

**GCSE (9-1) English Language Paper 1 (1EN0/01)**

**November 2017**

**Script Commentaries**

**1EN0 01 Commentary – short answer questions**

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| **Qu/Script** | **Comment** | **Mark** |
| Q1 S1 | Correct quotation identified. | 1 |
| Q1 S2 | Correct quotation identified. | 1 |
| Q1 S3 | Does not give enough of the quotation to receive the mark | 0 |
| Q1 S4 | Correct quotation identified. | 1 |
| Q1 S5 | Incorrect text selection. | 0 |
|  |  |  |
| Q2 S6 | Identifies two correct points with some paraphrasing. | 2 |
| Q2 S7 | The two points made only cover one of the bullet points on the mark scheme. | 1 |
| Q2 S8 | Two correct quotations have been given by the candidate. | 2 |
| Q2 S9 | The candidate has not identified any of the points on the mark scheme. | 0 |
| Q2 S10 | The second point is on line 21/22, outside the mark range for the question. | 1 |

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**1EN0 01 Commentary – questions 3 to 6**

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| **Que/S** | **Comment** | **Mark** |
| Q3 S1 | One mark for noticing that Tom is using the imperative (giving out orders). No credit given for the imprecise opening comments about ‘short, sharp lines.’ Lacks supporting references. | 1 |
| Q3 S2 | Opening language comment has supporting references and is valid but lacks detail. The middle paragraph relates to structure though the support is implied rather than present. The final paragraph is more subtle in its interpretation and raises the quality of the answer to an upper level 2. | 4 |
| Q3 S3 | A non-typical response where the candidate doesn’t signpost their points separately about language or structure but offers an overall and well integrated analysis of the passage. Makes subtle points about destiny and relationship. Illustrates that it is possible to get full marks within the space available on the paper. | 6 |
| Q3 S4 | First paragraph has a focus on language rather than on the relationship but is quite vague. The second paragraph is better but doesn’t identify the specific adjective. The third paragraph is the strongest with a structure point and support. | 3 |
| Q3 S5 | A weak answer with only language and no comment on structure which places it in Level 1. There is a misunderstanding of the relationship between the characters. The final section is not valid as it does not relate to the question. | 1 |
|  |  |  |
| Q4 S6 | A level 3 answer that begins imprecisely but develops its ability to explain. It has a clear focus upon the reader throughout and improves steadily with the final paragraph pushing it into level 3. It understands and can explain the changes in feelings and can select some appropriate references. | 7 |
| Q4 S7 | A level 1 response that offers no evaluation, deals only with part of the passage, and consists of a single paragraph making limited assertions about the text. | 2 |
| Q4 S8 | A mid-level 3 analysis that contains some repetition and some personal response but which identifies many feelings as it works steadily through the passage. Has tried to comment on a range of techniques with variable success. Can explain its ideas and support with textual references. | 8 |
| Q4 S9 | A mid-level 3 answer that tries to include evaluative comments by over-using the key words from the question but with limited success. Compared to S8 there are fewer textual references. The opening paragraph is relatively weak though there is a stronger element dealing with paragraph structure and its creation of feelings and the impact of pace upon e reader. | 8 |
| Q4 S10 | A strong level 4 response that initially identifies feelings of relief but which then offers an analysis of the relationship between Maggie and Tom. There are detailed and selective references for support. The final paragraph is a valid evaluative point but there is not a sufficient level of evaluation to tip this into level 5. | 12 |
| Q4 S11 | An upper level 2 response that begins with a relatively weak point about dialogue but which is then able to comment upon the feelings of fear and to offer some support, albeit not particularly selective. The penultimate paragraph attempts evaluation but is too broad in its assertions and lacks any supporting references. | 6 |
|  |  |  |
| Q5 S13 | A strong A05 response that is subtly able to create a strong sense of nostalgia and relationship. There are complex ideas of language and rebellion that add to the coherence of the answer and which are well handled. The structure is not fully maintained and meanders a little in the final page. A06 shows an extensive vocabulary at work and used with precision, such as that in paragraph 2. | A05 – 20  A06 – 14  Total - 34 |
| Q5 S14 | An answer that excels in its maturity and control which it sustains throughout. There is a sophisticated and sustained control of structure that creates a strongly cohesive answer and a strongly emotive response from its reader. It utilizes a wide range of structural and grammatical features and is secure in its overall structure form the opening to the final sentence. A06 shows an extensive vocabulary and an ability to control tone, create humour and bathos and pathos at will. The minor errors do not detract from the control and quality seen in this answer. | A05 – 24  A06 – 16  Total - 40 |
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| Q6 S15 | A level 3 answer that attempts a wide range of rhetorical devices, some more successfully than others. There is effective communication and a structure that communicates meaning effectively. There are errors in spelling but there is a varied vocabulary and some deliberate use of punctuation and sentence structure for effect. | A05 – 11  A06 – 7  Total - 18 |
| Q5 S16 | Similar in some ways to S15 in its attempt to use a range of rhetorical devices, though the opening paragraph shows a wider range of features. It creates variety in pace and makes deliberate use of a range of sentence structures. However, its structure shows evidence of being quickly finished. There are errors in double consonant spellings but other spellings are accurate and there is a varied vocabulary in use. | A05 – 13  A06 – 8  Total - 21 |