

# Examiners' Report

## June 2017

GCSE English Language 1EN0 02

### Question 3

The mark scheme for this question indicates that ‘The mark awarded cannot progress beyond the top of Level 2 if only language OR structure has been considered.’ It was pleasing to see that in the main responses had considered both language and structure and that candidates had been encouraged to be aware of structural points such as lists, sentence types and repetition. *Explain* is a mid-level skill, *comment* a lower level skill and *analyse* a high level skill, which gives candidates opportunities to achieve across the range.

The minimal responses where language AND structure were not dealt with were a good discriminator, as was the way the effects of language had been explained. Understanding of terminology is not always a good discriminator as sometimes what the candidate identified as structure was actually language (for example, adverbs) and some candidates used some very sophisticated terminology (for example, asyndetic listing) to identify features, but could not really explain clearly why that might (or could) be engaging. The best answers were specific about how effects were created, and the analysis was closely linked to the evidence used.

Responses that were in Levels 1 and 2 tended to indicate that language and structure ‘is used to engage and interest the reader’, again, in the question, which did not allow them to meet higher levels by looking at how both language and structure are used to achieve effects and influence readers.

At these levels, candidates often identified and named devices, but did not demonstrate the skill or understanding to discuss their use. These responses were characterised by writing without any explanations – candidates here were good at finding both language and structure features, but not as confident at explaining them. The responses were much more at a descriptive level, with limited and underdeveloped evidence.

Responses at the top levels were commenting on both language and structure consistently, confidently and succinctly. In these levels, candidates were exploring and analysing language and structure, with detailed and discriminating references. Many were able to explore less obvious features such as the power differentials and the lexical field of limitation alongside typical features of rhetorical questions and direct address.

3 Analyse how the writer uses language and structure to interest and engage the reader.

Support your views with detailed reference to the text.

(15)

Firstly, the use of lists is particularly effective in engaging the reader as it emphasises and sends home the messages of lack of space and possessions. Exemplified by "letters, tooth powder, clothes and the like" in just "thirty by thirty by seventy centimetres" of space. <sup>this</sup> resonates with the reader due to the surprising absurdity of fitting so much into so little; engaging the reader.

The use of the pronoun "you" is evidence of direct address, a powerful language feature. The effect of this in phrases such as "You're overdoing it a bit, aren't you?" is to ~~draw~~ immediately involve the reader, causing them to question themselves. Reinforced by the repetition of rhetorical sentences, the reader feels engaged, furthering their interest. / Likewise, the structural device of a question and answer format allows the writer to push and place ideas in the reader's mind; "better not risk it" is evidence of the careful manipulation of the the flow of ideas as it pushes the reader to reconsider their choices, engaging and interesting them.

From the very beginning, sentence structure is

extremely relevant in engaging the reader. The use of a fronted adverbial in the first sentence sets the scene for a tense and involving extract. The powerful verb "Striding" as the first word has connotations of organisation, purposefulness and speed. This engages the reader as it contrasts with the small commodity of a sock which is being searched for, encouraging the reader to sympathise with Natasha, engaging them.

Lastly the use of a precise, matter of fact tone allows the reader to also experience the unrelenting reality of the prison. The rhetorical question "What on earth for?" has an almost condescending tone, which makes the reader feel, in a way, naïve, just as a new prisoner would. Thus the reader feels engaged and interested.



### ResultsPlus Examiner Comments

This is a succinct and perceptive response which meets everything needed for the top of Level 5, showing that points do not need to be lengthy. There is comment on lexis, analysed in terms of space and possessions with discriminating comment on 'the surprising absurdity of fitting so much into so little'. The use of pronouns (L) and repetition (S) and of rhetorical questions (S) are linked together, analysing the effect in terms of the reader: 'it pushes the reader to reconsider their choices, engaging and interesting them'.



### ResultsPlus Examiner Tip

The 'fronted adverbial', the verb use and tone (L, L and L) are analysed in terms of how they are used to achieve effects and influence readers in a subtle way: 'connotations of organisation, purposefulness and speed' and the 'unrelenting reality of the prison'. The final point on structure, the use of rhetorical question, analyses the influence on readers in 'makes the reader feel, in a way, naïve'.

## Question 6

Candidates in the mid-levels were at least commenting on ideas, events, themes or settings. These candidates were commenting on and explaining ideas and events in the main, with straightforward opinion at the beginning and end of the pieces, normally 'successfully', with appropriate and relevant references. The majority were able to comment clearly and explain events and ideas, although some attempted to comment on each one of 'SITE' where there was more to say on, for example, ideas and events. The level of evaluation at borderline grade 4 was straightforward: 'The writer is successful in showing positivity about moving to a smaller house'.

Candidates at the higher levels were at least analysing and at best evaluating ideas, events, themes or settings. They were exploring and analysing ideas and events in the main, with well-informed and critical judgement and appropriate, detailed and discriminating references. The majority were able to analyse and evaluate events and ideas, theme and, in some cases, setting. The level of evaluation was well-informed and developed, with varied levels of evaluative language used.

At the lowest levels, candidates were at least describing and at best commenting on ideas, events, themes or settings. These candidates were describing ideas and events in the main, with limited judgement and references. The majority were able to describe, and some comment on, events and ideas. The level of evaluation at the lowest levels was limited, with limited evaluative language used.

The mark scheme for this question indicates that 'References to writer's techniques should only be credited at Level 2 and above if they support the critical judgement of the text.' It was pleasing to see that in the main responses had attempted to be evaluative, even just at the level of 'successful' or 'effective' and that candidates had been encouraged to use evaluative language. There were some responses that very successfully used language and structure (AO2) to underpin the evaluation, but this was minimal. The focus must be on 'how well' rather than 'how' – which is AO2.

The quality of evaluative language was a good discriminator, as was the way the 'SITE' was explained. Responses that were in Levels 1 and 2 tended to indicate that 'the writer does this successfully', which did not allow them to meet higher levels by evaluating texts critically, for example in terms of the audience and purpose of the text, how it may be successful or not successful in different ways. Candidates should be encouraged to focus on what the question asks them to evaluate, not just evaluating 'the text'. Candidates should consider alternative readings.



6 In this extract, there is an attempt to be positive about moving to a smaller house.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

A successful attempt at positivity is made from the very opening sentence. The short sentence opening of "We did it!" combined with a punctuation mark has a resoundingly optimistic tone. Thus ~~from the~~ even from the opening, the reader is immediately aware of the positive sentiment.

The progression of ideas within the piece subtly manipulates the reader and flows from one idea to the next. The first half of the piece documents the impressive decluttering of the house, then as the reader begins to question how, advice is offered

("categorise things as pure rubbish or charity shop"). The effect of this is to turn a potentially ~~stressful~~ <sup>stressful</sup> event into a more organised one, which immediately has a positive effect on the reader.

The use of humour is another structural technique which, carefully crafted, also has a positive effect. The use of the adjective "lethal" when describing the "World War 1 khaki canvas thing" is a hyperbole which ~~is~~ and creates humorous effect as the idea is both relatable and laughable, creating a positive, light hearted atmosphere.

The use of first person also allows a more positive

take as the use of the pronoun "we" allows the reader to almost join the writer on the journey, emphasising the euphoric moment of achievement. // In addition, the use of a ~~simile~~ personification: "even the bricks seemed to sigh with relief" and a variation in sentence length which varies the pace (picking up momentum at positive or humorous moments, increasing the positive tone) are also used for great effect.

Colloquial language is demonstrated by the word "shipshape". The friendly term gives the impression of a robust room and a positive motherly outlook on life which is extremely reassuring for the reader, increasing positivity.



### ResultsPlus Examiner Comments

There is a sustained focus on the demands of the question in the answer. Textual references are used in a discriminating way throughout. This answer shows that it is possible to achieve a detached critical overview with reference to language and structure to illustrate the points. The evaluation is sustained, from 'successful attempt', 'resoundingly optimistic', 'subtly manipulates', 'impressive decluttering', 'has a positive effect', 'great effect' and 'extremely reassuring'. It is a concise approach from the candidate, but the points are always backed up with discriminating evidence which persuasively clarifies the points being made.



### ResultsPlus Examiner Tip

This is a good example of how language and structure can be used to support the evaluation.

6 In this extract, there is an attempt to be positive about moving to a smaller house.

Evaluate how successfully this is achieved.

Support your views with detailed reference to the text.

(15)

I think it is successfully achieved because they are trying to stay up-beat about it all. Such as when ~~the~~ the writer says "we left a huge basement library, dining room, a mini cinema, a big sitting room, three bedrooms plus guest flat" and then straight after says what they now have, and try and make it sound good and exiting.



### ResultsPlus Examiner Comments

This is a brief response but has focussed on the AO. The comment 'is successfully achieved' is a straightforward opinion, but given that there are limited assertions and references the response gets to the top of Level 1, but not quite into Level 2. There is one opinion and one example, but the example takes up two lines of the response.



### ResultsPlus Examiner Tip

Ensure that examples are relevant and succinct.



## Question 7

### Question 7a

Most candidates were achieving at least Level 2 for this question. The questions are designed with ramping in mind and to encourage achievement, and this question requires understanding of the second bullet point of AO1: *select and synthesise*. Candidates in the mid-levels were able to give at least two or three similarities, demonstrating clear synthesis and valid evidence. Candidates at the highest levels were able to give a number of similarities, demonstrating detailed synthesis and appropriate and relevant evidence.

Even the lowest level candidates were able to give at least one similarity, although with little synthesis or evidence.

This question requires understanding of the second bullet point of AO1: *select and synthesise*. In some cases candidates attempted to examine differences, and these differences were credited in the answers to 7b (these were together to be marked in the ePen system).

The question will always ask about similarities. In this case it was 'What similarities do the writers share in these extracts?' In this case candidates sometimes confused the writers with the texts, perhaps because the texts were written from a personal perspective. They then wrote about similarities between the texts – 'both writers use rhetorical questions', for example. This is an AO1 question and therefore these responses were credited. They were valid given the writers were the people in the extracts and the texts were their personal views.

In some cases candidates tried to write more than was required for only 6 marks here. In this case the question worked as intended, it was just that candidates did more than could be rewarded for 6 marks.

### Question 7b

It was pleasing to see that in almost all of the responses marked candidates had compared the two texts. Responses at the mid-level considered a range of comparisons between the texts, with comment and explanation of writers' ideas including theme, language and/or structure. At this level the use of references was appropriate and relevant to the points being made.

Responses at the highest level considered a wide and varied range of comparisons between the texts, with exploration and analysis of writers' ideas and perspectives including theme, language and/or structure. At this level, the use of references was balanced across the texts and fully supported the points being made.

Responses at the lowest level considered one or more obvious comparisons between the texts, with comment on writers' ideas. At this level the use of references was limited. Even at this level there was an attempt to compare the texts.

The mark scheme for this question indicates that 'Responses that are unbalanced will not be able to access Level 3 or above, where explanation of writers' ideas and perspectives is required alongside a range of comparisons between texts.' It was pleasing to see that almost all responses were able to compare texts, even at a basic level. The range of comparisons, level of comment on both ideas and perspectives and the use of references was a discriminator. The high level responses tended to focus more on perspectives as well as ideas.

7 (a) The two texts show people experiencing change.

What similarities do the writers share in these extracts?

Use evidence from **both** texts to support your answer.

(6)

Both writers describe a downgrade in space for their belongings. Text 1 ~~describes~~ narrates a downgrade to a "thirty by thirty by seventy centimetre" space, whilst Text 2's is to a "a house with "two small but shipshape bedrooms".

Both use rhetorical questions to engage the reader with the change. Text 2 uses direct address also in the question "A bit sad, you say?" and this is reflected in Text 1's "You're taking a tracksuit?". The effect of this is to involve the reader, emphasising the emotions of change.

Leading on from this, both narrators show a degree of emotion due to the change of space and moving, albeit to different locations and for different reasons. Text 1 describes how "the person will not see their "nearest and dearest" for "5 years"<sup>because of the change</sup>, pulling on the heartstrings of the reader. Similarly Text 2 details how memories were "freshened... to smile" suggesting emotional effects of the change of space.

(b) Compare how the writers of Text 1 and Text 2 present their ideas and perspectives about possessions.

Support your answer with detailed references to the texts.

(14)

One of the most noticeable differences between the two texts is that the discarding and selection of possessions in Text 1 is forceful, necessary and that Text 2's is optional and by choice. This arises from the setting of each extract - the first text is set in a prison whereas the second is a move from a more comfortable "huge basement library" with "three bedrooms plus guest flat" to "two small but snipshape bedrooms". As a result it is unsurprising there are differences in ideas.

<sup>In addition</sup>  
~~From example~~ the first text has a more cynical tone; factual and unrelenting. It is in this backdrop that the harsh reality of the lack of possessions is presented (just "five books"). The second has a more motherly yet humorous tone, which provides a more positive tone. In this way, the way the two are presented in terms of tone are very different.

One similarity, however, is the sharing of emotional ties with the possessions which is displayed in both texts. In Text 2, some of the possessions are described as "treasured". This powerful adjective displaying just how important some <sup>objects</sup> ~~of the~~



are Similarly the phrase "photographs of your nearest and dearest" suggests personal connections as the superlative "nearest and dearest" imply people of great significance, thus lending a strong emotional tie to the photograph.

However, Text 1 displays more ruthless ideas on decluttering. A "Tracksuit" for exercise - one of the most widespread and important pastimes is not allowed, instead Ratushinskaya brusquely asks "What on earth for?". ~~How~~ In contrast Text 2 is much more lenient towards keeping possessions, as seen in the phrase "you rediscover long-forgotten treasures" that "Spring back to life".

Another difference in the presentation of ideas is that Text 2 is prone to exaggeration and uses figurative language to emphasise meaning. One example being that the "very bricks seemed to sigh with relief" (the personification of bricks to exaggerate just how much "junk" has been removed"). Conversely, Text 1 is much more factual and precise, showing that possessions ~~must be~~ all controlled - "Racking red socks" and as a result forfeiting "a meeting with a relative" - and that the space allowed is excessively small. In fact, much smaller than Text 2's space; "thirty by thirty by seventy centimetres" to be exact.



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### Examiner Comments

7a) This is a detailed and comprehensive response which looks at a range of similarities, synthesising information: 'a downgrade in space', use of language, 'a degree of emotion'. These are detailed and relevant, even though the reference to language is more about the text than similarities between the writers. The reference to differences, 'albeit to different locations and for different reasons' does not detract from the detail in the response.



## ResultsPlus

### Examiner Tip

7b) This response gets straight into the business of comparing and the first comparison – 'the discarding and selection of possessions in text 1 is forceful, necessary and that text 2's is optional and by choice' - is a discriminating comparison. The comparison of tone, the emotions around possessions, the personal connections, the feelings about decluttering and the differences in language use give, overall, a varied and comprehensive range of comparisons between the texts, demonstrating analysis of the ideas of the writers: 'more ruthless ideas on decluttering', 'showing that possessions are controlled'. Evidence is balanced and discriminating.



## Question 8

Examiners felt that this question allowed candidates to be creative with language and write with emotion. The responses generally used an appropriate tone and identified something interesting to write about. The standout responses were full of personality, even if the subject matter was not. Paragraphing was not always conscious, at times just 'chunks' rather than for any deliberate reason. There were some delightful and quirky responses – a trophy won and secret reveal about cheating in an egg and spoon race to win it – with a warning to the examiner to keep their mouth shut! The best responses were often emotive and sincere. As one examiner wrote 'One candidate described the sky as it changed colour which was really lovely'. Types of possessions were fairly varied, although most popular were 'phones, cars, teddies, or consoles. The most successful answers seemed to be those that focused on one possession in detail rather than listing of possessions with just paragraph to explain reason for value. Those focusing on one gave a better sense of a response with a clear and effective structure, often cyclical

At the Grade 4 borderline candidates tended to at least have straightforward and at best appropriate use of tone, style and register, selecting material and stylistic or rhetorical devices to suit audience and purpose. At this borderline level candidates tended to connect, but not always develop, ideas and information, with some structural and grammatical features and paragraphing. In the best responses candidates tended to at least have effective, and at best sustained, use of tone, style and register, managing material and stylistic or rhetorical devices to suit audience and purpose. At this level candidates tended to manage (but not always manipulate) ideas and information, with a range of structural and grammatical features and paragraphing. Even at the lowest levels candidates tended to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The assessment objectives for these tasks effectively discriminated the quality of responses. The main areas that were discriminating were the quality of AO6 (particularly use of punctuation), and the success of tone, style and register in AO5. Sentence structure is an area to focus on: use of passive/active; varying the way sentences begin; more use of subordinate clauses to begin complex sentences; effective use of one-word sentences and one-sentence paragraphs to demonstrate conscious crafting. Some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 8 ☒ Question 9 ☒

Write your answer to Section B here:

~~When someone says to you~~ 'It's not the possessions that matter, it's the memories associated with them' When someone says to you, as a teenager, to name your most prized possession, I doubt you'd give the same answer as me. I imagine you might suggest your phone, a laptop, a new makeup palette with every single shade you've ~~gone~~ - you'll ever need because 'you're worth it!' I suppose our parents would like ~~us to say~~

I suppose our parents would hope for acknowledgement of a wonderfully thoughtful gift from Christmas half our lives ago, or the teachers pray that we ~~won't~~ obsess over our ~~literature~~ grades to distraction...

I suppose I will surprise you all. Thimbles. For any of you unsure of that word, and not to be confused with the Cheebies characters you might have seen an embarrassingly short time ago, the <sup>2010</sup> Google definition is 'a metal contraption moulded to fit over the thumb and aid with ~~the~~ knitting.' Now I don't know about you, but I have never, and ~~never intend to~~ <sup>will never</sup>, try knitting, especially with a thimble on my thumb, but there is a very special reason why they're important to me.

Picture this. A young child with blonde ringlets and an old, <sup>devoted</sup> ~~amazing~~ <sup>passionate</sup>

lady, ~~creeping~~ <sup>creeping</sup> out of the living room and placing a grey-rusted thumbie with the utmost care into plain sight where the child would still struggle to locate it. Now ~~maybe~~ imagine the joy on the little girl's face, when she discovers the ~~treasure~~ <sup>prize</sup> one and over again, gone after gone after gone.

Now imagine being left that very thumbie on the day the grandma finally breathes her last.

~~Now~~ You may be interested to know a few facts and figures about thumbies:

- 1) they were first created in the <sup>middle</sup> stone ages

- 2) the most expensive one was sold for \$4 million at auction in 2004

- 3) the largest thumbie collection contains 45,000 thumbies.

Thumbies have been used for decade after decade, protecting the hands of the women who have sewn blouses for our parents, and their parents, and their parents before them. Having <sup>reflected on</sup> ~~pondered~~ these items, they seem more significant than I once thought. (I won't start a history lecture now, though!)

But is this the reason why the thumbie my ~~de~~ <sup>all</sup> grandma left me is the most prized possession I have? We ~~both~~ <sup>all</sup> know the answer to that, don't we. The ~~is~~ pure joy facilitated by that piece of moulded metal, ~~which was unparalleled for~~ <sup>was unparalleled for</sup> ~~unparalleled for~~ the little girl. Can we say the same about our phones? Or laptops? <sup>our</sup> Or makeup ~~palette~~ <sup>palettes</sup>?

So, I have a challenge for you. Stop texting. Stop SnapChating. Stop researching the latest gadget that comes out on the Apple store in the absurd hours of the morning <sup>next month.</sup> Consider me. What is your most prized possession? ~~What legacy~~ which item represents a multitude of childhood memories, or ~~family~~ captures an experience <sup>as vividly as a</sup> ~~like a~~ photograph?

Whilst my grandma never saw me receive the tinbox, I can just picture her face <sup>if she</sup> ~~that~~ had been done. She didn't care about the endless hours she'd spent repairing my mum's <sup>careless</sup> ~~careless~~ <sup>unloved</sup> ~~unloved~~ aggression when she was young, but she did care that that the game the little tinbox inspired put a genuine smile on her granddaughter's face.

~~Grandma~~ ~~Now I don't know about you,~~ but I wouldn't want the legacy I leave behind for my <sup>granddaughter</sup> ~~granddaughter~~ to be a mobile phone, would you?

**ResultsPlus****Examiner Comments**

This candidate has an engaging, subtle and deliberately sophisticated voice throughout. The response begins in a compelling way, involving the reader, and this is sustained. Effective use of tone, style and register are evident, for example 'Picture this. A young child with blonde ringlets', and there are subtle and sophisticated structures such as 'I suppose our parents would hope for acknowledgement of a wonderfully thoughtful gift from Christmas half our lives ago, or the teachers pray that...' There are simple, yet engaging techniques used to interest the reader, such as 'Now I don't know about you', and 'Now imagine being left that thimble', but these shape the audience response with subtlety and offer personal anecdotes in an effective way. The response is subtle, sophisticated and sustained, with strategic use of vocabulary and ideas.

In AO6 the candidate achieves the full 16 marks. There are very limited spelling errors (only a couple of minor errors) and the vocabulary is extensive, for example *acknowledgement*, *contraption*, *moulded*, *significant*, *facilitated* and *unparalleled*. Punctuation is used with accuracy and there is a range of sentence structures used selectively for effect.

**ResultsPlus****Examiner Tip**

It is important to remember that this is an untiered paper, and that full marks does not have to equal perfection. There may be responses that are 40+++.



## Question 9

Many successful responses decided that 'peers' didn't have to mean at school, crafting very engaging and interesting responses, for example an inspector at an airport giving a speech to workers, or a speaker from a top company giving advice based on their success.

Some answers repeated the same few sentences effectively for impact, others did so less successfully and felt as though they had run out of ideas. Many candidates had similar ideas drawing on their experience of preparing for examinations by using a timetable, folders or breaks.

Those who acknowledged the text as a speech and put in details such as [pause here] or asked a question that involved audience participation and then imagined audience response were very successful in showing their understating of form, audience and purpose.

Examiners noted some very clear development of a personal voice, using humour and personal anecdotes. Less successful responses felt as though candidates were ticking off a list of techniques to include without a sense of their purpose or effect.

At the Grade 4 borderline candidates tended to at least have straightforward and at best appropriate use of tone, style and register, selecting material and stylistic or rhetorical devices to suit audience and purpose. At this borderline level candidates tended to connect, but not always develop, ideas and information, with some structural and grammatical features and paragraphing. In the best responses candidates tended to at least have effective and at best sustained use of tone, style and register, managing material and stylistic or rhetorical devices to suit audience and purpose. At this level candidates tended to manage (but not always manipulate) ideas and information, with a range of structural and grammatical features and paragraphing. Even at the lowest levels candidates tended to offer a basic response. They always had straightforward use of tone, style and register, with audience and purpose not always clear. At this level candidates tended to express but not always connect ideas and information, with limited use of structural and grammatical features and paragraphing.

The assessment objectives for these tasks effectively discriminated the quality of responses. The main areas that were discriminating were the quality of AO6 (particularly use of punctuation), and the success of tone, style and register in AO5. Sentence structure is an area to focus on: use of passive/active; varying the way sentences begin; more use of subordinate clauses to begin complex sentences; effective use of one-word sentences and one-sentence paragraphs to demonstrate conscious crafting. Some candidates attempted to use ambitious vocabulary while some seemed to steer away from ambitious vocabulary in order to maintain accuracy.

## SECTION B: Transactional Writing

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 8** ☒ **Question 9** ☒

Write your answer to Section B here:

How organised do you think you are? Very? Somewhat? Not at all? Let me ask another – how important is being organised to you?

To me, being organised ~~was~~ is crucial to me. If I wasn't organised, I would have caved in long ago. Being organised helps me concentrate on other, more important things, ~~things~~ other than running around trying to find that one stray piece of paper I need to complete my essay, other than being worried that I can't find my notes for the exam I have tomorrow.

Let me give you two examples – Boy A, and Boy B. Now Boy A ~~and~~ and Boy B are both in the same classes, working at the same level as one another. They are basically identical, except for one thing – Boy A is organised, ~~and~~ whereas Boy B is not. When Boy A gets home, he stores all his work neatly into folders, easily found if the time comes he needs it. When Boy B gets home, he throws his work into an unkempt pile on the floor, never to be seen again. 'Why is this story important?' you may be wondering. Well, it's approaching exam season, and the two boys are working harder ever in class, but when they get home, it's a different story. Which boy will be revising properly knowing where all his sheets are? And which boy will be flustered, frantically wracking his head to try and remember which corner of his room he flung the desired sheet? More importantly, which boy will get the good grade in the

subject, and which boy will get a mediocre result, at best? Organisation is everything. If you don't organise, you will end up just like Boy B.

There are many advantages for organisation, and not many disadvantages. The advantages include: knowing where everything is, ease of access, not having to worry about finding things, etc etc. The only disadvantages that come to mind are time and effort, and surely you have ~~half~~ half an hour to spare, just to make your life easier. Some days it'll just mean placing a sheet into a folder, which doesn't even take a minute to do. If you're like me, you'll even find it relaxing. Organising helps me when I feel particularly stressed. I will even re-organise everything from time to time, as the methodical putting away of things calms me down, and maybe it would help you too.

There are many different things you can do to organise your belongings. If you are organising notes and sheets of paper, buy some files to put them in, and colour-code them so you ~~know~~ know what's what (plus it would be pleasing to the eye, which would be a break from the dull and monotonous tones of white). If you are organising other items, such as books, you could order them in an A-Z fashion, with either the title of the book or the author's name being the letter you look for. You could also organise clothes in your wardrobe from lightest to darkest, or in seasons (e.g. Spring, Summer, Autumn, Winter).

There are so many things you can organise, and there is an endless array of possible orders you can organise them into. Let your mind be free and invent mind and wonderful ways of organising your belongings. APTO

You'll learn to love it - Trust me.



**ResultsPlus**

**Examiner Comments**

The opening to this response has an effective use of tone and style to engage the listener, for example 'Very? Somewhat? Not at all?' The use of two examples of Boy A and Boy B is a useful and effective way of shaping the listener's response, and time is manipulated well to show the importance of their organisation for exams. Language is used for effect, for example 'flustered, frantically', 'More importantly', 'weird and wonderful'. The structure becomes a little more repetitive on the second page with a more factual tone. For example 'There are many...' is repeated, although this could be deliberate. There are a few slips in the structure, for example 'To me, being organised is crucial to me', and the second page is more repetitive in structure, which means that this is a lower Level 5 response. There is some shaping of audience response (Level 5) and some sustained use of tone (Level 4/5 as it is not fully sustained) and information and ideas are managed with cohesive and deliberate structural and grammatical features used (Level 4). The response therefore meets the lower end of Level 5 with 21.

For AO6, there is an extensive vocabulary at the start (*crucial, unkempt, frantically*) and punctuation is used for clarity, rather than for emphasis. Sentence structures are used accurately, and, in most cases, selectively throughout the response. A mark of 14 at the lower end of Level 5 is appropriate.

## Paper Summary

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

- For short answer Questions 1 and 4 ensure that you are responding briefly and selecting information, not just writing out a section. For Question 4, make sure that you read the question carefully.
- For the AO2 (language and structure) questions, make sure you are offering ideas about how language is used. Again, for Question 2, many of the candidates gave an example, but not all offered a comment about how language was used. For Question 5 the example is given for you, so read the example and talk about how language is used rather than selecting another example from it.
- For Question 3, consider the way Text 1 has tried to engage you as the reader. You could pay particular attention to the opening and closing of the text as these are important points for any writer. They will help you to see how the writer has shaped their text to initially gain the interest of the reader and then to leave them at a particular point.
- In Question 3, try to cover points on both language and structure, commenting on the different techniques that have been used by the writer and how they engage and interest the reader.
- For your evaluations, make sure you are thinking about which elements from SITE are useful for the text you have read, and use evaluative vocabulary when you are commenting. You do not need to comment on language and structure here unless this supports your evaluation. You can think about the audience and purpose of the text and whether it would be successful for readers.
- For question 7a, always comment on similarities. You can comment on differences in 7b. There are only 6 marks for 7a so be brief and succinct here. In 7b, link comparisons back to ideas of the writers and their perspectives.
- When you are writing, always think about your reader, what you want them to understand and how you want them to react at different parts of your writing; then choose the best words, phrases or techniques available to you to achieve those effects.
- Think carefully about how you will begin to write so that it is engaging for your reader from the very start.
- As you begin to write, know where you will end. This will help you to write in a manner that is cohesive and coherent for your reader.
- Take care throughout with accuracy of all sorts: spelling, punctuation and grammar.
- Keep a close eye on the time during the examination and use the number of marks available for each question as an indication of how long you should spend answering each question.