

Examiners' Report  
January 2012

GCSE English 5EH2F 01

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## Introduction

This was the second 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. The number of candidates taking this paper was considerably greater than in the June 2011 series and a much wider range of ability was represented.

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 fewer candidates selecting one of the five other options. It was, however, pleasing to see that each of the texts offered was taken up by a growing number of candidates.

There is a lot to do in the two hours designated for this paper. 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 re-reading 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

Compared with the June 2011 series, a larger proportion of candidates managed their time effectively and subsequently were able to access the full range of marks. No doubt this is due to careful preparation of candidates by their teachers.

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 through the use of Sample Assessments, the June paper and mark scheme and other support materials provided by Edexcel.

### Section A Question a)

This trait, on what can be learned from the extract about a nominated character, tended to be answered more successfully than either of the other traits in Section A. It is clear that, with some students, this is related to time management. A lot of time can be spent on this trait to the detriment of the others and it would be helpful if all candidates practised writing in timed conditions. It is possible to score highly on this trait by selecting three points of character and following the PEE formula to illustrate and develop them. The final marks given will then depend on the insightfulness of the point, the accuracy of the supporting reference and the quality of the explanation.

Taking the example of Q 1, 'Romeo and Juliet', many answers referenced the fairly obvious points that Juliet was in love and wanted to marry Romeo. More credit could be given for

showing an understanding of the complexities involved: that Juliet was determined and committed, that she wanted a similar commitment from Romeo and that she understood the implications of the relationship and wanted to keep it secret for the time being. Some candidates made judgements, subsequently, about Juliet: that she was more mature than Romeo, or that she was similarly foolhardy.

It should be fairly easy to set practice examples for this question: select an extract, nominate a character and ask students to pick out points that show aspects of personality and behaviour.

### **Section A Question b)**

These questions focus on performance. A number of lines (about 6) are isolated from the main extract and candidates are required to explain how the lines should be performed. The more successful answers avoid writing comments about peripheral aspects (such as costume, props and lighting) so that they can concentrate on suggestions that highlight character, situation and language. A list of bullet points is provided with the question and candidates should make a discriminating selection of these. It is often far more effective to make points about tone of voice or facial expression than to suggest exaggerated dramatic gestures. Candidates should avoid suggesting a sequence of movements intended to illustrate every other word in the text, for example: "Romeo kneels then holds his arms out to heaven then pinches his cheek to test whether he is dreaming". It would be helpful for candidates to visualise the scene clearly. In preparation, they may benefit from enacting scenes and playing the part of director. They may then consider the use of pauses, the reactions of comparatively quiet characters that are present on stage (like Fleance in the 'Macbeth' extract) and certainly should think about what impression is being made on the audience.

One candidate, answering 1b), wrote: "this would draw the audience in as it would make them think R and J are in danger of being caught so the audience would be on edge." This clearly expresses the essential impact that a director might want to highlight in the scene.

### **Section A Question c)**

This asks candidates to consider a theme (here it was 'love' in 'Romeo and Juliet', 'the supernatural' in 'Macbeth', 'justice' in 'The Merchant of Venice') and comment on its importance in another part of the play. Candidates should not range widely throughout the play: the best answers choose a relevant scene or part of a scene (the suicide scene in 'Romeo and Juliet' and the banquet or dagger scenes in 'Macbeth' were very popular). Better answers showed an understanding of how the chosen part would be presented on stage rather than how it was in the Luhrmann film.

The notion of 'importance' can be interpreted in a number of ways. One is to see the part of the play as a driver of the plot. This is valid but should not be a simple acknowledgement of cause and effect. There is more potential in exploring what the scene tells us about a character or a relationship in the light of the theme. It is of great help to candidates if they can discuss the chosen part in some detail. They do not have the text with them in the exam so a solid knowledge of the play is valuable, particularly if they go beyond simple recount or paraphrase to make comment on character and situation e.g. what is going on in a character's mind at this point?

Valid comments on *importance* included notions that love should be tempered by practicality; that the supernatural was a visual manifestation of inner turmoil and guilt; or that justice should not be equated with fairness. A comment that hints at Shakespeare's intentions would gain credit as in this example:

"After the deaths of Romeo and Juliet the raging feud between the Capulets and the Montagues comes to a halt as they realise their hate is causing loved ones to die."

### Section B Question a)

This trait is very similar to question a) in section A as candidates are asked what is learned about a nominated character in the given extract. A minority of candidates were confused about the presentation of Slim in the 'Of Mice and Men' extract (the hatchet face, his agelessness, his hands and his remarkable hearing gave rise to some unusual interpretations) but the majority were able to draw out points about his character and the PEE approach is again successful here. A perfectly good point could be made from a small detail, as in this example: "Slim is welcoming because he gets comfy with them, 'Slim sat down on a box across the table from George,' this shows he wants them to feel at home." It is clear that most students respond readily to the a) type questions and most managed to fall securely in the top two bands.

### Section B Question b)

This trait presents more difficulty for candidates who fail to realise that it is first and foremost about how language is used by the writer and not about the character or relationship or other feature mentioned in the question. It seems probable that candidates may see this more clearly if asked about the way 'anger' is presented (as in 'Balzac and the Little Chinese Seamstress') or 'aggression' (in 'Anita and Me') but it is in the nature of these questions that candidates will sometimes be asked about one character's effect on or reaction to another, and this requires a slight but important change of perspective.

In 7b), for example, the question is not about the relationship between George and Lennie but about the language Steinbeck uses to describe it. Therefore, rather than making a point such as: "George and Lennie are friends. I know this because George says 'We kinda look after each other'; it is more valid to give an answer such as: "George repeats the word 'Hell' as in 'Hell of a...'" to emphasise how much he thinks Lennie is a great worker in the hope that Slim will accept him". Another example would be: "George insults Lennie by calling him 'a big bastard' but he means it as a compliment. We know Lennie realises this because Steinbeck writes that Lennie 'smiled complacently'. He is used to getting compliments from George and the word 'complacently' shows this."

It may well be that future candidates will benefit from being equipped with some sentence starters such as the ones exemplified above and

*'The word.....shows that .....*

*'The use of the phrase/description/metaphor/simile .....suggests....'.*

Please note that it is not necessary to use technical terms to gain high marks but an understanding of them may well take candidates in the right direction.

### Section B Question c)

This trait examines candidates' ability to fulfil two assessment objectives: AO2ii and AO2iv. As with Section A question c), there is a requirement to consider the importance of a theme in the candidate's chosen part of the text but there also must be some reference to the social, cultural, historical context of the text. The texts in the exam have been chosen because they tend to foreground cultural differences and the two bullets included in the question, particularly the second one, are intended to highlight the context still further.

4 c) asked for an explanation of the importance of friendship in the light of Meena's relationship with Anita. Since the novel is largely about Meena's coming to terms with cultural differences, it is only a short step from here to discussing how Meena's friendships sometimes create tensions partly as a result of these cultural differences.

6 c) focused on the importance of the effects of war and there is no escaping how most of the characters in 'Heroes' feel the impact of war to a greater or lesser extent.

7 c) asks about friendship and why it is unusual to find friendships on the ranch. An answer that takes account of the solitariness of most workers because of the seasonal and temporary nature of their work will cover the necessary ground without recourse to barely-understood statements about the Great Depression and the Dust Bowl.

There are signs that candidates are rising to the demands of this question but they do need to write about the importance of the theme whilst considering the context. Many candidates chose to answer 7 c) by referencing the final scene in which George shoots Lennie. Many were able to point out that this was one last great act of friendship, which took account of the potential fate that awaited Lennie in a society that was unsympathetic to his kind. Others pointed out that it was Steinbeck's statement about the impossibility of the American Dream. Many approaches were equally successful.

## Section C

Here, candidates have a choice of questions. Q 11 asked for a review for a young person's magazine of a TV programme. Q 12 asked for a speech to other students presenting views on role models. In each case guidance was offered in the form of bullet points. Take-up of the questions was divided fairly equally between the two and candidates had no shortage of ideas. It must be remembered that this is partly a test of appropriate writing skills. However good the content, it can easily be undermined if no due consideration is given to paragraphing and punctuation. Candidates must remember that they have an obligation to communicate clearly to their readers, and teachers and examiners alike are frustrated when not enough care is given to structuring in sentences and paragraphs. That said, it was pleasing to see so many candidates rising to the challenges with enthusiasm and relating to their audiences effectively.

### Q 11

However, the most successful candidates were those who managed to put some critical distance between them and their chosen programme. It appeared that many had read "reviews" in magazines or elsewhere that were little more than hyped-up puffs for a programme and proceeded to reproduce pieces that were unalloyed advertisements. Others simply fell into the trap of describing what their programme is about. Nevertheless, some were able to grasp the nature of a review and used wry humour in their assessment of a programme's attractions and limitations.

One examiner noted: 'Other upper band responses showed they had understood the purpose and audience with strong, interesting and chatty openings, "I am a son of sport. I watch sport and I play sport. I might not be totally fit, but I still enjoy it. Whilst channel hopping I came across a Question of Sport. Well, with my love of sport in mind I thought I'd give it a chance and I'm so glad I did!"'

## Q 12

Rather more candidates, it seemed, were aware of what a speech entailed and were fairly comfortable in using (and sometimes over-using) rhetorical devices.

One examiner made the following observations: 'Some candidates limited their mark by using no paragraphing whatsoever despite having some grasp of text structure, opening and development. Responses that made it into the higher bands were clearly structured, often used discourse markers and had a good command of punctuation. They asked questions, made exclamations and used quotes. Thus their responses were much more effective, "One type of role model could be, for example... your mum! I know you might be thinking, "how is my mum a role model?" Well this is how! She cleans, cooks, washes... now that's what I call a role model!" '



## Question 1

Section A (Shakespeare) consists of an extract from the chosen play (of around 30 lines) and three traits, asking questions about character, performance and theme. On this occasion, the 'Romeo and Juliet' extract consisted of lines 131 to 154 from Act 2 Scene 2 and the question focused on the character of Juliet. This is a successful 1 a) answer which was awarded a mark in band 3.

Write your answer to Section A here:

- a) From this scene you learn that Juliet is in love with Romeo as ~~they~~ <sup>she</sup> says 'my love as deep.' So this means that she is deeply in love with him and she doesn't want to let him go and she will always think about him, also this could mean that her feelings for him are too strong to let him go. Also from this extract we learn that Juliet is ready to commit to him spend the rest of her life with him from when she says 'Thy purpose marriage, send me word tomorrow' so this means that she will wait until tomorrow if she doesn't <sup>hear</sup> anything ~~that~~ she'll know he didn't mean anything he said to her and to move on from him. In this extract we learn that Juliet is an emotional person as she says 'The more I give to thee, the more I have, for both are infinite' so she is sharing her feelings towards Romeo by ~~saying~~ saying the more she gives him the more she'll



(Section A continued) .....

have to hold onto and to wait for and  
more. She and he will have in the future.....



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**Examiner Comments**

This candidate makes an obvious point to begin with: that Juliet is in love. It is, however, appropriately supported. The second point is much stronger. Not only does the candidate register the fact that Juliet "is ready to commit" to Romeo, there is a recognition that Juliet needs proof of *his* commitment, otherwise "she will move on from him". The third point is sound and well-supported.



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**Examiner Tip**

Having made a point and supported it with a direct reference to the text, explain what it tells us about the character to demonstrate full understanding.

(Section A continued) b) The lines: 'I hear some noise within  
Dear love adieu' may be performed by gestures of the  
hand and an exaggerated facial expression - from anxious  
to relieved. The actions may be that the nurse runs and  
her voice may be high pitched in order for Juliet to hear  
what the nurse is saying.

'Anon, good nurse! - Sweet Montague, be true,  
stay but a little; I will come again - This may be performed  
by Juliet's actions which she may express with her hands a gesture  
that she is coming. Her facial reactions may be that she may  
look quite alarmed in case she is caught with Romeo, so she  
answers quickly and turns back to Romeo her face relaxes  
and her facial expression would be filled with love and passion  
and her gestures may be that she reaches out to Romeo to  
show how much she loves him. When she says 'stay but a little;  
I will come again' her voice may be quite urgent and her  
actions may be that she waves Romeo away hurriedly.  
When Romeo expresses these lines: O blessed, blessed night!  
I am afraid, being in night, all this but a dream, too  
flattering - sweet to be substantial, The first line may  
show that his actions would be waving his arms dramatically  
in the air and his face full of love and dreamy facial expressions  
The second line may show that his voice will be dreamy and  
his movement may be coming closer to Juliet and the last  
line may be that his positioning may be very close to Juliet,  
and his actions will be moving his arms and head slightly.



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**Examiner Comments**

There is a note of melodrama in the answer but there is illustration of Juliet's preoccupations: her love for Romeo and her anxiety when the nurse calls.



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**Examiner Tip**

Focus on the language and what it tells us about what is going on inside the characters' heads. Comments on actions, expression, movement and voice will follow from this.

This candidate's response shows typical strengths and weakness in a Section A Question c) answer. It falls into band 2.

(Section A continued)

d In another part of the play you see love between Romeo and Juliet at the end when Romeo found out that Juliet has killed herself but he doesn't get the letter what Friar Lawrence sends him about that it's only temporary and it will wear off soon so she can be with him, but by then he's rushed back to see Juliet & the police chase him and he gets some poison which he drinks, but as he drinks it Juliet wakes up, then she stabs herself to be with him. So this proves that love is an important theme in the play as if they are willing to kill each other & just to be with each because they can't be with each other normally proves that there community there love to each other.



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**Examiner Comments**

This candidate chooses a relevant part of the play but knowledge is limited, as is the discussion, and reliance on a film version restricts the potential response. However, the comment about importance is valid.



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**Examiner Tip**

Choose a relevant part of the play that you know well and examine what it shows us about the theme in question.

## Question 7

'Of Mice and Men' was the most popular text in Section B. The extract chosen deals with Lennie and George's first encounter with Slim. The character question was on Slim; the language question was on how the relationship between George and Lennie is depicted; and the theme and context question was on friendship.

This 7a response does not start all that promisingly but the candidate is tenacious and moved into band 3.

Write your answer to Section B here:

(a) From the extract we learn that the character of Slim is a very nice person, we know this because he says things like "Hope you get on my team" he said, his voice was very gentle, this shows that he doesn't determine somebody's personality as the first time he meets them. We also learn that Slim is very good looking as it says "His hatchet face was ageless" and "His hands large and lean, were as delicate in their action as those of a temple dancer" this tells us that a lot of women may be attracted to him. We also learn that Slim likes to listen in to things, like where it says "His ear heard more than was said to him, and his slow speech had overtones not of thought, but of understanding."

(Section B continued) beyond thought" We learn that Slim listens to people carefully to know what's going on but also he knows that people listen to him as well and take on board what he has to say. We also learn that Slim is very friendly as it says "You guys travel around together?" his tone was friendly. It invited confidence without demanding it." This tells us that Slim gives people opportunities to be themselves and not to feel in an awkward position when talking to him.



### ResultsPlus Examiner Comments

The comment about Slim being 'nice' is limp and the one about his hands is questionable, but the statement that 'he doesn't determine somebody's personality as the first time he meets them' is insightful and the answer is strengthened by the last ten lines or so.



### ResultsPlus Examiner Tip

Use PEE statements to demonstrate understanding of the character in question.

This response on language achieves band 3.

2) The writer uses different language styles to present the relationship between George and Lennie in the extract, the writer uses repetition to make sure we know something like when it says "He aint bright, Hell of a good worker though. Hell of a nice fella, but he aint bright, I knew him for a long time" this gives us the effect that the writer wants to know that Lennie isn't very bright so that we understand his actions in other parts of the book, the writer uses swear words in the extract to make the book more realistic as it says "Hell, yes said George I aint nothing to scream

(Section B continued) about, but that big bastard there can put up more grain alone than most pairs can. This is a powerful sentence, it gives the effect that George is proud of Lennie because of how big and strong Lennie is, because he isn't swearing in a way to offend someone he's saying it to compliment someone.



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**Examiner Comments**

The candidate makes use of sentences that are structured appropriately to make points about language.

For example: 'the writer uses repetition to make sure we know something ... so that we understand his actions in other parts of the book' and 'the writer uses swear words ....he isn't swearing in a way to offend someone he's saying it to compliment someone.'



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**Examiner Tip**

Start sentences in a way that helps you focus on language. E.g. 'The writer uses...', 'The simile gives the impression that ...'



(Section B continued)

One other part in the novel where friendship is important is where Lennie is in Crooks's cabin. Because Crooks is black and does not have any friend on the ranch but because of Lennie condition he sees right past the racial difference. At first when Lennie was in his cabin Crooks knew he was dumb so started to take advantage of it and picked on him about George not returning but when Lennie turned angry he stopped and Crooks stopped Lennie from leaving and they began to talk soon after Candy arrived and also joined the conversation. Crooks loved it because he was finally making friend he even tried to get in on the dream of George and Lennie where going to do. As soon as Curley's wife came in looking for attention that when it rained

(Section B continued)

if for him as she had more power she threatened to get him killed so he shut up. When Candy stuck up for him that when true friendship was shown but it still did not work as the orbit was over ~~there~~ Crooks felt belittled and said you better go and forget about the dream ~~it~~ was just joking with you.

It is so unusual to find friendship on the ranch because they are so use to being on there own for long periods of time and constantly switching jobs they don't know how to have friends. So they just stay on there own and do everything on there own. Also they don't think about there fellow workers feeling when they do stuff like when Carlson bullied Candy into letting him put

(Section B continued)

down his dog that he had,  
had since he was a pup.



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**Examiner Comments**

The candidate identifies a relevant (although not immediately obvious) part of the text and spends some time exploring it. His comment about Lennie seeing past racial differences and 'Crooks loved it because he was finally making [a] friend' show understanding. The final statements about the rarity of friendships seem to flow naturally from the comments about the scene.



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**Examiner Tip**

Focus on just **one** other part of the text and examine what it tells us about the theme and the context in the book.

## Question 11

Question 11 asked for a TV programme review for inclusion in a young people's magazine.

This example achieved band 5 marks for both AOs.

Write your answer to Section C here:

Today's review will be on the series 4 programme, recently ~~was~~ finished on BBC1 called 'Merlin'. I ~~was~~ like many other fans of the show, have been following the story since series 1 and have found myself looking forward to the next series each time, as I have found it's got more exciting and thrilling by the series.

So what did I think of series 4 then?

Well, the show has some ~~how~~ found away to top the last series, again! Another addictive, thrilling, draw dropping series, I found myself glued to the screen!

The infamous catch up player ~~is~~ strikes again! Like every year, the time ~~is~~ ~~as~~ the show is on, is the same. I'm sure a lot of <sup>you</sup> found this time inconvenient. ~~As~~ you was either busy finishing of your day, or you was watching the hugely talked about 'X-Factor', which was on the same time as 'Merlin'. For those of you who live ~~at~~ with people who are not fans of 'Merlin', well you can see what problem can occur. On 'X-Factor' this year they decided to swap the Judges around, obviously apart

(Section C continued) From 'Louis Walsh', again! I started to find the most commonly used line, when 'X-Factor' was about to start, was "Can I ~~we~~ just see what the new judges are like?" And the classic "I'll only watch five minutes." Five minutes turned to half an hour, half an hour turned to an hour and before you know it, you've ~~watched~~ watched the whole thing! So, ~~if~~ if not for the ~~catch up~~ ~~player~~ 'BBC I PLAYER' I would not be writing the review!

Series 4 had a tense start, which left 'King Uther' of 'Camelot' (which is where the story is based around) life in the balance. So ~~the~~ 'Prince Arthur' was forced upon to send for a ~~wizard~~ magician, who has been saw in past series, ~~as~~ ~~the~~ ~~called~~ who as I'm sure many of you will ~~the~~ know, (the main character of the story) 'Merlin' the magician who uses a spell to ~~change~~ ~~take~~ disguise himself, <sup>as an old man</sup> to do what originally starts as being a good deed, which through no deliberate fault of his own, can ~~the~~ not go to plan, exactly. So when Prince Arthur calls for this magician, off Merlin goes to disguise himself to help King Uther (he has to do this because under normal circumstances, the use of magic ~~the~~ can be executed for). When 'Merlin' uses the healing spell on 'King Uther' he does not see the charm around 'King Uther's' neck. Hence the end of Uther.

So his son Prince Arthur must now take roll of King of Camelot. So as you can imagine 'Merlin'



(Section C continued) is getting himself into dangerous situations, using his magic to ~~save~~ save, who is now, 'King Arthur' while trying not to let him see ~~that~~ him using them. As he's doing all this he has been 'King Arthur's' servant since series one and still is!

The final episode of this series was by no means least a five star in my book. It was had you on the edge of your seat and by the end of it, you could only question how you could possibly wait till the next instalment of 'Merlin'. Yes it truly was Amazing! And if you want to know what happens? ~~It's a story!~~ You're just going to have to watch it on 'BBC iPlayer' like I had to.



### ResultsPlus Examiner Comments

The candidate strikes up an engaging rapport with readers, engaging in humour broadened by personal anecdote whilst hinting at criticism of the programme's scheduling.

It is a wholly positive review, otherwise, but is certainly not an advertisement.

There are technical errors but they don't diminish the reader's understanding and enjoyment.



### ResultsPlus Examiner Tip

Always keep you audience and purpose in mind. It is important to entertain and inform readers but respect them too by being accurate.

## Question 12

Section C question 12 asked for a speech to other students about the importance of role models for young people.

This is a band 4 answer for both AOs.

Write your answer to Section C here:

Do you want to be the perfect role model? ~~of~~  
Of course you do! You wouldn't want young people following wrong footsteps which you may have once followed, do something about it!

Further more if you don't know what a role model is i shall tell you... For example when you first started school, i bet you looked at the older students and started following the trend and started to follow in there foot steps. In fact 90% of year 7's copy of the older students as well as look up to them! Well ~~that's~~ what a role model is, someone you look up to.

However there are all kinds of different role models:- for instance celebrities, family's members and friends... Yes, there are alot more! Some people look up to ~~their~~ their favourite celebrities and try to look, act and be like them. You might look at a family member ~~of your~~ and think i would like to be like them when i'm older, even friends you might look



(Section C continued) up to, they may live the life that you'd like to live, have good sense of humour or even good taste in fashion.

Finally you may be thinking: how might role models affect young people? In fact ~~the~~ role models have a huge effect on young people! As you're growing up, you start to mature up as well as start thinking about where you want to be in life and they try to adjust to new scenery, ~~or~~ more so fit in, as they ~~you~~ join secondary schools. The weaknesses of role modelling is you could flaunt uniform in a school and the younger pupils may look at them <sup>then</sup> ~~you~~ and think he/she's wearing that, i can, in fact <sup>the younger students</sup> ~~you~~ can't and neither can the older ~~students~~. So don't do things that's wrong and have ~~someone~~ a young person think it's right... Make the right choice and do the right thing!



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#### Examiner Tip

The writer uses invented statistics in the second paragraph. This can be useful in some writing tasks but seems false and inappropriate here.



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#### Examiner Comments

This candidate uses a range of rhetorical devices but adopts a rather hectoring tone. The speech makes good use of personal anecdote and example, which the listeners can relate to. The speech is undeveloped but does consider a number of relevant aspects.

There are errors but it is a generally sound attempt.

# Paper Summary

## Section A

The vast majority of candidates understand the requirements of the character questions and make good use of PEE statements in their answers. Responses to the performance questions would benefit from a greater appreciation of the likely effects on an audience and explanations of why certain techniques have been chosen. In their responses to the importance of theme questions, candidates should select only one other part of the play and show detailed knowledge of it. However, simple re-telling will not allow them access to the highest marks.

## Section B

As with Section A, the vast majority of candidates understand the requirements of the character questions and make good use of PEE statements in their answers. Candidates must focus more on language in their responses to the b) questions. Practice with sentence starters may help them to do this. Two assessment objectives are examined in the c) questions. Candidates should take the opportunity to write about context suggested by the second bullet point in the question.

## Section C

In general, candidates related well to the audience and purpose identified in the task. More attention to generic conventions and forms will benefit future candidates. Accurate sentence structures and the use of paragraphs are important in gaining access to the higher mark bands. Practice under timed conditions is invaluable for all sections of the paper.

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