Section C need to be developed if candidates are to access the higher mark bands. Allowing for at least fifteen minutes given over to careful reading and rereading of text extracts and questions, it is recommended that candidates divide their time carefully and the following suggestions are given as guidelines:

Sections A and B

Question a) 7 marks, 8 minutes

Question b) 7 marks, 8 minutes

Question c) 10 marks, 12 minutes

Section C 48 marks, 45 minutes

It is clear that a number of candidates did not manage their time carefully and subsequently were unable to access the full range of marks.

The candidates who performed well were those who went about their work in a focused and purposeful way, offering responses which contained no, or few, irrelevancies and who had been well-prepared for the exam.

For the purposes of this report, comments are concentrated on Macbeth (question 2) and Of Mice and Men (question 7). Comments on these two questions can be applied to other Shakespeare and Prose questions as appropriate. There are also comments on writing question 11. Examples of candidates' work have been selected to illustrate the points made in this report, mainly focusing positively on those that were successful.

Question 1

Section A (Shakespeare) consists of an extract from the chosen play (of around 30 lines) and three traits (parts). a) asks candidates to make inferences about one of the characters presented in the extract based on the evidence of the extract and supported by apposite reference to it.

Perhaps the most straightforward and potentially successful way of approaching the task is to pick out (preferably) three aspects of the character, identify each one, support it with direct reference to the extract (probably a brief quotation) and expand on it a little to make the point clear. In other words, present a series of point, evidence, explanation (PEE) paragraphs.

This candidate has applied the recommended method to answering the Romeo and Juliet

From the extract you learn that the character of Capulet is outraged with Juliet's decision not to marry Paris. We know this because he says 'get thee to church o' Thursday, or never look me in the face again'. This shows us, he is mad!

We also learn from this extract that the character Capulet feels that he is in charge, therefore nobody should question him with his anger! We know this as when the nurse tries to speak he yells 'hold your tongue, Good prudence!'

Also at the beginning of the extract you realise that ~~he~~ Capulet is very aggressive towards Juliet, we know this because he replies to Juliet in a very aggressive and forceful manner when he says 'Hang thee, young baggage' 'Disobedient wretch!' This ~~is~~ tells us that he is embarrassed that Juliet has done this!

In this extract these lines must be performed very aggressively! Capulet's actions must be very dramatic and over the top. Lots of arm ~~move~~ movements must be shown to show his outrage. The

nurses actions must be very forceful as she is standing up to such a powerful man! Both the characters facial expressions must ~~be~~ show their anger with each other, to show emotion to their audience.

The positioning of the nurse must be lower than Capulets to show the intimidation from him. Capulet must be stood near the door of Juliets room as he shouts 'Smatter with your gossip, Go!' and point to the door where he intends the nurse to go.

Both the nurse and capulet should have very loud voices as they are shouting to each other. Capulets being deeper than the nurses as he is a man of power.

In one other part of the play we see conflict between the two characters Romeo and Tybalt in Act 3, scene 1.

Both characters already do not like each other from their backgrounds. Capulets and Montague's. In this scene Tybalt offers Romeo a fight, however Romeo disagrees to the fight and talks to ~~Romeo~~ Mercutio who is also a Montague like Romeo. He is outraged ^{that} ~~the~~ Romeo disagreed and went on to fight Tybalt, He is then killed. Romeo is outraged and

question about the character of Capulet.

ran after Tybalt. The conflict between ~~the~~ two characters is extremely tense. Romeo's actions then go on to fight with Tybalt. The hatred between the two characters is in the atmosphere as they know one of them shall be killed.

There is also conflict between the two characters ~~as~~ as Romeo's wife is Tybalt's cousin! Juliet is going to be distraught either way the fight ends.

The conflict between both Tybalt and Romeo is unbelievable as they are both trying to take each other's life's!

Tybalt was killed and Romeo banished from Verona!



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Examiner Comments

The first paragraph identifies an aspect of Capulet's behaviour ('is outraged') and provides a quotation intended to demonstrate it. There is some elaboration of the point ('This shows us he is mad').

The next two paragraphs adopt the same pattern, telling us that Capulet 'feels that he is in charge' and 'is very aggressive'. The supporting quotations are broadly appropriate, although the points are not fully driven home by further explanation. The last point ('he is embarrassed') is a very promising one which, if pursued, might well have shown a sounder grasp of Capulet's character. There is clearly enough here to merit a mark high in band 2.



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Examiner Tip

Follow this basic pattern of PEE paragraphs and try to say something about what motivates the character as well as describing his behaviour.

Trait b) asks how a short portion of the extract (about 6 lines) should be performed. To answer successfully, candidates must be prepared to consider any of the following: actions, positioning, movement, voice, gesture and facial expression and are prompted to do so on the question paper. It is not helpful to consider other elements of production such as lighting, scenery, props and costume because at the heart of this question is the consideration of how an actor would present the language. Candidates approached the question in a number of ways. Some went through the mini-extract almost word for word, which is an acceptable strategy, giving a detailed account of every little nuance and gesture. The danger in that is that it can turn the acting into a sequence of mechanical mimes and convulsions. At the other end of the scale was the approach that was rather too vague and generalised, amounting to little more than statements such as 'Capulet should act angry' and 'the nurse should have an upset look on her face'. Candidates must make direct reference to the extract to illustrate their decisions.

Write your answer to Section A Question (b) here:

In this extract these lines must be performed very aggressively! Capulet's actions must be very dramatic and over the top. Lots of arm ~~move~~ movements must be shown to show his outrage. The nurse's actions must be very forceful as she is standing up to such a powerful man! Both the characters' facial expressions must be shown to show their anger with each other, to show emotion to their audience.

The positioning of the nurse must be lower than Capulet's to show the intimidation from him. Capulet must be stood near the door of Juliet's room as he shouts 'Smatter with your gossip, Go!' and point to the door where he intends the nurse to go.

Both the nurse and Capulet should have very loud voices as they are

shouting to each other. Capulets being deeper than the nurses as he is a man of power.



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Examiner Comments

The candidate shows some understanding of how performance techniques could be used, although comments are limited to some basic gestures meant to emphasise anger. There is some appreciation of the contrast in status between the Nurse and Capulet but this isn't developed.

There is enough understanding and reference to secure a mark in Band 2.



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Examiner Tip

Imagine the scene being played out in front of you and remember that there are other characters involved in the scene who may influence actions and behaviour.

Trait c) is a question which focuses on one of the play's themes. The theme is apparent in the given extract and candidates are asked to explore the significance of the theme in **one other** part of the play. Candidates should choose a scene, or part of a scene, which illustrates some aspect of the theme and explore it in some detail. **They are not required to make any further reference to the given extract.**

From the extract you learn that the character of Capulet is outraged with Juliet's decision not to marry Paris. We know this because he says 'get thee to church o' Thursday, or never look me in the face again'. This shows us, he is mad!

We also learn from this extract that the character Capulet feels that he is in charge, therefore nobody should question him with his anger! We know this as when the nurse tries to speak he yells 'hold your tongue, Good prudence!'

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In this extract these lines must be performed very aggressively! Capulet's actions must be very dramatic and over the top. Lots of arm ~~move~~ movements must be shown to show his outrage. The nurse's actions must be very forceful as she is standing up to such a powerful man! Both the characters' facial expressions must ~~be~~ show their anger with each other, to show

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The conflict between both Tybalt and Romeo is unbelievable as they are both trying to take each other's life's!

Tybalt was killed and Romeo banished from Verona!



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Examiner Comments

The candidate chooses an appropriate scene and shows some knowledge of what happens in it.

Question 2

Section A (Shakespeare) consists of an extract from the chosen play (of around 30 lines) and three traits. Trait a) asks candidates to make inferences about one of the characters presented in the extract based on the evidence of the extract and supported by relevant reference to it.

This candidate has applied the PEE strategy with some success.

We learn three things about Lady Macbeth in this extract. Firstly, we learn she is manipulative, "you would be so much more ~~the~~ the man." This shows she is saying, if you commit the murder, he will be more manly, and not a wimp. Especially he being a soldier, fighting for his country, a man he is. So by calling him a wimp for not doing it, it really ^{annoys} ~~is~~ him. Secondly, we learn she is "evil," "And dashed the brains out!" not only is she killing her child, she is doing it with a "smiling on my face." This shows she is committing herself totally to kill Duncan and fulfill their ambition. Lastly, we learn that she is very persuasive, "We fail?" Here she uses persuasive language by using a ~~type~~ Rhetorical question. This shows she is influencing her own husband, but not only speaking to him normally, she is using different ways to making him do it for her to become queen.



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This is a very well organised answer, setting out three things that we learn about Lady Macbeth in the extract: that she is manipulative, violent and persuasive. Each is supported by a brief quotation and then explained, securing a mark in Band Three.



ResultsPlus Examiner Tip

Choose three or four aspects of character **that are clearly shown in the passage** (don't have a prepared list about the character in general). Write three or four short PEE paragraphs.

Trait b) asks how a short portion of the extract (about 6 lines) should be performed. To answer successfully, candidates must be prepared to consider any of the following: actions, positioning, movement, voice, gesture and facial expression and are prompted to do so on the question paper. It is not helpful to consider other elements of production such as lighting, scenery, props and costume because at the heart of this question is the consideration of how an actor would present the language. Candidates approached the question in a number of ways. Some went through the mini-extract almost word for word, which is an acceptable strategy, giving a detailed account of every little nuance and gesture. The danger in that is that it can turn the acting into a sequence of mechanical mimes and convulsions. At the other end of the scale was the approach that was rather too vague and generalised. Candidates must make direct reference to the extract to illustrate their decisions.

"Will it not be received," Macbeth turns to Lady Macbeth with a puzzled facial expression to show his asking a question. "With blood those sleepy two," Macbeth should walk over to the door where the guards are in view and point over to them, to show he is going to do it to them specific guards. "and used their very daggers," Macbeth should walk back over to Lady Macbeth, pull out his dagger, go to give it Lady Macbeth pointing her direction, then pull it straight back, with a sad face to show how he wouldn't like somebody else taking his dagger away from him. As Lady Macbeth talks, she uses her hand to explain to him, still stood in the place, while Macbeth is walking round her in a semi-circle, to make sure the audience still see him. This will show how she is explaining everything to him, but as he is not still, he is still agitated about killing Duncan.

"I am settled." Macbeth will, ~~stay~~ ^{stand still} ~~stand still~~
stand still look at Lady Macbeth
in an adoring way to show he agrees.



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Examiner Comments

This is an example of a Band 2 response. It is useful to note how this candidate hasn't fully grasped what is happening between the two characters here. Macbeth is clearly warming to Lady Macbeth's ideas in his first statement and is looking for confirmation that the blame will fall on Duncan's guards. There is an intensity about these lines as the two characters come closer together in agreement and Macbeth is fully persuaded. It is possible to comment on positioning, voice and facial expression as Lady Macbeth wins through.

This candidate has introduced some ideas which would reduce the intensity of the scene (e.g. the business with the dagger) and has assumed that Macbeth is puzzled (because he asks a question) when he clearly isn't. Reasons for certain suggested movements haven't been given and the candidate only begins to have some interesting ideas towards the end of the answer ('he is still agitated' and 'to show he agrees') but these are not developed.



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Examiner Tip

Imagine the scene being played out in front of you. What are the main emotions shown by the characters and how would they express them?

Trait c) is a question which focuses on one of the play's themes. The theme is apparent in the given extract and candidates are asked to explore the significance of the theme in **one other** part of the play. Candidates should choose a scene, or part of a scene, which illustrates some aspect of the theme and comment on it in some detail. **They are not required to make any further reference to the given extract.**

In this case, the theme is murder and there are a number of relevant parts of the play which depict or refer to this. The execution of Cawdor and the deaths in battle towards the end of the play are not, strictly speaking, murder (although credit was given to those answers which used these episodes thoughtfully). The most obvious murders are those of Duncan, Banquo and Macduff's family. Some candidates discussed the **effects** one of these murders had on the play as a whole or on the subsequent behaviour of characters (e.g. Lady Macbeth's torment).

Murder is used in another part of the play such as Banquo's last moments when Banquo is murdered it gives out the impression that he is really evil as he has ordered the murder of his best friend. If someone is evil enough to kill their best friend they must be ~~pretty~~ very evil or disturbed. Also Banquo's demise makes Macbeth almost go insane as at the party he was hosting he put a seat out for ~~Macbeth~~ Banquo to make it look like he didn't know Banquo wouldn't be turning up on that occasion. But then Banquo's ghost sits down in his place and Macbeth is the only person able to see it. This makes Lady Macbeth worry for Macbeth and this also sets Macbeth on a bit of a murderous rampage as he

later on kills macduff's family.
In the end this results in macbeth's own death as macduff seeks vengeance and has the power to kill macbeth. This murder also shows us how macbeth tries to ~~defy~~ the witches prediction of Banquo as he also tries to kill Fleance but Fleance is lucky enough to escape. After the murder macbeth seems to grow unpopular and loses followers who turn against him and fight for macduff and Malcolm. This whole play is based on murder as there is a lot such as Duncan, Banquo, macduff's family and Lady Macbeth's suicide. With Banquo's murder macbeth no longer needs Lady Macbeth to persuade him as at first macbeth was too full of the milk of human kindness and so needed Lady Macbeth to convince him to kill Duncan but Lady Macbeth was no part of Banquo's murder.

This makes macbeth feel safer that Banquo is dead after the witches ~~pro~~ prophesied that Banquo's sons would go on to be king. This gave macbeth the idea that Banquo was a threat.

also this tells us Lady Macbeth is now the kinder one and Macbeth has become the evil one after she poured 'hell' spirit in his ear. This is a drastic turn in the play for the switching of Macbeth and Lady Macbeth characteristics. This becomes too much for Lady Macbeth so in the later stages of the book she kills herself as she has to become insane with all the blood on their hands of first Duncan's murder and now Banquo's mostly arranged by Macbeth.



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Examiner Comments

This answer suffers a little from a lack of organisation and throws in comments about Macduff and his family **but** the exploration of the killing of Banquo allows the candidate to show considerable understanding of the play.

The candidate resists the temptation to write about the scene where the murderers kill Banquo (many other candidates just recounted such a scene and did nothing with it). Instead, points are made about:

- the enormity of Macbeth's decision to kill his 'best friend'
- the influence of the witches' predictions
- the effects of Banquo's ghost
- how the murder changed the relationship between Macbeth and Lady Macbeth
- how the murder set Macbeth on a murderous rampage.

This answer was rewarded with a Band 3 mark.



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Examiner Tip

Choose a relevant part of the play. Don't just recount what happens. Write what it tells us about characters, relationships and the ideas presented in the play.

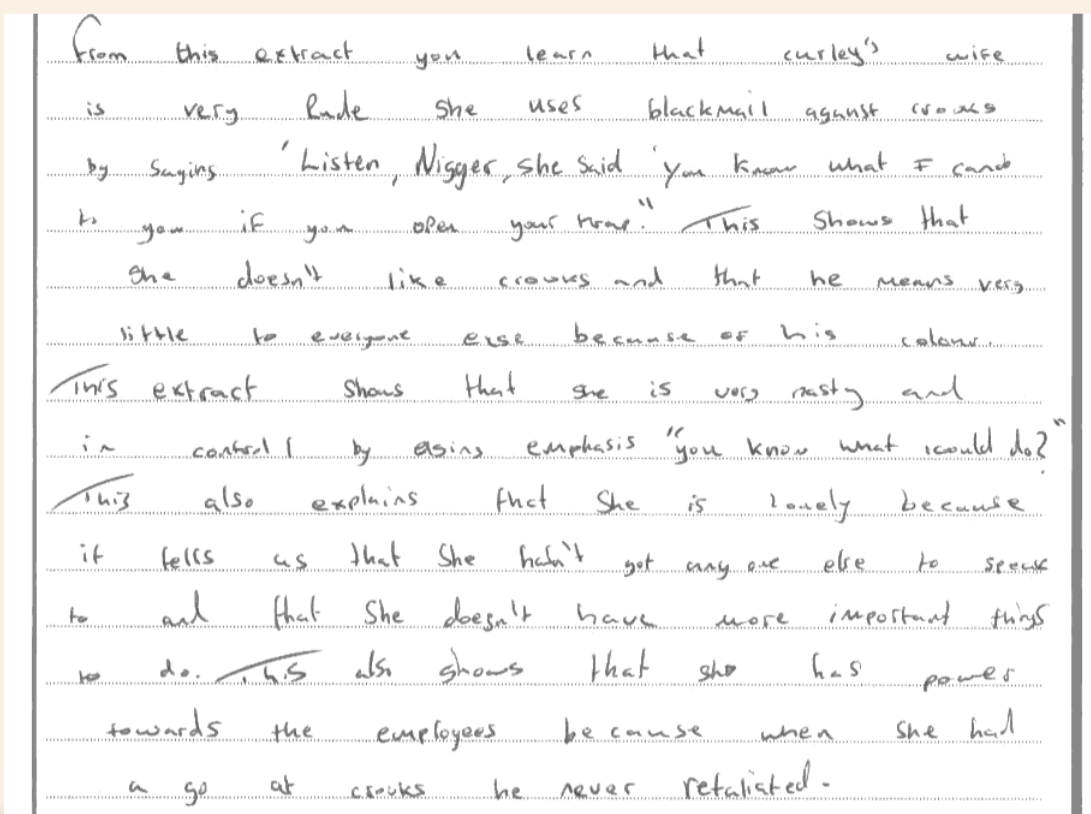
Question 7

This question consists of three traits. Trait a) requires candidates to explain how the writer presents a named character in the given extract. The candidate is expected to identify several aspects of that character as they are displayed in the extract and to comment, using supporting references, on each one. This is very much what is being asked in the Shakespeare a) question and should be approached in the same way.

Trait b) focuses on the writer's use of language in the extract, focusing on how reactions and relationships are presented.

Trait c) is the **theme** question, asking candidates to select another part of the text and explore its significance in the light of the theme. However, unlike the Shakespeare c) question, two assessment objectives are being examined here: the candidate must also integrate some comment on the context of the novel - in particular, what the chosen part of the novel illustrates about the social and historical background to the novel.

This question is about Curley's wife and her behaviour when she visits Crooks's room when Lennie and Candy are there. The episode reveals a great deal about her character and there are a number of aspects which could provide the material for PEE responses. More successful candidates went beyond the most obvious - that she is nasty and racist - pointing out that she revels in her power over the three weakest members of the ranch community. Some candidates questioned why she was in the room in the first place, indicating that she is insecure, lonely and isolated.



From this extract you learn that curley's wife is very rude she uses blackmail against crooks by saying 'listen, Nigger, she said 'you know what I could do to you if you open your trap.' This shows that she doesn't like crooks and that he means very little to everyone else because of his colour. This extract shows that she is very nasty and in control. by saying emphasis "you know what could do?" This also explains that she is lonely because it tells us that she hasn't got anyone else to speak to and that she doesn't have more important things to do. This also shows that she has power towards the employees because when she had a go at crooks he never retaliated.



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This candidate makes some fairly routine statements to begin with (that she is rude and nasty) and the comment about her attitude to Crooks is not completely sound. However, these gain some credit and the final points about her loneliness and power are enough to achieve a mark in Band 3.



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Identify three or four points about the character and write a PEE paragraph about each one.

Trait b) asks candidates to comment on how language is used in the extract to present certain effects. In this case, the focus is on the reactions of the men to Curley's wife.

There is no requirement to identify language features in the answer, but it may be useful to do so, simply to save over-long explanations. For instance, it could be helpful to highlight the adverb 'coldly' and the verb 'whined' because they say a good deal about the men's responses and candidates can spend more time explaining their effects once they have been correctly labelled.

It was also noticeable that some candidates commented on the men's reactions in the answer to trait a). No credit can be gained from this so candidates must be sure to read all the traits of the question about the novel before beginning.

The writer uses very unique actions to show the men's reactions because the writer explains the action in a lot of detail such as when the narrator says "Crooks stared helplessly at her then sat down on his bunk and drew into himself. He has used the language to express the feelings of the men such as when the narrator says 'Crooks soon to grow sadder and he ~~sadly~~ pressed himself against the wall. The writer also uses language to show how Candy's expressions such as when he says "old Candy was watching her, fascinated" and also shows how Lennie felt by saying "Lennie whined this shows Lennie's childlike behaviour. The writer also uses language to express their actions by saying "Candy stepped over to him"



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Here, the candidate has done well to look at the reactions of all three men present. Suitable quotations have been chosen to illustrate how each one behaves: Crooks 'drew into himself'
Candy is 'fascinated'
Lennie 'whined'.
But only Lennie's behaviour is commented on to any degree so the candidate only gets a Band 2 mark here.



ResultsPlus Examiner Tip

Focus on the words that the writer has chosen and the effects these have on the reader.

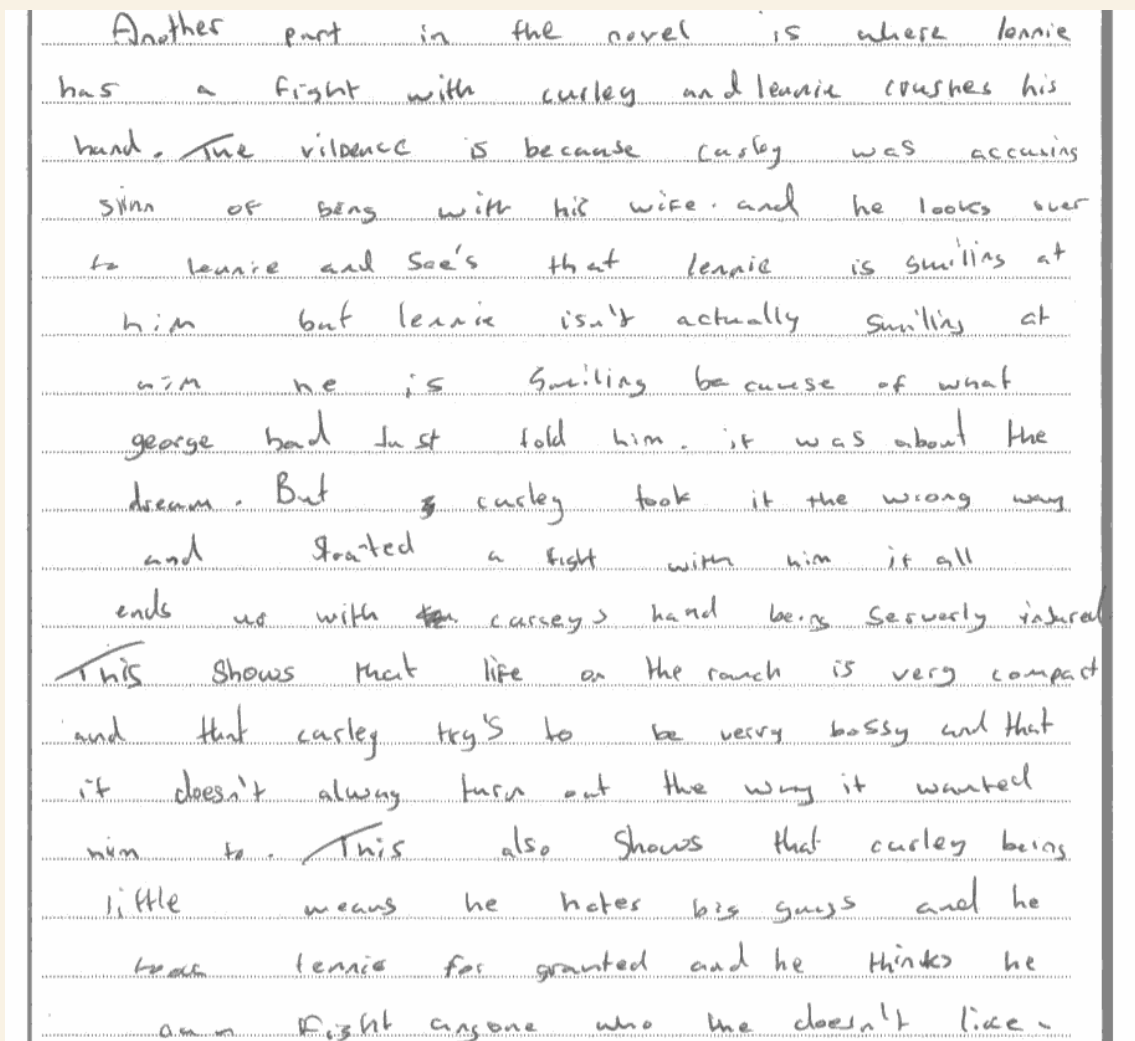
The focus in trait c) is on violence in another part of the novel. Candidates chose from a wide range of possibilities: the killing of Curley's wife, the pup, Candy's dog and Lennie himself were all chosen. One of the most popular was the fight between Curley and Lennie.

Candidates were unlikely to gain high marks by simply describing what happened, in however much detail. It is always important to explain why things happen and what effects they have for characters.

It is also vital to remember that two assessment objectives are involved here, one of which requires some comment on the context - the social or historical background to the events in the novel. The two bullets provided are intended to be prompts for candidates to cover this context AO, especially the second one: consider what the violence shows about life on the ranch.

It is not necessary to write a lot about this. The most obvious points to make are about the men's boredom, the culture of violence in a male-dominated environment, the insecurity of workers unsupported by any recognition of their rights or the strict hierarchy which elevates Curley to a powerful position. Some mention of any of these would be rewarded, especially so if they are fully integrated into the answer.

Future candidates should avoid points about context (typically about the Dust Bowl and the Great Depression) which are 'bolted on' but not strictly relevant to the episode chosen.



Another part in the novel is where Lennie has a fight with Curley and Lennie crushes his hand. The violence is because Curley was accusing Lennie of being with his wife and he looks over to Lennie and sees that Lennie is smiling at him but Lennie isn't actually smiling at him he is smiling because of what George had just told him. It was about the dream. But Curley took it the wrong way and started a fight with him. It all ends up with Curley's hand being severely injured. This shows that life on the ranch is very compact and that Curley tries to be very bossy and that it doesn't always turn out the way it wanted him to. This also shows that Curley being a little means he hates big guys and he hates Lennie for granted and he thinks he is a right anyone who he doesn't like.

This also indicates that because Lennie is so big he hates him and shows the hatred between the two. It also shows life on the ranch as Curley always being in control.



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Examiner Comments

This is a short answer but it shows understanding of why the fight started and what the incident tells us about the role and personality of Curley, including a reference to his power. There is much more that the answer could cover but it has enough to merit a mark in Band 3.



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Examiner Tip

Don't just describe what happens. Show what we learn about the characters, their relationships and the society in which they live.

Question 11

The writing Section (C) offers two choices and the first of these was the task of writing an article for a school or college magazine arguing **either** for **or** against continuing education after the age of 16. It is important to read the question carefully. It does not say 'making education after the age of 16 compulsory', yet a large number of candidates seemed to think it did - and some were provoked into a passionate outrage at the very thought.

The question was intended to provide an opportunity for candidates to argue for the benefits that further education might provide **or** outline the case for leaving school at the earliest opportunity. As always with writing tasks of this nature, planning is recommended. An opening statement, followed by a number of argumentative building bricks, linked by discourse markers and leading to a firm conclusion will go a long way to producing a successful piece of writing. A thoughtful adoption of an appropriate register will help further. And, of course, accuracy and variety in sentence structure, vocabulary, punctuation and spelling are extremely important.

Foundation candidates are given three bullet points to suggest ideas and to help them structure their responses. Some could have avoided irrelevant arguments if they had paid heed to these bullets.

Many candidates employed the techniques of inventing statistics ('80% of those who leave school at the age of 16 become unemployed and end up on drugs') and vox pop interviews ('I started working for my uncle and never looked back') and these can have their place. But they must not constitute the whole argument ('98% of people think that it's a bad idea, so don't do it').

This candidate has clearly been taught about the importance of focusing clearly on audience and purpose.

Hello peers, in ~~the~~^{this} monthly magazine, we will be discussing about ~~the~~ education after 16 years of age. Whether its: a good choice, what other choices and peoples own opinions.

After High school, year 11, there are many different choices. You could continue full education at collage, @ which will get you A-level qualifications, then make it to Univesaty and have a degree. If you wanted to be a doctor or dentist and have a substantial subject degree the Univesaty is for you! ~~At~~ Although it is expensive, you get a chance of living on your own (being away from the family - which is

mostly a good thing. But you may want to study textiles or drama if you're more physically hands on in subject, then collage and universities will also support you. - It is whatever you enjoy!

On the other hand, Apprenticeships, is the new thing that people are doing at the moment. This is a chance to show what you can really do and maybe have a job at the end of the course. Another alternative is if you go into work straight away. You can easily get a job somewhere, but it's ~~where~~ whether you are wanting no qualifications, and having to do them again in later life if things don't go your way.

The advantages for post-16 education is that you do get a qualification and a certificate to your name, also collage is free so for an extra two years you can get a better qualification. However, the disadvantages are that after collage, it is very expensive at university. Also if you find it difficult to study, you may not want to work, and keep at it if it's not for you.

" I think that collage and university is great, because you get to meet so many new people! Although it is

hard, ~~it~~ you can have a great time and have fun while you do it. ~~Yes~~ ~~only~~ It's very rewarding." Teacher, 28 years old.

"My uncle is a builder so I went to go work with him, you only live once! If you have the opportunity go for it." Simon, 19 years old.

"I definitely knew that I am going to collage than University, I really want to do well and push myself to the limits!" Zara, 14 years old.

"I am more hands on and love ~~at~~ the butchers, apprenticeship is definitely for me!" Joe, 16 years old.

All these people have gone down (or will) different paths after education at High school. ~~That~~ Hopefully they may give you more understanding in what to do.

Unfortunately, the class of 2013 and all children after that will have to go into further education, by law.

With the law in my mind and not, I personally am definitely going into further education and University to study science and ~~to~~ a language (French). My reason is ~~because~~ because it will open doors in later life if I am looking for a job. Also I will feel a good feeling, like I have achieved everything that has been set in my way to success!

Speak to you next month,
wait and see what to talk
about then! :D



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Examiner Comments

The tone of the article is appropriate in its approach to its readers. There is a friendly familiarity about it and it expresses the personality of the writer. It is relevant, informative and uses the guidance bullet-points provided by the question.

It is fair-minded to the extent that it does not argue exclusively for one side or the other, and this could be considered a weakness. However, it does so many other things well. It is accurate, with a good range of vocabulary and sentence structures. It was given a mark in Band 5 for AO3i/ii and in Band 4 for AO3iii.



ResultsPlus

Examiner Tip

Read the question carefully.
Plan. Use the bullet points.

Question 12

This option asked for a review **for** a travel website. Regrettably, a number of candidates misread this and tried to provide a review **of** a travel website: an almost impossible challenge which inevitably led to frustration.

A review can usually be expected to comment on both the pros and the cons of (usually) a holiday destination. However, it is recognised that some reviews read rather like advertisements and candidates were allowed some leeway provided that their responses did not become blatant advertising copy ('Book now! Contact us at the address below').

All three writing assessment objectives are examined here, as with question 11: please see the general comments on that question.

Paper Summary

Candidates should be prepared by practising the type of questions set in this new exam. Sample materials are available and now, of course, the first exam. The questions will always follow the same pattern so teachers, and indeed some students, should have little difficulty in setting their own questions.

Candidates should know how many marks are available for each question and understand how they can be achieved.

Candidates should appreciate the importance of time management and how much to spend on each question.

Shakespeare: Candidates should have some knowledge of the whole play and should refer, where, relevant to the text rather than a film interpretation. A PEE strategy is appropriate for traits a) and b). Practice in acting out scenes will be useful for answering trait b). There are 10 marks available for trait c) and students should go much further than a recounting of another part of the play.

Prose: A PEE strategy is appropriate for traits a) and b). Candidates should have knowledge of how specific features of language create effects, for trait b). Candidates must integrate relevant comments on context into their answers for trait c).

Writing: Candidates must read the question carefully and do what it asks, adopting the appropriate register and style for the task, purpose and audience. Accurate written communication is important.

Grade Boundaries

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

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