

Examiners' Report
June 2015

GCSE English Language 5EN2F 01

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Introduction

Candidates were required to identify three specific language features from an extract and then analyse the language more widely, following a series of bullet points. They also had to select an extract for detailed analysis. For the writing task, there was an emphasis on transactional writing, again requiring candidates to follow a series of bullet points.

It was clear that candidates often enjoyed their study of the prose texts, and their own writing was often lively and focused, showing good ideas and suggestions.

In the Reading section (Section A) the overwhelming majority of candidates chose to respond to Question 5, 'Of Mice and Men'. This no doubt reflects both the popularity of 'Of Mice and Men' and its familiarity to teachers.

In Section B Question 10 was slightly more popular than Question 9.

There are still candidates who do not write their responses in the correct section of the answer booklet.

Examiners were impressed by:

- evidence that the candidates had understood the content and ideas in the chosen texts
- the ability of many candidates to select suitable examples of the writers' language, with a grasp of a range of language features, and to make relevant comments that related these examples to the ideas and themes of the texts
- writing on the chosen topic that was often quite lively and showed an appropriate form, a suitable register and the ability to engage with the intended readership.

Less successful responses:

- showed an insecure grasp of language or of ideas and failed to support their points by appropriate textual evidence
- relied too heavily on narration of events
- wrote reasonably about a topic, but without a secure control of language or ideas.

Section A (Reading)

Candidates are required to identify three specific language features from an extract and then analyse the language more widely, following a series of bullet points. They also have to select an extract for detailed analysis.

Question (a) (i):

The short starter question requires candidates to focus on specific language features, either grammatical features such as parts of speech or devices such as imagery or sound effects. Most candidates followed the rubric in offering their own examples from the given extract from their chosen text; a few lost a mark by copying the one given as an example. Performance on this question did not necessarily correlate at all closely with their responses elsewhere on the paper. Grammatical terms are clearly not understood by all at this level and many examiners commented on this.

Question (a) (ii):

There were a number of responses which showed a sound command of the extract. Weaker answers were too brief, repetitive or had insecure understanding of ideas. Some examiners commented on the incorrect identification of language features. Some better candidates were able to analyse the use of language at word level and comment on the writer's intended effects. Examiners did comment that candidates generally engaged well with the given extracts although they often missed opportunities to focus on language.

Question (b):

Candidates were generally successful in identifying an appropriate extract for comment and better responses focused well on the writer's techniques. It was pleasing to note how many candidates at this level had a sound appreciation of the ideas and themes of the novels. However many examiners observed that this section was less well done than aii) as candidates tended simply to re-tell the plot or generally drift into narration without the close focus on techniques that is required. A few candidates ignored the rubric and wrote about the given extract rather than choosing a new one. Examiners also commented that some candidates did not clearly identify where part b) began leaving it to the examiner to decipher. Some candidates still do not make clear which other part they are writing about. There is still some evidence of feature spotting when candidates write about language with little attempt to explain the feature.

Section B (Writing)

There is an emphasis on transactional writing with scaffolding supplied by the bullet points. Examiners commented on how much they enjoyed marking these responses.

The majority of candidates offered, at their level, a good attempt to communicate their ideas in both tasks. The topics were accessible and candidates produced some lively responses to both tasks. The stronger answers were differentiated from the weaker both technically (at the top end, meaning was communicated clearly, with sound spelling) and in terms of the capacity to sustain a clear sense of audience and purpose.

Question 1

Touching the Void

Many of the Question 1 responses were on other texts, especially Question 5. Where candidates did attempt this question many were able to attempt ai) and aii) but could not identify another extract for b) which suggests they had not selected the correct question. Those who did attempt aii) and b) sometimes made successful comments on the language both in the given extract and their chosen extract. The popular choices were Joe's fall and in the crevasse.

This is part of a successful response to part aii).

"A sharp strong sense of danger," Joe uses ~~the~~ alliteration with "Sharp, strong and sense" so those three words stick out for the reader and ~~they~~ so they then catch onto the word 'danger' at the end. All of a sudden, a ~~hot~~ snowy paradise is filled with danger. "To lean further out over the drop," perhaps that sentence (Joe describing the thrill of danger as he leans over a cliff) is ~~SS~~ Simpson's way of foreshadowing ~~his fall~~ him being lowered off of a cliff. "When Simpson then goes out explain how he enjoyed the feeling of danger. Perhaps, in his own way he is describing his ignorance ~~and~~ before the fall, ~~explaining~~

"Joe uses the power of three to tell the reader's what he and Simon had to do to build a snowcave. "To find it, ~~dig it~~ climb it and dig a comfortable snowcave." Within the power of three, he uses adverbs for all three to express how much work needs doing when you're building a snowcave.



ResultsPlus Examiner Comments

The response demonstrates sound understanding of the text with comments which are supported by clear reference to the text. Mark 13 out of 13, Band 5.



ResultsPlus Examiner Tip

Note how the candidate has selected appropriate quotations and clearly explained the effects of individual phrases.

Question 2

Anita and Me

This text was offered by too few candidates to permit any general comment.

Question 3

Balzac and the Little Chinese Seamstress

This text was offered by too few candidates to permit any general comment.

Question 4

Heroes

There were not many responses to this text.

a) Candidates mostly responded in a reasonably sound way. The passage provided a good range of language features and more able candidates were able to discuss them quite well. Candidates tended to focus on the physical description of Arthur and how he had lost control with focus on 'dribbles of saliva' although some did comment on Francis - particularly 'poor all of us'. Most were able to comment on Arthur's drunken state and how the war had affected him. The repetition of 'war' and 'scared' were used well. Although many recognised the simile 'like the mask of Tragedy' not many candidates could comment on it. Weaker candidates tended to narrate and lose focus on language.

b) Candidates mostly made suitable choices of a second passage (the opening of the novel or the nightmare). More able candidates were able to use quotations to support points. Some successful responses chose the descriptions of Francis's injuries from the first chapter or his London experience, making good attempts at the language features. The nightmare scene was popular but sometimes produced a narrative response. Weaker candidates sometimes did not choose an appropriate second extract or clearly identify it. Weaker responses tended to narrate and did not focus on language.

This is part of a response to part b).

The word 'Jeser' is used to show how scared they all were. All the sounds Francis can hear are described so the reader can picture the situation better. 'quiet curses floating in the air' is a metaphor used to describe people whispering and swearing. All of this is compared to 'war movies' to show how realistic they are.

Francis' emotions and regret are emphasised when killing the two German soldiers. One of their heads 'explodes like a ripe tomato' and the other gets cut in half by gun fire. When we then find out that Francis did kill the German soldiers, but without being cut in half or an exploding head. Francis Comier then describes how young they are, to show their innocence and how bad Francis must have felt.



ResultsPlus

Examiner Comments

This is generally sound response with mostly clear reference to the extract to support the comments. Points made could have been more fully developed. Mark 17 out of 24, Band 4.



ResultsPlus

Examiner Tip

A wider range of points and more developed comments on language would have moved this response into Band 5.

Question 5

Of Mice and Men

This was the most popular question and the majority of the responses were on this text.

Some examiners commented that candidates seemed to have responded better to this question than in previous series.

a) There were some reasonably sound responses to this extract with candidates making reasonably clear references to the writer's techniques and language choices. Better candidates had a secure focus on language and the intended effects. Examiners commented that the extract was accessible and even weaker candidates were able to comment on George defending Lennie or Lennie's sense of panic (generally focusing on 'looked at George for help'). Responses tended to comment on Lennie being upset, George trying to present Lennie in the best light to secure the job and George being angry with Lennie. Stronger responses commented on the boss being suspicious and how this is shown. Many candidates referred to Lennie being 'as strong as a bull' and made some successful comments. Examiners commented candidates who used the PEE approach were often able to present their knowledge and understanding of the text effectively. Weaker candidates sometimes understood the text but were unable to make clear points and did not focus on language. Some candidates used ai) as a step into the question but this only really worked if the techniques had been correctly identified in ai).

b) Most candidates were able to choose an appropriate extract, most commonly the beginning or end of the book and found some sensible things to say with some attempt to address language and techniques. More secure responses produced well-focused responses with some developed comments on language and techniques and comments on individual words. Some examiners commented that responses to this part were more focused on exploring the language this series. Some good focus on the language was made, with many commenting on adverbs: 'nervously', 'happily', 'hopelessly' from the opening of the book and 'happily', 'violently', 'dutifully' from the final scene and used them to analyse the relationship between the two men. Candidates who chose George's conversation with Slim about his treatment of Lennie, or Crook's talking to Lenny about George, were less successful in exploring the language and mainly retold the narrative. Weaker responses tended to be narrative and missed references to language. A small number of candidates used multiple extracts across the whole novella.

This is a response to part ai).

Write your answer to Section A Question (a)(i) here:

Example 1:

heavily

Feature:

this is an adverb

Example 2:

Pointed

Feature:

This is a verb

Example 3:

big

Feature:

This is an adjective



ResultsPlus

Examiner Comments

The candidate scored 3 out of 3 for this response, correctly identifying 3 language features.



ResultsPlus

Examiner Tip

To obtain full marks, candidates should clearly identify the word or phrase and correctly name the language feature being used. If a phrase is chosen, the word or words referred to should be clearly underlined._

This is the whole of a successful response to part aii).

Write your answers to Section A Question (a)(ii) and (b) here:

In this extract the language influences our view of Lennie and George when meeting the boss through a variety of language techniques, also you discover George and Lennie's personalities.

For example 'Lennie smiled at himself. 'Strong as a bull' he repeated. George scowled at him'

(Section A continued)

This quote clearly shows Lennie's childlike behaviour through a simile, he repeats what George says whilst smiling to himself so you instantly understand that Lennie has a childlike personality through one language device. Also after Lennie has said that 'George scowled'. This is a very powerful verb which indicates George is not happy at Lennie for what he has just done in front of the boss, this shows how much it means to George and he does not want Lennie to ruin it for him, Steinbeck is showing George's anger through powerful verbs.

Furthermore George says 'Job was done, said George promptly' this adjective shows that George said it very quickly during the conversation with the boss this may indicate that George wants to get the conversation over and done with

so he knows him and Lennie will be safe and to have this conversation with no errors. Also he Steinbeck carries on using adjective through-out the extract for example 'He turned abruptly' this is talking about the boss when he leaves the conversation, using this adjective Steinbeck is trying to create a tense atmosphere whilst the conversation is going on.

Steinbeck also uses lots of dialogue and slang at times during the conversation between the boss and George and Lennie, for example George replies to the boss saying 'Huh?'. This quotation may indicate that George is comfortable in the conversation he is very relaxed and knows that the conversation can use informal language but the slang word 'huh' could also be American dialect so George maybe not wanting to come across as informal therefore this quotation you can look at two different perspectives. This quote also contradicts a previous named quotation 'Promptly' as that quote may of indicated George wanted to leave whereas using slang represents that he is relaxed.

In conclusion to this the language in the extract influences my view of when George and Lennie meet the boss through a variety of language devices.



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Examiner Comments

The response covers a range of relevant points in a sound response. Mark 13 out of 13, Band 5.



ResultsPlus

Examiner Tip

Candidates should pick out individual words or short phrases to comment on, and focus on the writer's techniques and the effects that these have on the reader.

This is the whole of a candidate's response to part aii).

5a)ii) The language the writer uses influences my view a lot, for example in this extract when George and Lennie meet the Boss we can tell that their relationship is very one sided I believe this because

(Section A continued)

George said to Lennie 'Yeah, you forgot. You always forget, and I got to ~~talk~~ talk you out of it.' ~~use~~ This shows us that George is the main character in the duo.

Although George gets angry with Lennie for talking when he wasn't supposed to, George describes Lennie 'as strong as a bull.' ~~the writer~~ I believe ~~that~~ that the writer used a simile to express George's need for a large and ~~so~~ strong ^{companion} character to keep him company through such a tough time.

On the other hand the writer has made us believe that George might be using Lennie to get his money for himself. This idea is ~~partly~~ portrayed to us ^{through} ~~the~~ the Boss; Since George had been ~~been~~ doing all the talking the Boss tried to talk to Lennie and ask him a question, when ~~the~~ George replied the Boss

(Section A continued)

started to get curious, ~~the~~ and said.
'Then why ~~didn't~~ don't you let him
answer?' The writer used this rhetorical
question to try and trick ~~the~~ George
into telling the truth - ~~that~~ ^{this} worried and
managed to open ~~up~~ ^{and lead up to} a
~~story~~ ^{back-story} explaining why Lennie wasn't the brightest.



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Examiner Comments

This is a generally sound response with mostly clear reference to the text to support the points made.
Mark 10 out of 13, Band 4.



ResultsPlus

Examiner Tip

A more developed response to language would push this into band 5.

This is the whole of a response to part b) using the opening of the book.

5 b) George and Lennie's relationship is very one sided this is shown when they talk to the Boss of the farm. We can also see there ~~relationship~~ in type of relationship in chapter 1 when they are down by the clearing of the river.

Although Lennie has the ~~big~~ size and strength to protect George and ~~himself~~ himself he lacks the brains and intelligence. to survive on his own, this is where ~~George~~ George comes in, George is like a mother to Lennie. We know this because he said 'Lennie, for God's sake don't drink so much.' 'Lennie your gonna be sick.' This proves that

(Section A continued)

the two have a loving relationship even though they were going through tough times with the dust bowl and the great depression.

Although they both enjoy ~~each other's~~ ^{each other's} company, Lennie can become too much ^{looses} for George ~~and~~ and George often ~~loses~~ his temper and argues with Lennie. A good example of this is when they are cooking ~~dinner~~ beans for dinner and Lennie wants and asks for ketchup. George replied with 'Well, we ain't got no ketchup, you go get wood'. ~~This shows us that Lennie is very childish and can be very hard to control.~~ After this Lennie walks off into the wood upset and angry, this shows that Lennie can be very childish and ~~is~~ hard to control.

Over all I believe that Lennie's and ~~a~~ George's relationship is a caring and loving one all the way through till the end.



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Examiner Comments

A suitable extract is chosen and comments show some understanding of the text and the writer's ideas. Mark 13 out of 24, Band 3.



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Examiner Tip

Try to refer closely to the text to support comments made on the writer's language and its intended effects.

This is the whole of a successful response to part b) using the beginning of the book.

(Section A continued)

(b) I would like to write about how the writer introduces us to George and Lennie. Therefore I am going to ~~the~~ analyse the very start of the novel and how the ~~of~~ two characters' relationship is represented. I think the relationship isn't presented as one between two friends, but more as one between a human, and his pet that can talk. I think the writer does this, not only with dialogue, but mainly with ~~the~~ animal metaphors when describing Lennie. For example "Snorting into the water like a horse" or "Lennie dabbed his big paw in the water". These phrases make it seem like Lennie is some sort of animal that George is looking after, begrudgingly. However I think that deep down George enjoys having Lennie around, for the companionship (much like one does with a dog). ~~But~~ But despite the company Lennie provides George, I think George ~~still~~ still sees him as a burden. As someone he has to constantly look after. You see

(Section A continued)

This when George repeatedly refers to Lennie as a "crazy bastard" and that he doesn't let him carry his own work card because he thinks that he will lose it and he can't be trusted. I think that Lennie sees George as a guardian or a protector. And I think because of his ~~se~~ simple mind, Lennie fails to see any flaws within George. I think this is made apparent later on in the novel when George tells Slim about how he made Lennie jump in a river and nearly drown, and then Lennie thanked him for pulling him out. George tells Lennie that he thinks he is a burden when he says "I could get along so ~~easy~~ easy and so nice if I didn't have you on my tail" but despite acting this way towards him I think he appreciates the company that Lennie provides.



ResultsPlus Examiner Comments

An appropriate choice of extract. The response shows sound understanding with clear references to the text to support comments made. Mark 24 out of 24, Band 5.



ResultsPlus Examiner Tip

Note how the candidate has selected appropriate quotations and clearly explained the effects of individual words and phrases.

Question 6

Rani and Sukh

This text was offered by too few candidates to permit any general comment.

Question 7

Riding the Black Cockatoo

There were not many responses to this text.

a) There were a few successful responses but also a number of weak ones. Some candidates commented on 'cradled in both black and white hands' but not many. Some commented on the reaction to the coat. Responses tended to focus on the description of the women crying and how Mary is handled. Better candidates were able to explain the spiritual/magical elements and the intensity of emotions that were aroused by the ceremony. Weaker candidates struggled with the extract and although they were able to identify relevant points they were unable to explain them. Weaker responses had limited points and lacked comments on language.

b) Candidates generally struggled with this part. Quite a few continued to use the given extract. Some responses looked at Aboriginal traditions throughout the book. Better candidates were able to choose a relevant section e.g. the sacred flame. Some candidates did not attempt this section.

This is part of a response to part aii)

Write your answers to Section A Question (a)(ii) and (b) here:

From reading the extract, the ceremony was a very spiritual and intense time for ~~the~~ John and everybody else involved, by using words such as "Heavenly Dance" and "Holy Crackle" this gives off a spiritual vibe to me.
Throughout the extract, the writer

(Section A continued)

Continues to give a detailed description of how magical the ceremony was and also ~~had~~ using ~~verbs~~ ~~such~~ ~~as~~ for everybody, and the fact that he says "we mortal players merely fumbled in the gaps between the smoke's heavenly dance" shows to me that the smoke ~~had~~ ~~and~~ ~~it~~ was truly the dominant feature within the ceremony, "Mother Nature had taken primacy", indicating that this was something that neither of the people were controlling, the smoke went wherever it wanted to, wherever Mother Nature, wanted it to.

Clearly the ceremony was an emotional time for not only John, but for everyone involved, "Tears from women fell like plops of rain," ~~shows that~~ is a great example of how emotional the ceremony actually was, but it was not only the women that were emotional, as Jason consoles John at the end when he reassures him ~~by~~ saying "It's alright, brother", "it's alright", he was not alone in feeling emotional, as it says

(Section A continued)

"I looked ~~around~~ to the faces around the circle; many eyes were downcast or shut, many more wet with tears

Also as there was people trying to snatch photos of the ceremony and there being security, this was clearly

a big event, not just a simple get together, the public obviously found the ceremony to be fascinating

"The Another Key feature in the ceremony was the aborigine music " he put his didgeridoo onto his lips it was time for a new dance now, a happier song", "Showing how the instruments and music were in a way controlling the mood of the ceremony," the music was also what had drawn in the crowd.

The ceremony also gives off a great sense of unity, between everybody involved, especially when John writes "for a moment, Mary lay cradled in both black and white hands"



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Examiner Comments

There is sound understanding of the text and ideas with clear references to support points made. Mark 13, Band 5.



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Examiner Tip

Candidates should pick out individual words or short phrases to comment on, and focus on the writer's techniques and the effects that these have on the reader.

Question 8

To Kill a Mockingbird

This text was offered by too few candidates to permit any general comment.

Question 9

Online Safety

AO4 (i) and (ii) Content and ideas:

The topic was accessible and all candidates including the weaker ones had something to say. Many candidates had a good range of appropriate ideas. Examiners commented on how knowledgeable they were. Candidates showed they had a lot of knowledge in this area and wrote using subject specific vocabulary on the dangers such as catfishing, stalkers, cyber bullying, viruses and scams. Better answers featured statistics, facts and anecdotes with a focus on warning the audience of the dangers and how to avoid them. Better responses had a sense of audience and purpose with clear paragraphing often helped by evidence of planning. The bullet points also helped the candidates structure their responses. Examiners commented on the lack of paragraphs but there were also some positive comments that responses were generally well organised with an opening, development and conclusion. Generally candidates were aware of audience and purpose and were able to use an appropriate register in quite lively responses. Some did not adopt the correct form despite offering reasonably well developed responses. Weaker responses did not have a strong or consistent sense of audience and purpose and sometimes weak language controls. Weaker responses tended to be brief, often lacking paragraphs and clear development of ideas.

AO4(iii) (Spelling, punctuation and grammar).

Better candidates were able to use accurate punctuation and spelling. Weaker candidates had problems with accuracy – missing basic punctuation, poor spelling and grammar.

Many examiners commented that candidates missed out full stops and capital letters despite being able to spell more complex words. Some examiners did, however, comment on some improvements in spelling, punctuation and grammar this series.

This is the whole of a response to Question 9.

How to stay safe online

The dangers of being online is that your facebook or any other social media app of yours could be hacked. And the people that hacked it could have put things up that you might of never wanted anyone to find out or to see. Or the hackers could see you up for something you didnt do or cause a lot of trouble. How to stay safe on the internet or websites. Create a password with higher and lower case letters, even put some numbers in it. I bet with one clue I could guess anyones password, the safety issues with social networking sites you could think that your talking to either a boy or girl same age as you but they could be a 50-60 year old pedophile.



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Examiner Comments

Ideas are limited and undeveloped in a brief response. Mark 6 out of 16, Band 2. The writing is sometimes accurate but there are errors and the brevity of the response does not provide evidence for a higher mark. Mark 4 out of 8, Band 2.



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Examiner Tip

Candidates should plan their responses so they have enough to say and should organise their writing into paragraphs.

Cyber bullying is the next topic for online safety. This can be avoided by not posting a picture unless you are ~~ha~~ happy with it being on facebook. The problem is that once you post your picture on the internet, it is forever out of your control. Never post a naked picture as they are popular targets for cyber bullying. It only takes a few seconds ~~for~~ for somebody else to download and send to ~~all~~ all of their friends; the picture can then so easily go viral. Once everyone on the internet has a topic on which they can target you, they will use it to potentially ruin your life. So beware of what you do online. You will regret it if you give somebody the opportunity to cyber bully you, because it can lead to many more people sending hateful messages.

(Section B continued)

The most important ways to keep safe on social ~~networks~~ ^{networks} besides avoiding being cyber bullied is to never give personal information away.

A prime example of when someone has given away too much information is telling everyone on facebook to come to a party. It normally says "Party at my place this Saturday at 7pm, 22 High Street. Everyone welcome". It can lead to hundreds of people showing up and the house being destroyed.

All of these dangers I have talked about today might sound far-fetched. You might be thinking "No way, that will never happen to me, those people were just stupid". It doesn't matter how careful you are on the internet, there is still a chance of it happening to you. So I hope after what I have shared you will think twice with what you are about to do on the internet. Stay safe.

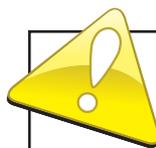


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Examiner Comments

This is quite a lively response with a clear sense of purpose and audience and evidence of crafting. Mark 16 out of 16, Band 5.

The writing is mostly accurate. Mark 8 out of 8, Band 3.



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Examiner Tip

Candidates should think carefully about the register they choose so that their writing has a clear sense of audience and purpose.

Question 10

School Uniform.

AO4 (i) and (ii) Content and ideas:

The majority of candidates found the topic accessible and were able to make relevant comments sometimes supported by anecdotes. There was a range of ideas expressed in favour of uniforms e.g. preventing bullying, equality, smartness and being able to identify students outside school. A few even commented on the need to look presentable for Ofsted! Those against uniform explained how individualism was stifled or how uncomfortable and expensive it can be. Suggestions such as more mufti days and colour schemes were made as to how to move forward from a rigid approach to uniform. Better responses had developed ideas with a style fully appropriate for an article. Better responses used the bullet points to help them structure their responses. Examiners commented that some candidates had problems with writing an article. Weaker responses often lacked ideas, were muddled or lacked register.

AO4(iii): Spelling, punctuation and grammar:

Similar points were made by examiners to those on Question 9.

This is the whole of a response to Question 10.

School Uniform

School uniform is the most important part of student that represent their school life. School life is considered to be a golden part of one's life.

If someone is seen outside with an uniform on, there is a sense of respect. Uniform creates School uniform creates unity between the students. It also creates uniformity which is good for students. There is no chance of being bullied at school if everyone wears school uniform at school. Students doesn't have to worry about their what to wear next day which saves lot of money for parents. It is economic and everyone can afford it. School uniform also bring a sense of discipline in students life. It makes the students look smart.



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Examiner Comments

The ideas are sometimes appropriate but not fully developed. Mark 8 out of 16, Band 3.

The writing is sometimes accurate but there are errors. Mark 5 out of 8, Band 2.



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Examiner Tip

Planning a response will help to develop appropriate ideas. Give yourself enough time to check your work carefully.

This is the whole of a successful response to Question 10.

Would you want to be told what
you have to wear?

A recent survey found that 98% of
schools in the UK have a
school uniform that all students must
wear. Personally I think uniforms are
a terrible concept, they restrict
a pupil's freedom, creativity and fun.

At an age when school children are
trying to express who they really are
having to wear a dull, drab and
cleary uniform is certainly limiting them.
The idea of a uniform is that
everyone is on a level playing field
so everyone should be treated in the

Some way, but is everyone treated in the same way?

Nobody wants to live in a society where everyone looks and dresses the same. So why are we forcing school children to wear these uniforms? It doesn't just limit the child. Uniforms these days are becoming more and more expensive with studies showing that uniforms can cost anywhere between £20 - £300, this is astonishing. How can parents afford to keep buying a new uniform everytime their child grows a few inches?

Although some will argue that wearing a uniform gives you an identity and a sense of belonging, Sweden's government abolished the school uniforms over 10 years ago and since then they have seen grades rise by 16% on average and grades for more creative subjects like art and music rise by almost 40%. Surely these figures indicate that uniforms are a restraint and are holding

back our bright and creative children.

I see how a uniform can potentially stop issues such as bullying, with all students looking the same it gives bullies one less thing to pick out, it can also bring a sense of pride to a child, proudly wearing their school's bag badge after beating a rival school in the local football derby - but are these two reasons more important than a child's creativity and expression?

To conclude my article I feel that uniforms no longer have a place in 21st century Britain, we should be proud of the diverse characters we have here at our schools. Let them flourish and express themselves so they can truly be the student they want to be.

Would you like to be told what

you have to wear?

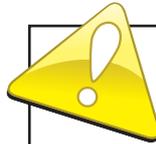


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Examiner Comments

A clear, appropriate and sustained response which is quite lively. Mark 16 out of 16, Band 5.

The writing is mostly accurate. Mark 8 out of 8, Band 3.



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Examiner Tip

Think about how to demonstrate a secure sense of audience and purpose by using a range of writing techniques.

Paper Summary

Candidates engaged well with the ideas and themes of the texts studied. They seemed well prepared for the tasks and made some attempts to comment on the writer's techniques, although not always successfully.

On the writing tasks, the enthusiasm with which some candidates wrote was evident, although some candidates did not develop their ideas sufficiently. Most candidates adopted a reasonably appropriate register. Many candidates were able to organise their ideas and structure their responses competently and there was some improvement in spelling although there are still problems with accurate punctuation.

Section A

Based on their performance in this section, candidates are advised to:

- make sure they clearly identify the chosen word/phrase and correctly name the language features for part (a)(i)
- focus on the whole extract for part (a)(ii)
- carefully choose a second extract for part (b) and make sure it is not too long or from several parts of the book
- keep focus on the task for part (b) – do not slip into narration
- keep focusing on the writer's language by selecting appropriate examples and try to comment on the writer's intended effects.

Section B

Based on their performance in this section, candidates are advised to:

- plan their work
- write in the appropriate register with a clear sense of audience and purpose
- focus on expressing and developing their ideas clearly
- organise their writing clearly and use appropriate paragraphing
- use punctuation accurately.

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>

Ofqual



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