

Principal Examiner Report

Summer 2012

Primary and Lower Secondary
Curriculum (PLSC)
Year 9 English Achievement Test
(LEH01)
Paper 01

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link:
www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at:
www.pearson.com/uk

Summer 2012

Publications Code PL032799

All the material in this publication is copyright

© Pearson Education Ltd 2012

General Overview

Section A (Questions 1-9)

Questions 1-8 were fairly straightforward questions testing the candidates' ability to read and retrieve relevant information from the texts. The majority of the candidates were able to identify the correct response in the multiple choice questions (Q 1-3 and 5-7). Where candidates were unable to identify the correct response it was because they had either not read the question carefully enough or had not understood the question. Most candidates successfully identified one point for Q4 – that the telescope is 'so sensitive it could detect the signal from your mobile phone if you were standing on the surface of Mars' but not many picked out the second point – 'giant', instead concentrating on the persuasive aspects of the text instead. Centres need to ensure that candidates have a clear understanding of what the questions are asking.

Question 9 was a more challenging question and could only be accessed by the more able candidates (Level 7 & 8). A lot of candidates understood the texts and how the texts tried to interest the readers. However, many could not demonstrate their understanding using Point, Evidence and Explanation. This was a shame as many identified that rhetorical questions and descriptive language were used but failed to provide an example and sufficient explanation. Candidates need to understand that simply identifying a technique is not a successful response and they must support their comments.

Section B (Questions 10-15)

Questions 10-12 were fairly straightforward although there was some confusion with the word 'overwhelmed' with candidates identifying her feeling as 'terrified' or 'confused' in Question 11. Question 12 – most candidates correctly numbered 1, 2 and 3, but some misplaced 4 and 5. Question 13 was accessible to many candidates who correctly identified relevant words or phrases. Question 14 was more challenging with many candidates simply quoting from the passage without any introductory comment. Candidates needed to include some recognition of the writer in their response, for example, 'the writer says that...'. Question 15 was more accessible than Question 9 because the mark scheme began from level 5. Most were able to identify that Ellie was feeling excited and referred to the quotation 'found her heart racing'. 'Overwhelmed' was a word used by many candidates who showed their understanding of Ellie and her feelings. However, the use of quotations was still an obstacle for many candidates. Some candidates had problems clearly identifying both her feelings and how they were built up. Centres need to encourage candidates to read a wide range of texts and develop their vocabulary so that they can confidently respond to a variety of texts.

Section C (Questions 16 and 17)

These questions are writing tasks and candidates are assessed on their skills in writing appropriately and accurately in a range of forms and with an awareness of audience and purpose.

Question 16 - most candidates understood the task. There was evidence of candidates having prepared and practised similar responses. (Stamp collecting, reading and coin collecting seemed very popular). These candidates sometimes performed well and showed good awareness of audience and purpose. Sometimes, however, sentence structure and vocabulary lacked variation and some responses were formulaic and repetitive. The format of a magazine article wasn't always adhered to. Centres need to ensure candidates have a secure understanding of how to demonstrate a sense of audience and purpose in their writing.

Question 17 - there were some good responses using some varied vocabulary although some candidates over-used words such as 'amazing' and 'breathtaking'. There were many good descriptions of tourist attractions and local landscape features. Weaker candidates lost focus on the task 'describing a place' and chose events, people or sights. Centres must ensure candidates understand that they cannot adapt the title to suit what they want to write about, but must attempt to write to the task set.

There was evidence in both these questions that candidates were producing prepared responses (with varying degrees of success). Centres should encourage candidates to have a genuine personal response to the task set – prepared essays are not to be encouraged.

Spelling, punctuation and grammar – many candidates demonstrated accuracy across their chosen range of spelling and punctuation; however, in some responses, the range of sentence structures was not varied sufficiently. Language controls were not always secure and some candidates had problems with grammar, sentence structure and idiomatic English. Paragraphing was also an issue with many candidates omitting to use paragraphs, despite the three bullet points offering a rudimentary structure for their response.

Grade Boundaries

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

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>