

Examiners' Report

June 2013

GCSE English 5EH2H 01

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Introduction

This unit of the GCSE specification 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' continues to be the most popular choice, followed by 'Macbeth' and a small number attempted 'The Merchant of Venice'. Once more, 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. As in the past, however, there were some engaged and committed responses to less popular texts such as 'To Kill a Mockingbird'.

As in previous reports, however, I will be focusing on examples of responses to the most popular texts.

There is a good deal to do in the exam and I am sure we should remind ourselves of the importance of time management. Candidates clearly benefit from having practised past papers and gaining experience of how much time they should spend on each question. The following are offered 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

In general there is evidence that candidates are able to manage their time better and are clearer about what is expected of them. Many teachers have adopted strategies to help students approach the various tasks in structured ways.

It is much rarer to see examples of scripts where candidates had failed to complete their Section C response. Answers, in general, were better developed and, subsequently, a larger number of students were able to access the higher bands. They have a clearer idea about what is going to gain credit and what is best avoided. There is little time to plan the short answers required in Sections A and B but planning and thinking time is invaluable when approaching the writing task in Section C.

Question 1

Section A Question (a)

This trait, on what can be learned from the extract about a nominated character, continues to be answered successfully by using a number of PEE chains. The final marks given then depend on the insightfulness of each point, the accuracy of the supporting reference and the quality of the explanation. It is still worth stressing to students that **one** brief quotation is adequate when illustrating each point.

Question 1(a) was focused on Juliet in the extract provided and successful candidates were able to see the complexities of her character there displayed. Her grief over Tybalt's death and Romeo's banishment, her ambivalent attitude towards Romeo and her conflict with the Nurse all provided material for a measured answer and better answers go beyond the superficial. To gain marks in band 2 of the Higher paper, candidates must show a thorough understanding of the character so it is expected that they present a clear and consistent view rather than a list of separate characteristics. To achieve band 3, perception must be shown and this can come in different forms – some candidates explored Juliet's deep pessimism at the start of the extract and the transition to a more spirited response at the end. Others commented on the royal and religious imagery she uses.

Much the same was true of question 2(a), which focused on Lady Macbeth. Again, there were stock answers which did not look beyond the surface ('Lady Macbeth is ambitious to become queen') but other candidates were able to show different aspects of her character: her anxiety, her softer side, comparing Duncan with her father, her attempts to calm Macbeth. More perceptive answers considered Lady Macbeth's concerns and insecurities when she is alone and compared these with her steeliness when she is with Macbeth.

Section A Question (b)

This, of course, is the performance question, and examiners still observe that many candidates do not have clear strategies for answering it successfully.

I have previously observed that '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' and, by and large, there is a greater understanding of this. No list of bullet points is provided to guide Higher candidates but they should have a mental checklist of things to consider and make a **discriminating selection** of these. It is often far more effective to make points about tone of voice, facial expression and small but meaningful gestures rather than suggest exaggerated responses such as 'the Nurse will wave her arms about and shout at Juliet to show she is angry' (in a 1(b) response). Others had Macbeth and Lady Macbeth shouting at each other rather than demonstrating stealth.

Some candidates described staging in detail with very little explanation of the choices made; others explained how the characters would feel without any staging. As one examiner remarked, it was those who combined the two that achieved the higher marks.

In the main, candidates should clearly visualise the scene, understand what the characters are thinking and feeling (and why) and give **reasons** for the suggestions they make. To quote one examiner: 'Some responded as if they were addressing an actor directly, which tended to work well. Many used the structure of explaining how the character would feel, then how this would be shown to the audience (or vice versa)'.

Section A Question (c)

This asks candidates to consider a theme and comment on its significance in another part of the play. Candidates continue to perform the least well on this question even though it is worth the most marks in the section. Many write very short answers and, although this could be evidence of candidates being unsure what to do, it is clear that some spend a lot of time on parts (a) and (b) and then find themselves rushing over part (c).

There does seem to be some improvement in that candidates are following instructions and limiting themselves to **one other part** of the play – rather than ranging widely over a number of episodes. However this is a prerequisite for a successful answer and must be stressed as such to students.

Once the **other part** has been identified (there is no need to quote Act and Scene numbers), the notion of 'significance' can be interpreted in a number of ways. In past reports, I have suggested adopting the acronym CRISP as a guide to commenting on significance. This stands for:

Character. What does the chosen part tell us about the theme in relation to character? The 'Macbeth' theme this series was 'guilt' and many candidates selected the part dealing with Lady Macbeth's sleep walking. This often led to candidates commenting on the irony of this mental breakdown in contrast to Lady Macbeth's behaviour earlier in the play.

Relationships. What new things do we learn about the relationship between the characters in the chosen scene? In response to the theme of anger in 'Romeo and Juliet', many chose Capulet's response to Juliet's rejection of Paris and how this upset the relationships between Juliet and her parents, but also between her and the Nurse.

Ideas. What is Shakespeare saying about anger in the scene when Romeo kills Tybalt? That no good will come of it? That it triggers unstoppable consequences?

Structure. To what extent is a scene the salient moment, the turning point of the play? Does Juliet's rejection of Paris and the fallout between her and the Nurse make desperate measures inevitable?

Plot. Candidates most often see their chosen part as a driver of the plot, as a link in the chain of cause-and-effect. This is quite a basic point, usually, but can go some way to answering the question.

There is no need to explore all the elements of CRISP – one or two will do – and as long as candidates go beyond the retelling of their chosen part, they can access band 1. Often, it is a candidate's knowledge and understanding of the themes of the play that will allow them to access the top two bands. For example, one candidate chose the dagger scene in 'Macbeth' (to explore guilt) and commented on the way Macbeth's reluctance to kill Duncan is affected by their personal relationship and by the deeply ingrained taboo attached to regicide.

I suggest that future candidates do the following:

- choose a single part of the play which features the nominated theme
- avoid writing a long account of what happens in it
- focus on one or more of the elements of CRISP to discuss importance.

Hence, Romeo's killing of Tybalt from anger might show us that Romeo acts impulsively and that this is a characteristic which pervades his dealings with Juliet. It is also the one key event which determines all future turns of the plot.

This response to question 1(a) may prompt some discussion about how many marks it should be given.

1a)

Shakespeare presents Juliet as an emotional character in this extract, a quote where this is evident "O serpent heart, hid with a flowering face!"

~~Shakespeare~~ ^{Shakespeare} uses the word 'serpent heart' which is a metaphor to describe the wickedness of Romeo from Juliet's point of view, which tells the reader that Juliet feels tricked as she uses the word 'serpent' which in a religious term would refer to Adam ^{and Eve} being tricked to eat from the apple tree and be casted out of heaven. This also allows the reader to see how strongly she seems tricked. ~~There are comparisons~~ Shakespeare extends the metaphor to 'hid with a flowering face!' which allows the reader to ~~understand~~ ^{understand} that Juliet feels deceived by Romeo.



ResultsPlus Examiner Comments

The response is comparatively brief and does not follow the pattern of providing PEE chains to comment on a number of characteristics. However, there is a supported point about Juliet being an emotional character. The candidate then explores the language used by Juliet to show how she feels deceived by Romeo, together with the religious connotations involved. It is a very unusual answer but it fulfils the criterion of being perceptive and so was awarded 6 marks.



ResultsPlus Examiner Tip

Do not shy away from examining Shakespeare's language to help make judgements about character.

This answer to question 1(c) demonstrates how examining the chosen scene in some detail can bring rewards.

1c. In Act 3, scene 1 the theme of anger is ~~an~~ a significant theme in this section of the play. First of all, we encounter Tybalt who is looking for Romeo. He asks Mercutio and Benvolio where he is. Here Tybalt is angry because ~~at~~ ~~as~~ he felt insulted that Romeo went to the Capulet's ball. He wants to fight with Romeo and probably kill him in an act of vengeance. For example, he says he doesn't like Mercutio ~~bec~~ very much, because he 'contests with Romeo'. ~~This~~ ~~shows~~ The anger that Tybalt displays here is significant because it overshadows the general feeling of what this scene is going to be about. It foreshadows that this is going to be the climax of the play.

Moreover, the theme of anger is also shown in the same theme by Mercutio. When Romeo refuses to fight with Tybalt - because he says 'till thou shalt know the reason of my love' and 'be satisfied' - Mercutio feels ashamed of Romeo for acting as a coward, whereas Romeo is actually being heroic. In a state of anger Mercutio says that he will fight with Tybalt as he cannot believe that Romeo refused to fight him. He says to Tybalt 'O kind of cats I will take

(Section A continued) 'one of your nine lives'. Here Mercutio is implying that he will 'make Tybalt weak and maybe he might kill him or let him suffer'. Anger is significant here because of Mercutio had accepted Romeo's reasoning than Romeo wouldn't have had to intervene which led to Mercutio being made warm meat of.

Finally, in the same scene Romeo becomes angry at the death of his best friend and vows vengeance. Whereas, before Romeo refused to fight Tybalt he is now angry and hot tempered and wants to avenge Mercutio's death. With 'fire eyed anger' in either Romeo, Tybalt, or both, must ~~go~~ ^{die}. Here Romeo's anger conveys a sadness over his friend's death, as it is his way ^{he can grieve} ~~of grieving~~. He fights Tybalt and wants to kill him, which could link into the ancient saying of 'an eye for an eye, a tooth for a tooth, a life for a life'. The theme of anger is significant here because if Romeo did not go after Tybalt ~~which he did~~ and killed him, than Romeo wouldn't have been banished to Mantua which subsequently leads to the death of himself, Juliet and Paris. This shows us that Romeo is hot headed and got caught in the moment. But when the reality of what he has done sinks in he says 'I am a fortune's fool'.



ResultsPlus Examiner Comments

The candidate has chosen a valid part and then focuses fully on the theme of anger. The candidate is able to show how anger affects all three central characters, with some perceptive understanding, and how the scene drives the plot.

The response was awarded 8 marks (out of a possible 10).



ResultsPlus Examiner Tip

Examine some of the features embodied in CRISP, but there is no need to comment on all of them to be successful.

Section B

Question 6

Please refer to comments about question 7, the most popular in Section B, which can be applied to all questions in the section.

Good practice in this section is exemplified by the question 6 responses included in this report.

This candidate has produced answers of consistent perception for all three parts of the question.

Write your answer to Section B here:

6a ²¹ In This extract, The writer presents Francis as madly in love, we can clearly see this when Francis first sees Nicole and says 'I silently pledged her my love and loyalty forever'. Francis believes that just from looking at Nicole he now knows that he is in love with her and decides that even though they have not spoken and she is not his girlfriend, that he will be loyal to her. This ~~extract~~^{quote} also shows Francis as ~~nice~~ nice, This is shown from his reaction to Nicole and how he instantly feels about her, we can also see this when he says 'our eyes met and a flash of recognition passed between us. ~~It~~ ^{And} something else flashed in her eyes, too, a hint of mischief as if she were telling me we were going to have good times together. Nicole was probably just looking at Francis and being friendly, but because Francis is so madly in love, he ~~becomes~~ is shown as optimistic, young and nice.

(Section B continued) Francis is also shown as insecure, we can see this when he starts questioning himself and says 'was the look that passed between us that first day, a wish of my imagination?' Francis is obviously stressed that Nicole hasn't paid him any attention and is worrying that what he thought was a connection between them, was actually just something he made up in his head. At this point he is also vulnerable as he says 'both hoping and fearing she'd return my glance and leave me blushing and wordless'. From this quote we can see that Francis really wants to try and have that connection again and be given some attention but he is also worried that he will not be able to speak or do anything if she actually does. He appears conflicted and nervous.

6b From this extract Nicole is shown in a very positive way. The language used has - had her seem very desirable as it has come from Francis. For example, Nicole is described as having 'shining black hair'. The word shining emphasises her hair and makes it sound nicer and more attractive. She is also ~~described as~~ ^{compared to} 'st Therese' because of her pale purity. This shows that she is young and has an essence of innocence. But then she is also described as having 'a hint of mischief' which suggests that she had a hidden side to her that she

(Section B continued) only sometimes shows.

Also she is presented as having power, when Francis says that he 'kneelt there ~~at her~~ like a knight at her feet, her ~~so~~ sword having touched my shoulder'. ~~These~~ This language has used a metaphor to show that power that she has over Francis and demonstrates the different roles they play in their relationship. She is also presented as independent as ~~the~~ Francis says 'Nicole Perard then ignored me'. The word 'ignored' ~~is~~ presents Nicole as being independent and not feeling the need to lavish in the attention that Francis is giving her. However, it also makes her come across as quite harsh and cold, as 'ignored' is quite a negative word to be used.

6c. In another part of the novel, ~~the~~ the significance of love is shown during the last chapter. Francis goes to fulfill his mission of killing Larry Lasalle. This shows the significance of love as his ~~love~~ love for Nicole was so strong that because Larry Lasalle hurt her, ~~he~~ it drove Francis into wanting to kill him. The love is especially shown when Lasalle talks about Francis not being able to stop him from raping Nicole and Francis replies 'so was she'. This shows that Francis was dignified by the fact that he

(Section B continued) had rape a young defenseless girl that couldn't escape. This affects Francis a lot because of his love for her and that he viewed her as pure ~~and~~ and Lasalle took that away.

The significance of love is also shown by Larry Lasalle in this part of the novel, when he talks about his love for the 'sweet young things'. This shows that ~~his~~ his love has taken control of him and made him commit crimes and hurt the things that he loves. This is very significant because it shows the ^{power} strength that love can hold over someone and how it can make them turn into something completely unlovable and hurt other people.

Also in this part of the novel Lasalle talks about his love for Francis and the good times they used to have ~~but~~ but Francis explains that he no longer has any love for Lasalle which shows that love can quickly turn into hate. When Lasalle says 'I would ~~love~~ anything to have you look at me the way you used to' it shows that the significance of love has caused Lasalle to almost beg to have Francis's respect back and to share their love again as almost a father and son relationship.



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Examiner Comments

6(a) Francis is seen to be 'in love' and 'loyal' but also 'naive'. This last point is examined further to show how he is (probably over-) 'optimistic'. Furthermore, he is 'insecure' and 'vulnerable'. The answer is perceptive and well-supported and scored maximum marks.

6(b) The candidate sees how language shows many facets of Nicole, referring to 'St Therese', 'pale purity', her innocence and her hidden side. Understanding of the knight metaphor is also demonstrated. Full marks.

6(c) Also full marks. The candidate examines different examples of love all demonstrated in the same chosen part of the novel, showing understanding of character and relationships. The point about 'the power that love can hold over someone' shows particular insight.



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Examiner Tip

Follow the advice given in my comments on question 7.

Question 7

Question 7(a)

This question is very similar to question (a) in section A as candidates are asked what is learned about a nominated character in the given extract. On this occasion, Lennie was the focus in the extract from 'Of Mice and Men' where Curley attacks him and gets more than he bargained for. This is a skills-based exam and the skill, here, is to draw inferences from the reproduced text. The majority were able to draw out points about his character and the PEE approach is again successful here in accessing bands 1 and, often, 2. Lennie shows several facets to his character in this extract, being paralysed with fear but ready to follow George's instructions when he hears them. Some of the most successful answers considered Lennie's relationship with George and the hold which their shared dream has over him.

It is clear that most candidates respond readily to the (a) type questions and most managed to fall securely in bands 1 and 2 when answering question 7 (a).

Many who answered on Francis in 'Heroes' (question 6) seemed less assured although the extract, from the start of Chapter 2 when he first sees Nicole, contained enough material for a substantial answer pointing out that Francis was eager to please, impressionable and lacking confidence. Comments on his subservient attitude and the use of feudal imagery often gained further credit.

Question 7(b)

This question presents 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. The 'Of Mice and Men' question was clearly about how Steinbeck uses language to present violence and many candidates were able to pick out some of the words which described Curley's viciousness and Lennie's terror. Others were able to see how Curley's 'balance and poise' hinted at his familiarity with the boxing ring. Even so, it is important that candidates comment on the effect of the words they pick out and some comments can be unhelpfully vague, as in 'it shows violence'. Other successful candidates commented on the alliterative and onomatopoeic effects of 'slashed' and 'smashed'. One perceptive candidate pointed out that the simile used to describe Curley 'flopping like a fish on a line' represented a role reversal in the power structure on the ranch. Another noticed how even the saintly Slim is infected by the mood of violence.

Those who answered 6(b), on the language used to present Nicole, were successful if they picked out, and commented on, phrases like 'pale purity', 'hint of mischief' and the comparison with St Therese. Perceptive candidates explored the effects of 'flashed', 'modesty' and 'hint of mischief'.

A significant number of candidates benefited from being equipped with some sentence starters such as:

'The word.....shows that

'The use of the phrase/description/metaphor/similesuggests.....'.

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

Question 7(c)

This question examines candidates' ability to fulfil two assessment objectives: AO2(ii) and AO2(iv). As with Section A question (c), there is a requirement to consider the significance of a theme in the candidate's **one chosen part** of the text, and using the CRISP approach is successful, as with the Shakespeare (c) questions. However, there also must be some reference to the social, cultural, historical context of the text.

6(c) focused on the significance of love and it was gratifying to see candidates explore some of the different ways in which love features in the novel: Frenchtown's love for Larry, for example, as well as his love for Francis and Francis' love for Nicole. All too often, however, parts of the novel were referenced without consideration of either the significance of the theme or the context. Some comment about how Larry (or even Francis) betrays the love invested in him may well serve to say something about **both** significance and context.

7(c) asked about violence. In general, candidates were able to pick out an incident such as the killing of Candy's dog, or of Curley's wife or of Lennie (although only one of these was needed). Others chose Candy's report of the fight with Crooks at Christmas or the verbal violence directed at Crooks by Curley's wife. What many did quite successfully was to show how violence was deeply ingrained into the culture of the ranch and its power structure, or exposed underlying racism or misogyny, thereby accessing marks for referring both to **significance** and **context**.

If a candidate chooses **several** parts of the text on which to base an answer, examiners will only mark the section of the answer which gives the best response to the question. So, for example, if an answer deals with the part where Curley's wife is killed by Lennie **and** the part where Candy's dog is killed, only the better of these two answers will be marked.

The contextual element of this question is being approached with more success now that candidates are realising that a general comment about the Dust Bowl or The Windrush Generation or the Ku Klux Klan can move attention away from the chosen part of the novel. It is much more apposite to make a point about the hierarchy of the ranch, or Meena's search for cultural identity or Scout's lack of racial prejudice.

Section C

Question 11

Here, candidates have a choice of questions. Question 11 asked for a speech to peers on a subject important to the candidate. Question 12 asked for a magazine article for teenagers giving views on a modern invention that has changed people's lives. Roughly one third of the entry answered question 11 and the rest, question 12.

Question 11 gave rise to a wide variety of topics, some of which were hobbies, or sports, or beliefs or personal experiences involving families. Many were engaging and some were genuinely moving. It is probable that many candidates have given such talks to their peers as part of their speaking and listening assessments. It was certainly evident that many had a range of rhetorical techniques at their disposal. The most successful showed evidence of planning and development. Those who failed to think it through were prone to run out of steam and were not able to access marks in the higher bands.

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.

This is an example of a maximum mark answer in Section C.

Write your answer to Section C here:

^{peers} P- A L F ^{speech}

global warming / climate change

fossil fuels - ~~non~~ finite

cars - not green

Trans

Buses

walking

Green / eco Transport

Imperative / d.A

RQ - alliteration -

1 word - punctuation:

-adverbials

PI - intro

One of the greatest problems affecting our generation today is the ~~volatility of crude oil reserves~~ ^{transport of the future.} Although ~~it isn't~~ ^{it isn't} affecting us yet, ~~it will~~ ^{it will} soon when we are adults. ~~One~~ Reasons for this are: the volatility of crude oil reserves; and the fact that we will have to find ways of reducing carbon emissions. Also, the use of carbon derived fuels, which are used in cars, is becoming ^{more and more} unsustainable. Do you want to ~~be a~~ play a part in the transport revolution? Of course you do.

Cars. They are one of the most used forms of transportation today, accounting for 62% of the population. These gas-guzzling machines use petrol, and are responsible for 45% of the country's total carbon emissions. Fossil fuels are not finite resources and within 25 years the supply will run out. This is alarming! What many of our parents take for

(Section C continued) granted could be wiped off the face of the Earth. Cars are not eco-friendly: ~~and~~ the pumping of emissions directly into the environment is ^{causing} ~~leading to~~ the greenhouse effect, which is increasing global temperatures. The increase in global temperatures is causing the extinction of many wild animals. If temperatures increase by 3°C all the polar bears ^{in the North Pole} will be extinct. ~~Think of~~ ~~Imagine~~ Imagine a world with no polar bears. Anyway, there is a way to ~~prevent~~ prevent this and that is by using more greener forms of transport.

Buses are well known worldwide for transporting a lot of people. They are cheap, fast and sustainable. If ~~many~~ ~~more~~ bus use increases then this would reduce carbon emissions significantly. If a bus system ~~which~~ is fully planned and executed to the best of standards, then ~~the~~ bus use will become more popular. An example of this is in ~~Brazil~~ Curitiba, Brazil. In Curitiba there is a bus rapid transport system, which is a connection of several bus lines. Smaller minibuses pick up people from the countryside and larger buses take them into terminals in the city centre. ~~This is a good example of a bus system~~ Approximately, 90% of residents use these buses and there are fewer car ~~journeys~~ ~~journies~~ jounies which reduces levels of noise and traffic. This is a fine example of how successful a bus system can be if most people are involved in

(Section C continued) ~~it~~:

Moreover, another form of green transport is trains. They are quick, environmentally friendly and with stations available nationwide to make our lives easier. I'm sure many of us have been on trains, and you ~~would~~ ^{will} agree with me saying that they are personally the best form of transport for you. However, we all know that trains ^{don't have a squeakily clean reputation, as they} can be distressing when delayed and they are too expensive for us. But when you're older you could use them. Additionally, trains provide meals on wheels and they are quite comfortable. Also, most trains are electric therefore they don't harm the environment.

Finally, the most fun form of transport is ditching the ride, and using your own two feet. There are no limits to where you and your feet can go. Walking is by far the most eco-friendly, free and healthy. It is also more refreshing as you are out in the open air, instead of being cramped up in a tight, crummy space. Think about where your feet can take you where neither cars or trains can... outside in undisturbed places like meadows and country side. Hopefully, you will use better forms of transport than cars. Otherwise you will ~~definitely~~ damage your planet, and you wouldn't want that, would you?



ResultsPlus Examiner Comments

The piece has the qualities of (an admittedly quite formal) speech which makes use of extensive personal knowledge and concern. It employs a broad and appropriate vocabulary, sets out the problems involved in transport issues and offers some solutions. Spelling, punctuation and sentence structures are varied and used accurately.



ResultsPlus Examiner Tip

Plan carefully to ensure you can develop ideas and avoid repetition.

Question 12

Question 12 offered scope for some critical thinking about the impact on people's lives of a modern invention but few candidates took the opportunity. Instead, so many chose to provide a glowing and uncritical endorsement for the smart phone. Occasionally, some paused to consider disadvantages as well as advantages but there was an unfortunate superficiality about the work of many candidates. It was refreshing to get something different – a device for measuring the blood sugar level of a diabetic, for example – and there were some rare excursions into wit and whimsy (one candidate wrote entertainingly about the egg cup; another wrote hilariously about lip gloss). The main concern, here, is not the all-pervasiveness of the mobile phone but the failure of many candidates to consider the wording of the question and its implications.

This is a delightful article. Although the candidate spends some time planning, there seems little relationship between the plan and the end result. Although the presentation starts out in columns, this layout is thankfully abandoned.

Write your answer to Section C here:

One modern invention for teenagers that has changed people's lives.

TECHNOLOGY > The iPhone. (Apple)

(IDEAS)

Educational, Modern, Organised, Ease of use, Photography, Photos, Simple, Compatible, Social Networks, Facetime, Connect, MUSIC, Internet browser

KEY TERMS: Innovation, complex, technology, jolly, wild, intergalactic world, technological, Hierarchy

SECTION 1: About it.

SECTION 2: How it's changed the way we live.

SECTION 3: Population & Connect.

SECTION 4:

A F O R E S T



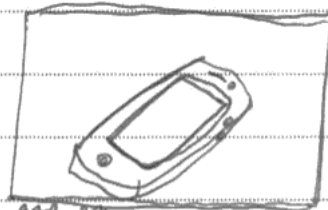
ALL EYES ON THE IPHONE

Jumping into the ~~world~~ of intergalactic world of technology, placed at a high peak point of the electronic device ~~the~~ hierarchy ~~firmly~~ firmly sits the amazing Apple iPhone. A device that not one doesn't know about, everybody knows the iPhone!

In this modern day and age, technology is always improving; ~~by the way~~; the iPhone was submitted by Apple in this very 21st century, and ever the years has not failed to impress on its many upgrades and ~~features~~ features.

~~It~~ A fully functional touchscreen interface, a somewhat beautiful, elegant and professionally crafted model

created to fit sleekly into the palms of your hands. These are just a few of the obvious features the iPhone is capable of delivering.



Apple iPhone

A ~~trend~~ trend which has become very popular in these past few years are social networking; posting your business and keeping the world updated with what on earth ~~you~~

(Section C continued) you're doing! The iPhone is one of the best inventions to supply a great, fast and simple social networking experience. Come on, everybody likes to have a sneaky peak at what's trending in the Internet world of Twitter sometimes. All people want is something easy and simple to use.

“I only have 100 texts for my message allowance this remaining for this month, what do I do?” No ^{need} ~~text~~ to worry; the iPhone features an invention called 'iMessage' which is a messaging system that sends electronic messages via internet to another buddy with an iPhone, and the charges are free! This particular invention ~~also~~ opens a new world of messaging, encourages others to ~~think~~ ^{buy} an iPhone, and makes connecting with friends even better, almost like they're with you when they're not.

Losing contacts due to a phone upgrade? Losing photographs of great memories due to a phone upgrade? Upgrading your phone without losing all of this is jolly well possible. It can be an exciting time of the year when you're going for a phone upgrade, ~~but~~ but it can also be frustrating due to losing all of your valuable and important data. That's why the iCloud function was created, to avoid losing ~~your~~ those ~~also~~ cute, adorable photos of your cat when she was just a kitten, to avoid having to ask all of your many friends if they can tell you their number again. The iCloud function has got your

(Section C continued)

back when it comes to backing up everything! This has a massive positive impact on saving a lot of time, ~~that's~~ ~~because~~ people just don't have that little bit of spare time to rewrite everyone's number into their phone again. iCloud also sends your important data ~~off~~ and shares it ~~to~~ across your other devices if you choose to, which saves even more time!

Taking a jolly walk ~~to~~ ~~the~~ to the beach, arriving, ~~at~~ reaching into your pocket and realising ~~the~~ ~~that~~ ~~you~~ that oh no, you've forgotten your camera. Well how about this; pull out your iPhone and ~~use~~ snap with that instead, ~~?~~ and within seconds share your gorgeous photos with the Internet world, don't forget to ~~an~~ iMessage it to your iPhone buddies, oh ~~and~~ and of course ~~then~~ ~~the~~ that photo is now saved to your iCloud! You wouldn't be able to do all of that with one photo on a ~~any~~ camera, would you? That's why the iPhone is just so fascinating and ~~of~~ genius, we won't need cameras soon!

The iPhone has entered the intergalactic world of technology and forced things up with its very impressive features and capabilities. ~~all~~ That's ~~why~~ primarily why I think this fantastic invention has changed the way people used to live

(Section C continued)

into a different way of life.



ResultsPlus
Examiner Comments

The pleasing aspects of this response are the sophisticated vocabulary, the overall fluency and the imaginative and varied links between one point and the next.

It was awarded full marks for AO3(i)/(ii) and 15 out of 16 for AO3(iii).



ResultsPlus
Examiner Tip

Take pleasure in what you write but do so with accuracy.

Paper Summary

There are signs that the (a) questions in both sections A and B are being approached with assurance and confidence by most candidates. Many more than in the past are able to meet the challenges of the language question in Section B, and have clearly benefited from word – and phrase – level analysis, whilst many candidates would benefit from a structured approach to answering the performance question in Section A. Answers to (c) questions in both Reading Sections have shown a marked improvement with some centres clearly adopting CRISP, or something similar, to give candidates a helpful framework.

There has been an apparent and continuing increase in the number of candidates managing their time effectively and completing all sections of the paper.

Writing responses clearly benefit from being carefully planned and checked for accuracy.

Based on their performance on this paper, candidates are offered the following advice:

- Use a structured approach to answer the performance question in Section A
- Use word and phrase level analysis in the language question in Section B
- A framework such as CRISP may help in the Reading sections
- Carefully plan and check your writing response for accuracy.

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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