

Examiners' Report
November 2016

GCSE English Language 2 5EN2H 01

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Introduction

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions. The exemplification will come from questions which were the most popular choices for candidates.

Examiners are looking above all for signs that candidates are responding in a thoughtful way to the language and ideas of prose writers and are communicating clearly and effectively on the selected writing topic.

Responses were expected to be re-sits on the whole but examiners saw some responses that were quite impressive on both sections.

Successful candidates:

- were able to select appropriate examples of the writer's language and demonstrate the ability to relate them to the writer's intended effects
- were able to select an appropriate passage from another section of the text and explore a range of language features successfully linking them to the writer's purpose and the ideas and themes of the text
- wrote in a lively way that showed an effective grasp of an appropriate register, together with the ability to engage well with the intended audience.
- Less successful responses:
 - showed an insecure grasp of language (for example, confusion over terms) or tended to make unsupported or undeveloped comments on language or relied too heavily on narration
 - did not respond in sufficient depth to their chosen extract for part b).
 - did not develop and sustain ideas in their writing and did not have secure language controls.

Overall, examiners felt that candidates had responded positively to the tasks and that the majority of candidates knew how to respond to the tasks. Examiners read many enjoyable answers to the two writing tasks.

Section A (Reading):

There was a range of responses with some candidates producing detailed and focused responses. The majority showed clear understanding of the texts but sometimes lacked the ability to fully focus on and analyse the language of the extracts. Examiners did comment that there was sometimes confusion about the names of parts of speech e.g. adverbs and adjectives. For part (a) candidates generally engaged well with the given extracts demonstrating sound understanding. Better responses were able to offer sustained analysis with a confident knowledge of language. A number of candidates wrote far more on part (a) than on part (b), perhaps suggesting mis-management of time.

In responding to part (b) candidates were mostly able to select an appropriate extract and focus on the writer's techniques, however some examiners observed that this section was less well done than part (a) as some candidates tended drift into narration. A few candidates used more than one extract.

Section B (Writing):

Examiners did comment how much they enjoyed reading responses in this section. The majority of candidates were able to write in appropriate styles and structure their responses effectively. Examiners, as usual, commented on problems with technical accuracy.

Question 1

Touching the Void

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

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

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

Question 5

Of Mice and Men

5a) Examiners commented that the extract gave candidates a lot of scope. Successful responses developed interpretations of Curley's wife with effective language analysis, often at word level, and thoughtful comments. The majority of candidates were able to make some relevant comments on Curley's wife and the effect she had on George and Lennie. Many candidates chose individual words for comment – most popular were 'brusquely', 'red', 'fiercely', 'defensively' and 'purty' but responses varied. Better candidates were able to offer analysis at word level whereas weaker candidates merely commented on meaning. Thorough responses worked methodically through the extract identifying a range of points and looking at both how Curley's wife was initially described by Steinbeck and contrasting the differing reactions of George and Lennie. The most common language points looked at the symbolism of the colour red and Lennie's admiration shown through repetition of 'purty' and George's derogatory terms. Some took these terms of 'tramp' and 'bitch' as a given and were extremely judgemental of Curley's wife whilst the better responses examined the reasons for her behaviour and for George's response. The description of her hair ('little rolled clusters, like sausages') produced some odd and not very convincing comments: 'Sausages are really tasty and this is a measure of her beauty.', 'She treats men like meat.', 'She is greasy showing that she flirts a lot.' The most successful answers simply stated that this showed she spent a great deal of time on her hair and appearance. Another problem arose with attempted evaluation of 'tramp', generally linking with the idea of a dirty, homeless person. There were some interesting comments about the importance of the ostrich feathers e.g. that they were from a flightless bird symbolising how trapped Curley's wife is. Most commented on her stance – use of verb 'thrown' and use of adverb 'playfully' to show flirtatiousness. Many referred to 'cut off' the light as symbolic of the darkness she brings. There were the usual instances of feature-spotting, misnaming of parts of speech and confusion about their effects but on the whole, there was a realisation that points needed to be supported and that comments on language were required. One examiner commented that a significant number of candidates appeared to have been taught to select only three examples of language use and to comment on each one which limited the development of ideas and the language comment became rather mechanical and limited. The weaker responses tended to concentrate on the first part of the passage which limited their response. Some weaker candidates judged Curley's wife very harshly, completely accepting – and then elaborating on – the judgements expressed by George. Weaker responses tended to describe the characters, using references but with no comments on the impact of language.

5b) There were some strong responses that showed thorough and assured understanding with developed and thoughtful points. Successful responses were able to keep a firm focus on how Curley's wife is presented and relate this to the language used. The most popular choices for a second passage were the time when Curley's wife went to Crooks's room, her meeting with Lennie in the barn or Curley's wife's death.

Some combined the last two but there was a tendency for these responses to be rather narrative, as they focused on events rather than language. The last two sometimes led to candidates writing more about Lennie than Curley's wife and losing sight of the question but most wrote quite knowledgeably about her frustration and her dreams. Many candidates commented on how her meeting with Lennie in the barn presents a different view of her. 'She consoled him', 'spoke soothingly' were frequently used as examples of her more sympathetic side. There were many references to her use of questions e.g. 'What's the matter with me?' and admission of loneliness to elicit sympathy. Candidates quoted 'tumbled', 'passion' and 'hurried' to show her desperation to tell her story. They also explored her naivety in believing the guy would put her in the movies. This was obviously a familiar, prepared passage, with which many candidates dealt confidently. There were some sensitive comments on her death and aftermath e.g. 'The fact that she was 'half-covered by hay' implies she does not matter enough to be completely covered.' Others pointed out that the fact she was discarded next to the puppy suggested that she had no greater value.

There were some thoughtful responses about her visit to Crooks's room and the most successful looked at the contradictions in her character and considered reasons for her shocking treatment of Crooks. There were some thoughtful and supported comments about power and loneliness in explaining Curley's wife's behaviour and some good comments on Candy's reactions of speaking 'sourly' and Candy and Crooks 'scowling'. Most responses focused on how insulting she was with references to the men as 'weak ones' and the use of insulting language e.g. 'bindle stiffs', 'nigger', 'lousy ol' sheep'. Some better candidates showed more sympathy towards her, quoting her repetition of 'think I don't like...!' as a plea for understanding. There was sometimes a loss of focus on the question to talk of the dream and the other characters. Some made good references to how the scene linked with major themes in the novel e.g. loneliness and discrimination but some added in a lot of background context and others became narrative in approach. Weaker responses to this section were limited by undeveloped comments and lacked a focus on language. One examiner commented that many of the responses were very brief, some only a paragraph

which cannot be successful given the larger mark allocation for this question. A few candidates used two or more sections of the novel to comment on and so penalised themselves.

This is an extract from a successful response to Question 5a.

Curley's wife has red fingernails, she wears "red mules" with "red ostrich feathers". ~~the~~ Steinbeck's use of the colour red suggest danger and warning, ~~to warn~~ but also ~~sexiness~~ implies she's trying to be quite sexy and seductive. This ^{almost} warns George off Curley's wife, as he's not falling for her flirtatious ways.

Curley's wife wears a "cotton house dress" and "red mules" which are ~~each~~ ~~both~~ ~~highly~~ ^{not} inappropriate for life on a ranch. She's not ~~dressed~~ appropriately dressed, which further suggests her want for attention.

When stood at the door of the bunk house, Curley's wife ~~put her hands behind her back~~ and "leaned against the door frame so that her body was thrown forward". This ~~was a~~ flirtatious and coquettish move was intended ~~by~~ to make herself appealing to George and Lennie.

Steinbeck wants ~~us to~~ the reader to experience how George and Lennie feel about Curley's wife. Steinbeck describes Lennie as being "fascinated" as ~~he~~ his "eyes moved down over her body". It suggests to ^{the reader} ~~us~~ that Lennie is reading ~~her~~ like a book, metaphorically, just as ~~we are~~ the reader is reading the novel. The reader gets the impression that George isn't buying Curley's wife's naivety and flirting. He describes her as a "tramp" and uses sarcasm ~~to~~ when Lennie says "she's purty"; ~~and~~ "she's sure hidin' it."



ResultsPlus
Examiner Comments

The response fulfils all Band 4 criteria and there is an individual response with some perceptive understanding shown. Mark 14 out of 16, Band 5.



ResultsPlus
Examiner Tip

Always try to fully develop comments on the language the writer uses and its intended effects.

This is the whole of a response to Question 5a.

In this extract Curley's wife is presented as dangerous and flirtatious because of the way she acts and looks towards Lennie and George. A quote that demonstrates this is "body was thrown forward" The language technique used in this is ~~and~~ ^{an} adjective which describes the way in which she pulled her body towards their attention, this suggests that she is trying to seek attention from both George and Lennie. Another quote that demonstrates this is "full, rouged lips", "heavily made up" "finger nails were red" and "red ostrich feathers". The language technique used in these quotes are repetition. The use of repetition emphasizes how much red she has on her, this influences our view of thinking she is dangerous because although ~~red~~ ~~on~~ the colour red can also be for love in this case Curley's wife is seen as ~~dangerous~~ a problem. Also the quote "Heavily made up" suggest she was looking to impress someone. Overall, therefore, we can suggest that Curley's wife is a rat trap.

Furthermore, in this extract Curley's wife is portrayed as apprehensive. A quote that ~~demonstrates~~ ^{suggests} this is "She was suddenly apprehensive. Bye boys! She called in to the bunk house and hurried away." The words "Suddenly" and "apprehensive" together suggest she was almost scared or now wary of the fact that Curley was home which could suggest she

is in trouble, also the word "hurried" claims she was in a rush to get back to the house this could be because women of those times such as 1937 when the ~~novel~~ ^{novel} was made were supposed to stay in doors and be sub servant to men which is why she is in a hurry to get back home because she is not meant to be out. Overall, we can see that Curley's wife is presented as unfaithful.

Lastly, in this extract Curley's wife is presented as a girl. A quote that demonstrates this is "She said playfully" the word playfully suggests she is acting immature as if she is still a child another ~~quote~~ quote that influences this view is "A girl was standing there looking in" this influences us to think that Curley's wife does not understand that she is a young lady now instead she is portrayed to still being a little girl.



ResultsPlus

Examiner Comments

There is sound understanding of text and ideas with some under-developed language points made. Mark 5 out of 16, Band 2.



ResultsPlus

Examiner Tip

A few more carefully selected examples from the extract supported by more secure comments on language would have moved this into band 3.

Curley's wife continues to show off her body even to "weak" people as if it has become a habit as she "put her hands on her hips". This indicates that she likes to display her curves to anyone almost confirming that she is a "tart" and an attention seeker.

The author uses a lot of dialogue to present her or indicate how she is feeling when she says "think I don't like to talk to somebody ever' once in a while". This conveys the idea that she is lonely and would like to be entertained. However, she is a victim of her own actions in a sense as if she did not act like a "tart", more people would accept her and speak with her. Therefore her actions as a "jail bait" has led people to distance themselves from her making her lonely.

Curley's wife is shown to have a short temper as she "flared up" when Candy mentioned that she "got a husband". This adds on to the list that she is dangerous.

On the other hand, Curley's wife is shown to receive respect nonetheless of being labelled a "tart" when Candy calls her "ma'am". This indicates that she is still seen

as superior to some people such as Candy. However Candy may have called her ma'am as he does not want Curley to give him trouble as he may fear for his insecurity. This all but concludes that Curley's wife is a "rat trap".

Curley's wife is shown to be intimidating as she says "baloney!" ~~is~~ in responding to Candy when he told her Curley got his "hand ~~is~~ caught in a machine". She has Candy repeating his words and she uses repetition when she says "Baloney" thus confirming her disbelief. Steinbeck uses repetition to emphasise this as Candy repeated "Got it caught in a machine" as if he was stuttering and didn't know what else to say. This presents Curley's wife as an intimidating ~~is~~ person who likes to pick on people she has more power over.



ResultsPlus Examiner Comments

A thorough response with sustained reference to support comments made. Mark 14 out of 24, Band 3.



ResultsPlus Examiner Tip

Always try to fully develop comments on the language the writer uses and its intended effects.

This is the whole of a response to Question 5b.

In one other part of the novel Curley's wife is presented as weak and defenceless because she cannot defend herself in Lennie's hands. A quote that demonstrates this is "he shook her, ^{her body} ~~she~~ flopped like a fish". The ~~was~~ adjective "flopped" suggests to us how her body movement was when Lennie shook her, the phrase "flopped like a fish" suggests to us that she is weak. She can no longer move with her own will unless she is physically moved by someone. This extract also allows us to ~~know~~ ^{understand} that she is lifeless, she is no longer breathing. ~~Because~~ A fish flops when it is out of water to ^{sign} ~~show~~ that it is losing its life. In this extract Curley's wife's body flopped because she is now dead. Overall in this extract we can tell that Curley's wife is a weak and lifeless woman.

Furthermore, Curley's wife is presented as beautiful and at peace because of her current ^{situation} ~~situation~~. A quote that demonstrates this is "Now her rouged lips cheeks and her reddened lips made her seem alive". The words rouged and reddened describe her lips and cheeks which now in this extract makes her seem beautiful. Her overall red is no longer presented as dangerous as it was during the beginning of the novel. Instead it's just her

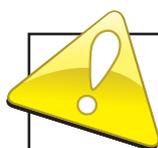
beauty. Also there is a juxtaposition in this extract in which Steinbeck presents Curley's wife as alive although we can see that in fact she is dead. This suggests to us that it is as if her death has almost given her freedom from this world and from Curley. She is now at peace. ~~At~~ Over all we can infer that Curley's wife is no longer seeking attention and relaxed.

Lastly, Curley's wife is presented as quiet and peaceful. A quote that demonstrates this is "the meanness and the plannings and the discontent and the ache for attention were all gone from her face". This quotation suggests that she was quiet and relaxed because her ~~man~~^{hunger} for attention was no longer needed. The quote describes how all the emotions on her face had cleared away which either influences us to think she is ~~asleep~~ fast asleep or dead either way she is relaxed and freed because she no longer has to do anything because she no longer has the life to do it.



ResultsPlus
Examiner Comments

The response shows sound understanding but there is some laboured explanation of language. Mark 8 out of 24, Band 2.



ResultsPlus
Examiner Tip

A more detailed and focused explanation of how the writer uses language would have improved this response and moved it into band 3.

Question 6

Rani and Sukh

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

Question 7

Riding the Black Cockatoo

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

Question 8

To Kill a Mockingbird

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

Question 9

Volunteering

This was more popular.

Most candidates engaged enthusiastically with the task and many clearly understood how to persuade.

Examiners commented on the range of responses to this question.

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

The majority showed a clear awareness of audience and purpose and the responses were reasonably sustained with relevant ideas. Better candidates were able to present sustained and developed ideas. There were some enthusiastic speeches, proving again that candidates respond well to this type of question and many candidates had a good sense of an appropriate register and tone and many employed rhetorical devices such as list of three, alliteration and rhetorical questions to emphasise their points and involve and persuade the audience. There was almost always a strong sense of addressing the audience e.g. 'How would you feel if.....?', 'Are you aware that....?' Some created believable local charities and some used well-known charities and imagined a local branch. Some ignored the mention in the question of a local charity and some simply focused on the benefits of being a volunteer (a word that many misspelt despite its appearance on the paper). These benefits ranged from helping others, building confidence, looking good on a CV, contributing towards D of E or the opportunity to travel. Examiners commented that a number of responses focused mainly on the less altruistic benefits of volunteering. The range of charities represented was wide: the homeless, the elderly, the disabled, abused children, children in Africa without clean water, animal shelters (dogs, cats, horses, birds), the environment. The best answers created vivid pictures of the needs of the people, places or animals helped by the charity and appealed very strongly to the audience.

Weaker candidates lacked development of ideas and were often brief. Some candidates made really very promising starts, only to stop very abruptly and thereby failed to develop their ideas appropriately. In a few responses candidates wrote about donating to a charity rather than volunteering.

AO4(iii) Spelling, punctuation and grammar.

There was some technically assured writing with a range of sentence structures and punctuation but sometimes extensive and ambitious vocabulary was not always matched by technical accuracy.

Examiners commented on the usual range of errors – lack of apostrophes, comma splicing, lack of sentence control, problems with spelling (plurals and homophones) and problems with capitals.

This is the whole of a successful response to Question 9.

Please help the homeless in Harlow. Did you know there are over 1000 homeless people in Harlow and in my opinion that's 1000 too many. Imagine if you were homeless. Would you be ok with ^{your} situation? Would you want help? Would you even know where to go to ask for it?

Well you could go to Harlow Homeless Helpers. You aren't homeless though but you could easily help those who are. If you volunteer you can be someone's hope. I can assure you that putting a smile back on someone else's face will put one on your face too.

You may be wondering what help the Harlow Homeless Helpers have already done for the homeless in Harlow and I'd be glad to tell you. Firstly we have had a homeless shelter built in Harlow where people can sleep inside in a bed and have breakfast lunch and dinner. We try to keep our lounge area open during the day so they don't have to stay outside in the cold. We try to help individuals who come to us seeking help get back on their feet and 90% of the time we succeed with your help we could make that 100%. It can be hard for someone who is or was homeless to get a job so we provide recommendations and support along the way.

Now you might be wondering what you could do as a volunteer and once again

I would be glad to tell you. You can work in our shelter cooking meals, cleaning out other helpful jobs such as this. We could ask you to go around and spread word of our shelter to the homeless. You can also ask people for donations so that we can do more to support the homeless. You can choose when you want to help and we are fine with one time volunteers. We aren't asking for anything grand just simple tasks.

So please do help the homeless in Horkow. We won't for all your time, just what you yourself find appropriate. You can get in contact with us through our website: www.horkowhomelesshelpers.co.uk. You could also visit our office in Bush Fair or call us at: 01274 1234 5678. Please keep in mind our slogan "help heal broken hearts, help the homeless". We hope that this has convinced you to lend us a hand. We'll be leaving now but we hope to see you soon.



ResultsPlus
Examiner Comments

The response is assured and ideas are fully developed in a convincing way. Mark 12 out of 16, Band 4. There are a few slips in accuracy but the control is quite sophisticated and convincing. Mark 7 out of 8, Band 3.



ResultsPlus
Examiner Tip

Note the secure and sustained sense of purpose and awareness of how to address the intended audience.

This is another response to Question 9.

Hello everyone, My name is Kyrion, and ~~was~~ today, I'm here to talk to you about ~~the~~ ~~the~~ ~~you~~ why you should volunteer ~~at~~ at our local charity, and what it can do for ~~you~~ to help you, and your life!

Why should you volunteer? You should volunteer mainly because you ~~should~~ should want to help the people around you and your local community. Do you not want to help your local community? This charity helps to fund events for ~~for~~ people like you and I. This charity has been ~~around~~ around for 25 years and has probably helped you throughout your life without you even realising. This charity has already done so much for you, so why not ~~do something~~ ~~you~~ give something back to the charity? Why not volunteer? So why not?

If you volunteer what will you get out of it? Firstly it will count towards your Day E if you are doing it. But it will also count towards your CV and your uni applications. CV's ~~nowadays~~ nowadays are a massive problem because ~~for~~ people don't have a lot to write on them. So ~~so~~ why don't you volunteer and add another thing to your CV? Also around

80% of CVs in the UK don't have any sort of volunteering on. However the Spokes person for Bath university said that they value volunteering more than D of E its self because people who volunteer learn ~~more~~ ~~by~~ more when they are here, because they don't do it ~~for~~ because they have to do a certain number of hours, they do it because they want to! So why not add something different to your CV?

So overall I know that you should start to volunteer at the ~~best~~ local charity because you should give back to our community and its of a great benefit to yourself and the rest of your life. Thankyou for ~~the~~ listening, ~~and~~ I hope you enjoyed it and I hope you volunteer.



ResultsPlus Examiner Comments

The ideas are appropriate and there is the use of appropriate register. The response tries to engage the audience and uses some persuasive techniques. Mark 5 out of 16, Band 2. A reasonable range of sentence structures is used and the response is generally accurate although there are errors. Mark 4 out of 8, Band 2.



ResultsPlus Examiner Tip

Look at how this response could have provided a wider range of developed ideas to support the argument.

Question 10

The Biggest Influence in My Life

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

Better responses were lively, engaging and had many thoughtful comments to make about how they felt they had been shaped and affected by these influences. A wide range of influences was discussed, including friends, family, celebrities, social media, musicians, athletes and even teachers and many did not limit themselves to just one influence. Others talked about both positive and negative influences in their lives. Examiners commented that there were some honest and heartfelt answers which were often quite moving to read. Mothers seemed to be top of the list of biggest influences, closely followed by other family members. Better responses often highlighted a 'pivotal moment' in their lives when something happened e.g. dad's heart attack, brother's accident, and used that as a starting point. There were also some who took celebrities e.g. Beckham or Beyonce and explored how they had used them as role models in their own careers or just life in general. One very strong response wrote about the influence of Jesus. There was also an unusual one on 'Martin from Asda' who used to be homeless and had turned his life around. There were also many responses on the influence of social media, both positive and negative. These tended to focus on the positives of communication, information, help with homework and gaming, whereas the negatives (fewer) dealt with bullying, trolls and addiction. Most responses seemed to be written from personal experience. A few lost focus and wrote about the kinds of influences people were subject to or the importance of having a role model, without any personal response.

Weaker responses presented valid ideas but lacked sufficient development of these or lost focus and wrote mini biographies of their chosen person. Weaker responses gave a few brief, generalised reasons along the lines of, 'Mum is always there for me.' Sometimes weaker candidates wrote about several influences and produced rather list-like responses lacking development of ideas.

AO4(iii) Spelling, punctuation and grammar.

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

This is a successful response to Question 10.

There are many different influences on a persons life right now. More than ever before are people connecting with more ~~pop~~ people across social media and ~~having~~ becoming increasingly opinionated.

When you are first born. The single biggest influence on you is your parents. They teach you, guide you, and instill your morals. Now this usually lasts for six or

so years and helps build the base of your personality. But what happens after these first few years?

Well that's easy. You begin to grow up, make friends, make enemies. Your social life becomes increasingly important. Yes, your family are still important but your friends become ever ~~more~~ ^{increasingly} ~~more~~ ^{and} more influential in your life. They'll shape how you act, ~~set~~ bad habits you pick up and your attitude and respect.

Now, of course this potential is ~~never~~ not always used to influence us but it can. Take Brexit for example. One of the biggest social media campaigns from both sides we've probably ever seen thanks to just to the invention of social media. Instead of having to go door to door for the campaign brexiteers and ~~remainers~~ ^{remainers} alike can just sit on their PC and create ads and posts to reach more people than their leaflets ever could.

This just shows the amazing power and influence social media holds in 2016. Gone are the days of newspapers and family. It is all

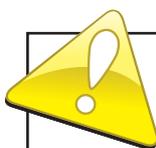
about a mass of opinions into the mixing
pot of social media influence is now.



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Examiner Comments

The ideas are assured and fully developed with assured sense of audience and purpose. Mark 11 out of 16, Band 4. The sentences are purposefully structured with sustained control of expression and meaning. There are occasional slips. Mark 6 out of 8, Band 2.



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Examiner Tip

Look at how the candidate has used a strong register and fully developed ideas in this response.

This is a less successful response to Question 10.

What is the or who is the
biggest influence in your life?

For me that is a hard question
to answer, as through out my
life I have had many influences,
that have shaped me to become

the person I ^{am} now. ~~in my opinion I think that an influence in your life is very important. what do you think?~~

↑ However ~~in my opinion~~ ^{the} person with the biggest impact on my life would be ~~my~~ ^{my} family. Such as my parents; As they have helped me ~~th~~ through every stage of my ~~to~~ life, without a doubt. If I needed help they were there. If I was upset they were there and if I ~~ne~~ had a problem they were there.

On the other hand others biggest influence might not have been a parent ~~like~~ ^{or} person. But ~~a book~~ ^{an} object, such as a book, ~~maybe~~ that they could relate to.

In my opinion I think an influence in your life is very important. What do you think? This is because I think it ~~s~~ ^{sculpts} and moulds you

to the person that you have
become. ^{to the point.} That is why we are
all different as who we
all have different inspirations
and interests.



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Examiner Comments

The ideas are appropriate but not developed. Mark 3 out of 16, Band 1. There is generally sound control of expression and meaning. Mark 3 out of 8, Band 1.



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Examiner Tip

Always try to plan your response to make sure you have a range of relevant ideas.

Paper summary

While the re-sit nature of this examination meant that candidates' work was not expected to reach the highest standard, there were some very good responses. The best candidates showed careful preparation and a strong personal response to the prose texts, dealing clearly with the language of the given extract, as well as the presentation of character and ideas.

In their writing, candidates demonstrated the ability to write with a clear sense of audience and purpose with effective ideas. Their responses were often lively and their ideas were often presented with enthusiasm.

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

Candidates should ensure that in Section A (Reading), they:

- engage in a sustained manner with the writer's use of language and its effects
- choose an appropriate extract for part (b) that enables them to explore language fully in relation to the writer's presentation of ideas, themes or characters and not lose focus on the task
- avoid slipping into narrative instead of analysing the text especially in response to part (b).

In Section B (Writing), they should:

- address the audience, which was clearly specified in the two questions
- develop a range of effective ideas, presenting them coherently in a sustained response
- use a range of sentences, correctly punctuated, and check work for common errors.

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