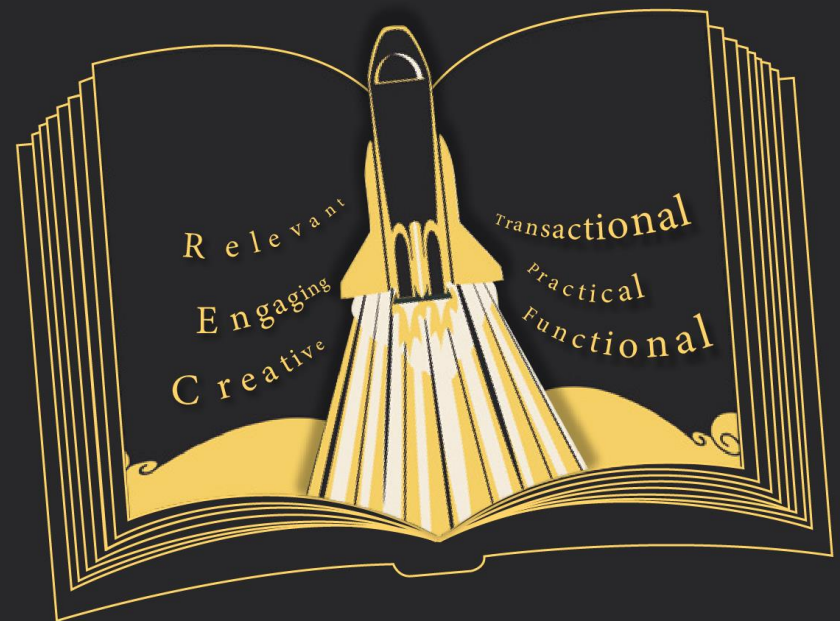


GCSE English Language 2.0

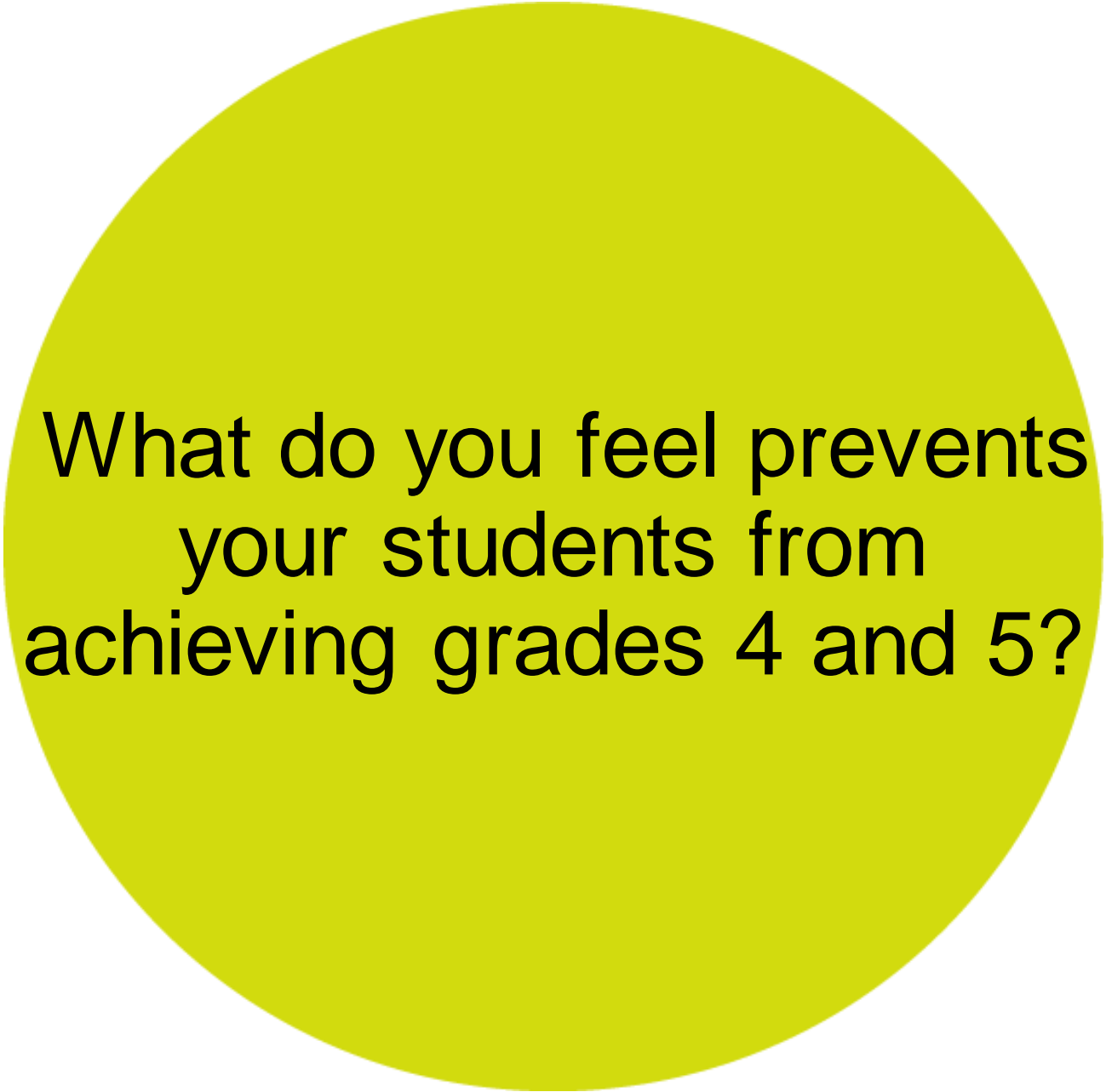
Achieving Grades 4 and 5



Aims and objectives

During the session you will:

- look at examples of Grade 4 and 5 exam scripts from the summer exam
- look at the skills needed and how the Assessment Objectives (AOs) are covered by students achieving Grades 4 and 5
- have the opportunity to ask questions
- get some tips and classroom strategies.

A large, solid yellow circle is centered on a white background. Inside the circle, the text "What do you feel prevents your students from achieving grades 4 and 5?" is written in a black, sans-serif font. The text is arranged in four lines, centered horizontally.

What do you feel prevents
your students from
achieving grades 4 and 5?

GCSE English Language 2.0

Assessment objectives for Reading

AO1: Identify and interpret explicit and implicit information and ideas
Select and synthesise evidence from different texts.

AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.

GCSE English Language 2.0

Assessment objectives for Reading

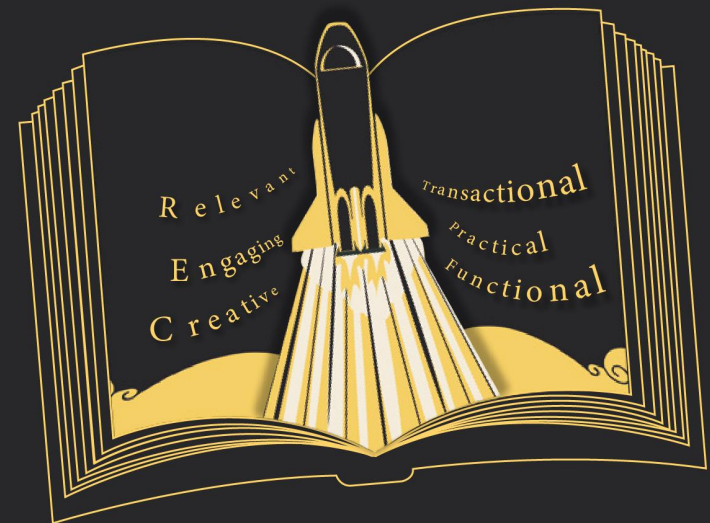
AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

AO4: Evaluate texts critically and support this with appropriate textual references.

How are the assessment objectives assessed?

- AO1 is assessed in short questions on Paper 1 (Q1 and Q4a and b) and Paper 2 (Q1 and Q5); it is also assessed via a 'synthesis/summary' question in Paper 2 (Q5)
- AO2 is assessed in Q3 of Paper 1 and Q2 and Q4 of Paper 2
- AO3 is assessed in Q6 of Paper 2
- AO4 is assessed in Q2, Q5 and Q6 of Paper 1

Suggested Reading Techniques – Paper 1 and Paper 2



Reading techniques

Always encourage students to read the contextual information. Ask them to predict the mood/plot/feelings etc. that might be in the extract before they start to read.

This extract is from a newspaper article written in 1877, which is about scientific discoveries and the exciting invention of the telephone.

(Paper 1 2022)

In this edited extract from his autobiography, David Millar, a successful British cyclist who worked for one of the top racing teams in world cycling, describes his experience competing in a cycle race in Spain.

(Paper 2 2022)

Reading techniques

- Many of your students who do not achieve the 4/5 borderline will struggle with reading – or will be disinclined to read for fear of failure when faced with ‘tricky’ or unfamiliar vocabulary.
- To counter this, try blanking out complex vocab in advance and asking them to read past it in order to maintain the momentum of the extract.

It is _____ that before the dawn of the twentieth century the telephone will be a quite _____ element in English social life. But it will be a much more _____ and effective instrument than the telephone as we know it at present, and the _____ is that it will be fitted in our houses just as gas and electricity is now. It will be so cheap that not to have it would be _____, and it will be so entertaining and useful that it will make life happier all round, and bring the pleasures of society to the doors of the worker's cottage.

That, indeed, will be the _____ feature of the Pleasure Telephone. It will make millions merry who have never been merry before, and will _____, if we may so write, many of the social luxuries of the rich. Those who object to the _____ of the stage will be able to enjoy the theatre at home, and the _____ concert will be looked forward to as eagerly by the poor as by their wealthy neighbours. The _____ cottage will be in immediate contact with the city, and the 'private wire' will make all classes connected.

It is **probable** that before the dawn of the twentieth century the telephone will be a quite **indispensable** element in English social life. But it will be a much more **comprehensive** and effective instrument than the telephone as we know it at present, and the **likelihood** is that it will be fitted in our houses just as gas and electricity is now. It will be so cheap that not to have it would be **absurd**, and it will be so entertaining and useful that it will make life happier all round, and bring the pleasures of society to the doors of the worker's cottage.

That, indeed, will be the **unique** feature of the Pleasure Telephone. It will make millions merry who have never been merry before, and will **democratise**, if we may so write, many of the social luxuries of the rich. Those who object to the **environment** of the stage will be able to enjoy the theatre at home, and the **fashionable** concert will be looked forward to as eagerly by the poor as by their wealthy neighbours. The **humblest** cottage will be in immediate contact with the city, and the 'private wire' will make all classes connected.

Active Reading – Paper 1

Non-Fiction

What is the topic?

What are the 3 main ideas?

What does the writer think?

How do you feel?

At a basic level, encourage students to find the main ideas in the text.

Perhaps by bullet pointing these ideas and thinking about these questions.

In the classroom these bullet points will demonstrate how well they actually understand the text, and students can then use them as a reference point for their answers.

Active reading – Paper 2

The car roared off. Careful, Clerfayt thought, don't strain the motor! The stands were flashes of colour and whiteness and light; then there was only the road, the blazing blue sky, and the spot on the horizon that must be dust and Duval with his car.

The cars raced along close together. Clerfayt waited tensely until the road began climbing in sweeping curves, where he could see ahead. He knew that a broad curve was coming along soon. Duval took it wide on the outside, to prevent Clerfayt from passing him on the right and to cut across the middle of the curve. Clerfayt had counted on that; he cut the curve in front of Duval, shooting past him on the inside. The car skidded, but he caught it; surprised, Duval slowed for just a second, and Clerfayt was past.

The stretch climbed for four hundred yards. The mountain range of the Madonie, citrus orchards, the flickering silver of olive groves, curves, hairpin turns, flying road gravel, the hot breath of the motor, burning feet, an insect that slammed like a bullet into his glasses, cactus hedges, rising and descending curves, cliffs, rubble, mile after mile; then, grey and brown, the old fortress city of Caltavuturo, dust, more dust, and suddenly a spiderlike insect: a car.

Clerfayt was faster on the curves. Bit by bit, he gained ground. Ten minutes later, he recognised the car; it had to be Duval.

Active Reading – Paper

Fiction

What is happening?

Where is it happening?

Who is it happening to?

How do the characters feel?

At a basic level, encourage students to 'get' the plot.

Perhaps by bullet pointing the events and character feelings for every story they read.

In the classroom these bullet points will demonstrate how well they actually understand the text, and students can then use them as a reference point for questions 3 and 4.

Paper 2 2022

Read Text 2 (fiction) below and answer Questions 3–4 on the Question Paper.

In this edited extract from a novel, a racing driver called Clerfayt is taking part in a motor race in Italy. At this point in the race, Clerfayt is closing in on his main competitor, Duval.

The car roared off. Careful, Clerfayt thought, don't strain the motor! The stands were flashes of colour and whiteness and light; then there was only the road, the blazing blue sky, and the spot on the horizon that must be dust and Duval with his car.

The stretch climbed for four hundred yards. The mountain range of the Madonie, citrus orchards, the flickering silver of olive groves, curves, hairpin turns, flying road gravel, the hot breath of the motor, burning feet, an insect that slammed like a bullet into his glasses, cactus hedges, rising and descending curves, cliffs, rubble, mile after mile; then, grey and brown, the old fortress city of Caltavuturo, dust, more dust, and suddenly a spiderlike insect: a car.

Clerfayt was faster on the curves. Bit by bit, he gained ground. Ten minutes later, he recognised the car; it had to be Duval.

The cars raced along close together. Clerfayt waited tensely until the road began climbing in sweeping curves, where he could see ahead. He knew that a broad curve was coming along soon. Duval took it wide on the outside, to prevent Clerfayt from passing him on the right and to cut across the middle of the curve. Clerfayt had counted on that; he cut the curve in front of Duval, shooting past him on the inside. The car skidded, but he caught it; surprised, Duval slowed for just a second, and Clerfayt was past.

Seconds later, the road plunged down once more from the height of Polizzi, dropped in curve upon curve, and the car with it. Shifting, shifting – on this course, the one who shifted best would win. Down it went into the valley and immediately thereafter up again into a lunar landscape, then down again, like a giant swing, until near Collesano the palms began anew, the flowers, the greenness, and the sea. At Campofelice came the only straight stretch of the race – five miles of it along the beach.

In the next round, the car began to dance.

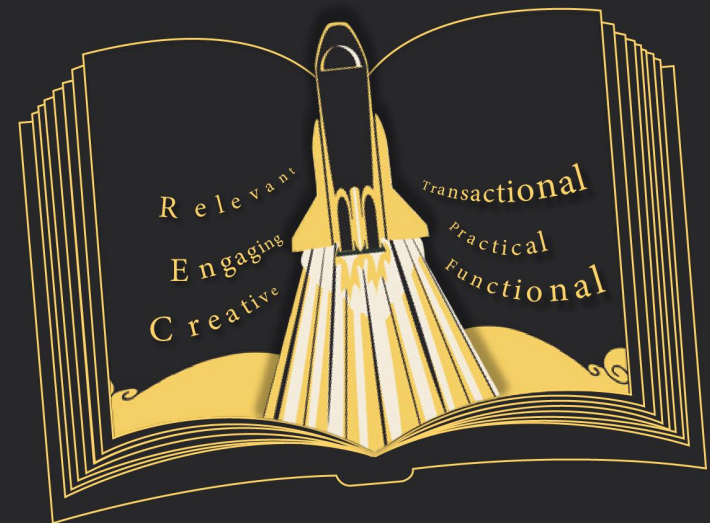
Clerfayt caught it, but the rear wheels skidded on him again; he fought it with the steering wheel, then a curve appeared ahead of him, dotted with people like a country baker's cake with flies. The car was still out of control, skidding and thumping. Clerfayt shifted on the short stretch that still remained before the curve. He stepped on the gas, but the car jerked his arms around. He felt a tearing at his shoulder; the curve swelled gigantically into the glistening sky; the number of people tripled, and they, too, swelled, they, too, became giants, till it seemed impossible to avoid them.



Bullet pointing the story

- Clerfayt is racing to catch the car ahead of him. Everything is a blur.
- He gets to a part of the race which takes them through the mountains; the scenery changes and the road has many twists and turns. Clerfayt drives for miles and then sees a car in front of him.

AO1



Example of AO1 assessment issues

Paper 1 Q4a

4 (a) From lines 1–7, identify **two** features of the telephone of the future.

(2)

- 1 Communicate from such a large distance.
- 2 Talk too whoever whenever.

4 (a) From lines 1–7, identify **two** features of the telephone of the future.

(2)

- 1 will democratise
- 2 will be fitted ~~into~~ into houses.



What is the best approach to gain
full marks?

AO1 – approaches in the classroom

- Start every lesson with timed retrieval questions – use a visual timer as students may not be aware of how long they are taking on low tariff questions.
- Students can use either their own words or direct quotations therefore it might be a good idea to encourage students to learn both approaches.
- Q4b in paper 1 and Q3 in Paper 2 require more ‘implicit’ information so it is important to advise students of the different skills.
- There is no need to write anything ‘extra’ therefore be ruthless in the classroom about concision.
- Advise students to move on if the answer is not immediately obvious to them.

AO2 – Paper 1 approaches



AO2 assessment – Paper 1

Common issues at grades 2/3:

- Lack of explanation – identification of features, but no explanation.
- Unnecessary introductions or conclusions ‘The writer uses lots of language...’
- Weak choice of examples – often obvious features chosen rather than emphasis on the question asked.
- Lack of focus on the effect on the reader.
- ‘Feature spotting’ or lack of relevant terminology to support points

AO2 assessment – Paper 1

Common issues at grades 4/5:

- Lack of specific explanation – holistic exploration of lengthy quotations.
- Lack of word level analysis – quotations translated or used to narrate the text.
- Weak explanations due to lack of explanatory vocabulary ‘these words are positive’.
- Lack of focus on the question and the influence on the reader.
- Features and terminology led responses rather than a focus on the question.

Comments from the examiner – Paper 1

Question 3 examiner report

- Less successful responses often made generic comments on the effects of their chosen features, e.g. ‘this is simply to engage the reader’, ‘to make us read on’, ‘to make us feel as the writer did’, without any further development.
- Many responses focused on the structure of the text, sometimes exclusively. Sometimes this could be credited as language (the repetition of ‘true’) but other points were about the use of the short sentences (‘They do not revolutionise the world’) and lists, which therefore had to be discounted.
- Less successful responses often did not use subject terminology. Some examiners commented that there was also evidence of ‘feature spotting’ where candidates identify correctly (or incorrectly) particular language features but do not explain them.
- Some candidates did not seem to understand the focus of the question and responded as if it was an evaluation rather than a language question.

AO2 question: Paper 1 Summer 2022

3 How does the writer use language to interest and inform the reader?

You should include:

- the writer's use of language
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(8)

AO2 requirements

Level	Mark	AO2 descriptor Explain, comment on and analyse how writers use language to achieve effects and influence readers, using relevant subject terminology
	0	No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">• Comment on the text and on the language used to achieve effects and influence readers.• The use of references is valid, but not developed.• Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none">• Explanation of the text and how language is used to achieve effects and influence readers.• The selection of references is generally appropriate and relevant to the points being made.• Some use of relevant subject terminology to support explanation.
Level 3	5–6	<ul style="list-style-type: none">• Exploration of the text and how language is used to achieve effects and influence readers.• The selection of references is detailed, appropriate and fully supports the points being made.• Use of a range of relevant subject terminology to support exploration.
Level 4	7–8	<ul style="list-style-type: none">• Analysis of how language is used to achieve effects and influence readers.• The selection of references is discriminating and clarifies the points being made.• Precise use of a range of relevant subject terminology to support analysis.

Activity 1

- Let's look at a script from the summer 2022 paper.
- This is labelled as script 1 in your delegate pack (SO3) and the extracts are all in document SO2
- Read through the script using the mark scheme underneath the script and discuss how this student might be able to improve their response.
- We will talk through the mark and the commentary from the examiner in a moment.

Examiner comments and mark

The selection of references is generally appropriate and there is some explanation, but the first paragraph is a little vague.

Level 2 – 3 marks

The writer used language to interest the reader ~~by using~~ by the introduction "when there word arisen a dreary feeling" showing that the discovery came at a almost boring time period which ~~a~~ can ~~inhibit~~ intrigue the reader into wanting to know what this was in order to keep reading.



Try to focus on the writer's language choices and their effects rather than explaining what the writer said.

AO2 – tips

- Encourage students to focus on ‘interest and inform’ rather than feature spotting.
- Encourage students to think about what ideas the writer has used and how they are presented.
- Rather than annotating, which many students find hard, a simple table like this can be used to select appropriate examples:

What interests or informs?	writer’s use of language	effect on reader
the scientific discoveries	writer uses inclusive pronouns, ‘we’, ‘our’,	make the reader feel included as an equal of the scientists
opening of the extract/positive tone	adverb ‘happily’	engaging/welcoming for the reader/feels spoken to directly

AO4 – Paper 1



AO4 assessment Paper 1 – timings

- There are 3 AO4 questions on Paper 1
- Qs 2 and 5 are both worth 6 marks and require students to use a small section of the text and 'give 3 reasons'.
- Q6 is the highest mark tariff question in Section A and is marked out of 12 as students are asked to 'refer to the whole text'.
- Students would be wise to ensure that they allocate sufficient time to answer this question.

AO4 assessment

Common issues preventing students reaching grades 4/5:

- Weaker answers often show only a partial understanding of the text.
- Indiscriminate use of evaluative language.
- Imprecise examples – either very long quotations or only vague references to the extract.
- Lack of focus on what is being asked in the question.
- Writing about ‘how’ rather than ‘how well’.

Comments from examiner report – Q2

- Less successful candidates were able to find some relevant examples but then the explanation was a re-working of the question or they wrote about how the writer persuaded the reader rather than evaluating how successfully this was done.
- They sometimes repeated the same point eg about families being able to stay in contact. Some candidates listed three examples from the text with no comment.
- A significant number of candidates responded as if the question was ‘Why is the telephone a good thing’ and this limited the mark they could achieve.

Comments from examiner report – Q5

- Less successful responses were very formulaic or repetitive in their structure, copying out the question at the beginning of each of the three reasons, using a quotation and then following with a brief comment, eg ‘this is a positive change as it makes life easier/more fun.’
- There were some which gave a generalised opinion but without any textual references and some others where sections of the text had been copied out but with no comments.
- A number did not focus on the extract and moved beyond it to other parts of the text.

Comments from examiner report – Q6

- Some of the less successful responses used very lengthy quotations and then briefly explained their meaning.
- A good number did not support their comments with examples from the text and simply wrote an opinion on whether the Pleasure Telephone was good or not. They were able to offer some straightforward comment.
- A surprisingly large number seemed to take the statement to mean all phones in general and wrote about why people want phones rather than referencing the text. There were several discursive essays on the benefits of phones/why people need mobiles which made minimal reference to the text. It was difficult to tell whether students had misread/misunderstood the question, or simply written about what interested them.
- Some treated this as a language analysis question and explored a range of devices used in the text which is not the focus of this question.
- There were a number of blanks or very short or undeveloped responses which may have been a time management issue.

AO4 Q2 and Q5: Paper 1 Summer 2022

- 2 In lines 10–21, the writer tries to persuade the reader that scientific achievements, including the telephone, are beneficial.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 10–21.

(6)

- 5 Read this extract.

The subscriber has only to put down his receivers and wait a few minutes for the local news, or the theatrical, art, or science notices. Next come the latest foreign, provincial, and sporting information, and all kinds of society and political matter. And this news not only comes with extraordinary promptness, but it is brought to one's own fireside, without the trouble of running into the street for the paper.

But the name of the telephone—its full description is the 'News and Entertainment Telephone'—implies that the instrument is not monopolised by news. Perhaps the most popular feature of it is its connection with the theatres, concert halls, and the hundred and one other places of amusement in the city.

In the extract the writer tries to persuade readers that the Pleasure Telephone will change people's lives positively.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from the extract.

(6)

AO4 – shorter question requirements

Level	Mark	AO4 descriptor Evaluate texts critically and support this with appropriate textual references
	0	<ul style="list-style-type: none">No rewardable material.
Level 1	1–2	<ul style="list-style-type: none">Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Limited evaluative assertions offered, with little or no personal and critical judgement about the text.The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">Clear explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the textClear evaluative opinion offered with clear personal and critical judgements about the text.The selection of references is appropriate and relevant to the comments being made.
Level 3	5–6	<ul style="list-style-type: none">Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.Developed critical evaluation offered with convincing personal judgement about the text.The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Activity 2

- Let's look at two scripts – one for Q2 and one for Q5.
- These are labelled as script 2 and script 3 in your delegate pack (SO3) and the extracts are all in document SO2
- Read through the scripts using the mark schemes.
- What improvements could both students make to improve their marks?

Comments from examiner – Script 2

3 reasons are given, with appropriate references, although within a narrow range and with slightly repetitive comments.

Level 2 – 3 marks

2 In lines 10–21, the writer tries to persuade the reader that scientific achievements, including the telephone, are beneficial.

Evaluate how successfully this is achieved.

Give **three** reasons for your opinion and use examples from lines 10–21.

successfully persuades (6)
The writer ~~persuades~~ the reader by saying
'There is no reason why a man should not hold
a conversation with a son' ~~which~~ ^{that} which makes
the reader happy that they will be able to
~~contact~~ ^{contact} their ~~son~~ ^{child}.



ResultsPlus
Examiner Tip

Try to find 3 distinct reasons for your opinion and always find support from the text for each reason.

Comments from examiner – Script 3

There is clear explanation of the writer's ideas, but evaluation is limited.

Level 2 – 3 marks

The writer successfully achieves ~~to~~ ~~the~~ persuading the reader that the 'Pleasure Telephone' will change peoples lives positively by telling the benefits it will have on your life to make it easier this is shown in the quote 'without the trouble of running into the street for the paper'



Remember to focus on evaluating how successful the text is rather than explaining the content.

AO4 Q6: Paper 1 Summer 2022

6 For this question refer to the whole of Text 2.

'In my view, this text shows that the Pleasure Telephone is something that everyone will want.'

Based on your evaluation of the text, how far do you agree with this opinion?

Use examples from the text to support your evaluation.

(12)

AO4 – longer question requirements

Level 1	1–2	<ul style="list-style-type: none">• Limited reference to writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Limited evaluative assertions offered, with little personal judgement about the text.• The selection of references is limited and not always relevant to the points being made.
Level 2	3–4	<ul style="list-style-type: none">• Straightforward comment on writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Straightforward evaluative opinions offered with some personal judgements about the text.• The selection of references is valid, though not always developed or secure in relation to the points being made.
Level 3	5–7	<ul style="list-style-type: none">• Sound explanation of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Informed evaluative opinion offered with sound personal judgements about the text.• The selection of references is appropriate and relevant to the comments being made.
Level 4	8–10	<ul style="list-style-type: none">• Developed analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Developed critical evaluation offered with detailed personal judgements about the text.• The selection of references is appropriate, detailed and fully supports the evaluation being made.
Level 5	11–12	<ul style="list-style-type: none">• Convincing analysis of writer's ideas, opinions, themes, intentions and/or viewpoints provided in the text.• Sustained and detached critical evaluation offered with convincing personal judgement about the text.• The selection of references is apt and discriminating and is persuasive in clarifying the evaluation being made.

Activity 3

- Let's look at a final AO4 script – this time for Q6.
- This is labelled as script 4 in your delegate pack (SO3) and the extracts are all in document SO2
- Read through the script using the mark scheme.
- What does this student need to do to move from Level 2 to Level 3?

Comments from examiner – Script 4

One clear point is made at the beginning and there is some personal judgement, but this is not sustained and there is a tendency to comment on meaning rather than explain ideas.

Level 2 – 4 marks

The pleasure telephone in my view is something that everyone will want, this is because the writer has been extremely enticing and exaggerate with this text.



Remember to focus on making judgements about how successful the text is and try to use the text to support your opinions.

AO4 – evaluate

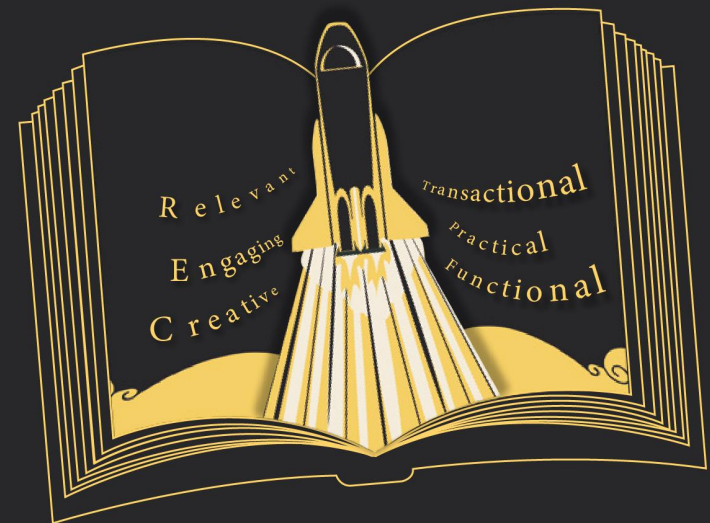
- A quick ‘ice-breaker’ exercise which has worked well in the classroom is to ask students to evaluate either some pictures or what they watched on TV, the latest computer game etc. in pairs.
- Once they have done this for a couple of minutes, they will realise that they have made a judgement, been positive or negative and reflected on their own needs and/or those of other audiences.
- This is exactly what they need to do when they evaluate texts – they need to look at the overall bigger ideas and think about how successfully the writer has achieved the intended purpose of the text.

AO4 – find/explain/evaluate

To help students achieve all three bullet points in the mark scheme it can be helpful to use this three-step approach:

1. Find an idea that is appropriate to the question.
2. Explain how it is relevant to the question.
3. Evaluate with reference to reader response.

Transactional writing



AO5/AO6 – Transactional writing

Common issues preventing students reaching grades 4/5:

- Lack of development of ideas.
- Lack of shaping of material.
- Use of single sentence paragraphs with little variety of punctuation.

AO5/6 question – Paper 1 2022

EITHER

***7** Write a speech for your peer group with the title 'How to stay safe online'.

A student has started a response to this task.

We are all using the internet more than ever, but how safe is it? There are dangers out there but there are also ways we can be safe when we are using the internet and interacting with people online.

Continue this speech using your own ideas.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

OR

***8** Write a letter to your local newspaper about a proposal to ban the use of mobile phones in schools or colleges in your area.

You should include:

- your arguments for the ban
- your arguments against the ban
- what you would recommend.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

AO5/6 requirements, Paper 1

Level 1	1-4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features. 	Level 1	1-4	<ul style="list-style-type: none"> Uses basic vocabulary, often misspelled. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5-9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. Shows an awareness of audience and purpose, with straightforward use of tone, style and register. Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. 	Level 2	5-7	<ul style="list-style-type: none"> Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with control, creating a range of sentence structures, including coordination and subordination. Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	10-14	<ul style="list-style-type: none"> Clear ability to communicate clearly, effectively, and imaginatively. Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear. 	Level 3	8-10	<ul style="list-style-type: none"> Uses a varied vocabulary and spells words containing irregular patterns correctly. Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect. Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	15-19	<ul style="list-style-type: none"> Secure ability to communicate clearly, effectively, and imaginatively. Organises material for particular effect, with effective use of tone, style and register. Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. 	Level 4	11-13	<ul style="list-style-type: none"> Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	20-24	<ul style="list-style-type: none"> Sophisticated ability to communicate clearly, effectively, and imaginatively. Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. 	Level 5	14-16	<ul style="list-style-type: none"> Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.

Activity 4

- There are two transactional writing tasks in your pack – both for Q7.
- They are labelled as script 5 and script 6 in your delegate pack (SO3) and the question is at the top of each script.
- Read each script using the mark scheme.
- Which of these achieved Level 3 and why?

Comments from examiner – Scripts 5 & 6

Script 5

AO5 – This shows an awareness of audience and purpose and some ability to communicate clearly. It uses a straightforward tone, style and register.

AO6 – All Level 2 descriptors are met and there is sufficient variety in vocabulary and sentence structure to move it just into Level 3.

AO5: Level 2 – 9 marks; AO6: Level 3 – 8 marks

TOTAL: 17 marks

Script 6

AO5 – Clear ability to communicate effectively. Material and stylistic devices are selected to suit audience and purpose. Paragraphs are used on page 2.

AO6 – Sentence structure is adapted to suit purpose and effect. Spelling is usually correct, although there is some insecurity with commas.

AO5: Level 3 – 14 marks; AO6: Level 3 – 9 marks

TOTAL: 23 marks

Hints and Tips – Paper 1 Questions 7 & 8 examiner report

- When you are writing, always think about your reader, what ideas you want them to understand and how you want them to react at different parts of your writing; then choose the most useful words, phrases or techniques available to you to achieve those effects.
- Plan your writing, even just briefly. You have been given a planning box to do this.
- 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 cohesive and coherent way. If you start presenting an idea, make sure you are developing it.
- Take care throughout with accuracy in spelling, punctuation and grammar.

Paper 2: Reading



Paper 2: Reading

Common issues preventing students reaching grades 4/5:

- Timing – students not completing the comparison question.
- Not considering the effect of language or the focus of the question in Q2.
- Not focusing on language and structure or on the reader or how the writer uses techniques to influence them in Q4.
- Not focusing on the question being asked in 5 and 6.

AO2: Paper 2



AO2 questions – Paper 2 Summer 2022

2 Read this extract.

All our efforts would probably be for nothing, yet at the same time we were live on television, our sponsors and the world were watching, and we were now under obligation to race. So we had to plough on. But we were in an attack with close to zero chances of success. I was furious with my impetuosity, angry for allowing my emotions to lead me into such a hopeless situation.

The gap came down to two minutes and it began to rain. Now my confidence ebbed away. I started to drop behind on the descents and in the corners. For some reason my ability to handle my bike on the slippery Catalan coastal roads had deserted me. I prayed the peloton would reel us in and put us out of our misery rather than prolonging the agony.

In the extract, how does the writer use language to show his negative feelings about the situation he is in?

Use examples from the extract and relevant subject terminology.

(6)

4 The writer presents an exciting event.

How does the writer try to interest and engage the reader?

You should include:

- the writer's use of language
- the writer's use of structure
- the effect on the reader.

Use examples from the whole text and relevant subject terminology.

(10)

AO2 – Q4 – Language *and* Structure

Level 1	1–2	<ul style="list-style-type: none">• Limited comment on the text and on the language and/or structure used to interest and engage readers.• The use of references is limited.• Limited evidence of relevant subject terminology used to support comments.
Level 2	3–4	<ul style="list-style-type: none">• General comment on the text and on the language and/or structure used to interest and engage readers.• The selection of references is valid, but not developed.• Some use of relevant subject terminology used to support explanation. <p>NB: candidates who only consider language or structure cannot achieve a mark beyond the top of Level 2</p>
Level 3	5–6	<ul style="list-style-type: none">• Explanation of the text and how language and structure is used to interest and engage readers.• The selection of references is generally appropriate and relevant to the points being made.• Some use of relevant subject terminology used to support explanation.
Level 4	7–8	<ul style="list-style-type: none">• Exploration of the text and how language and structure is used to interest and engage readers.• The selection of references is detailed, appropriate and fully supports the points being made.• Use of a range of relevant subject terminology to support exploration.
Level 5	9–10	<ul style="list-style-type: none">• Analysis of how language and structure is used to interest and engage readers.• The selection of references is discriminatory and clarifies the points being made.• Precise use of a range of relevant subject terminology to support analysis.

Activity 5

- We are going to look at two scripts for AO2 – Language and Structure – Q4.
- They are labelled script 7 and script 8 in your delegate pack (SO3) and the extracts are in document SO2.
- What advice would you give to these two students to lift their responses? What does script 8 do that script 7 doesn't?

Comments from examiner – Scripts 7 & 8

Script 7: This response covers all the Level 1 bullet points. However, the comment offered on olive groves nudges it into the bottom of Level 2 of the mark scheme.

Level 2 – 3 marks

Script 8: This is a secure Level 3, although repetitive in parts.

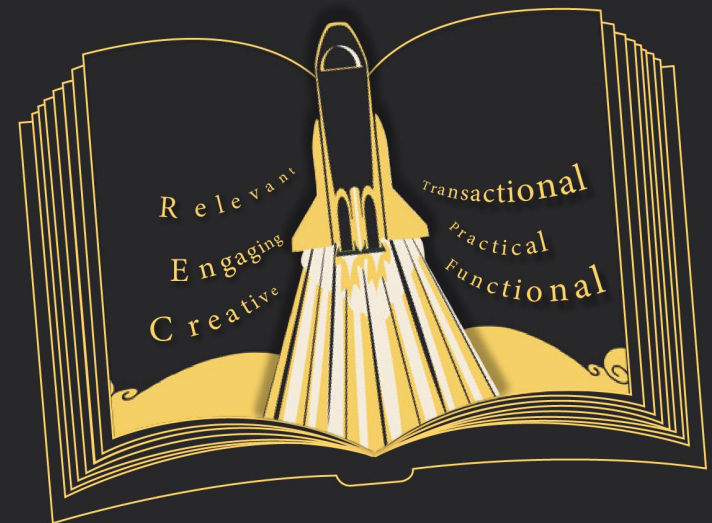
Level 3 – 6 marks

Hints and Tips – Paper 2 Question 4

examiner report

- Again, as with Question 2, responses that were working at Level 1 or the lower end of Level 2 often indicated that language was used to 'interest and engage the reader' in the text. This phrase is taken directly from the question and therefore did not allow candidates to reach the higher levels by looking at how language and structure were creating impact and developing meaning.
- Lower-level responses often recognised the excitement in the text without exploring the ideas in any detail. A common approach to this question from candidates was a reliance on the word 'shows'. This indicates some attempt to understand what the text is trying to achieve, but repetitive responses that used a similar stock sentence approach in this manner were evident at the lower end.

AO1: select and synthesise



AO1 – Synthesis

This should be an opportunity for students to gain full marks, or at least 4 out of 6.

Remind students:

- it is a low tariff question
- it can be answered in very concise way – they need to give ‘three separate ways’
- they need to focus on the question – summer 2022 was ‘three separate ways the *experiences* are similar’
- they have read and written about both texts by this stage – use that knowledge!

AO1 question and MS – Paper 2 Summer 2022

- 5 Text 1 and Text 2 both show people trying hard to win. The experiences are different, but they share some similarities.

Write a summary giving **three** separate ways the experiences are similar.

Support **each separate similarity** with evidence from **both** texts.

(6)

Level 1	1–2	<ul style="list-style-type: none">• Insufficient (less than three) or sufficient (three) but repetitive selection of similarities.• Limited synthesis of evidence from different texts.• Limited use of textual evidence to support synthesis.
Level 2	3–4	<ul style="list-style-type: none">• Sufficient (three) and mostly distinct selection of similarities.• Clear synthesis of evidence from different texts.• Valid selection of textual evidence to support synthesis, but not fully developed and there may be an imbalance.
Level 3	5–6	<ul style="list-style-type: none">• Sufficient (three) and fully distinct selection of similarities.• Precise synthesis of evidence from different texts.• Appropriate and relevant textual selection of evidence to support synthesis.

Activity 6

- We are just going to look at one – full mark response for Q5
- It is labelled script 9 in your delegate pack (SO3) and the extracts are in document SO2
- Why was this script awarded full marks? How can this be used to help show your students how to prepare for this question?

Comments from the examiner

One way the experiences are similar is because in text 1 the writer says "But we were in an attack" and in text 2 they say "Slammed like a bullet into his glasses." Both of these quotes show they are both being attacked and it is distracting them.

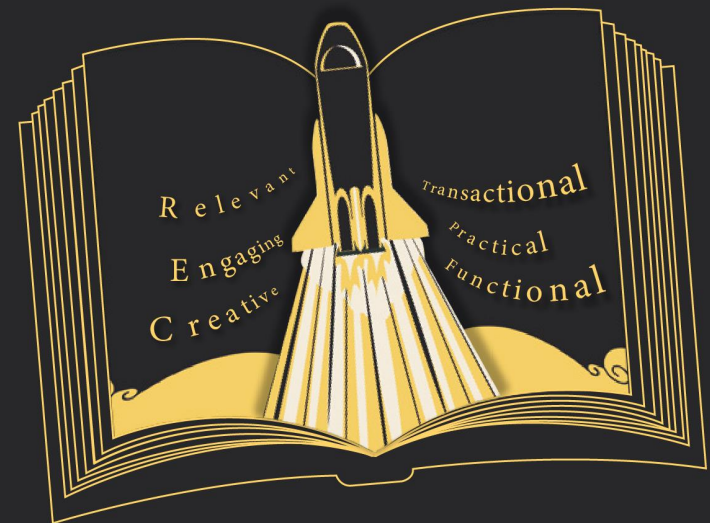
Another way these texts are similar is because in text 1 it says "my ability to handle my bike on the slippery catalan coastal roads had deserted me." In text 2, it says "The car was still out of control." They are similar because they both have no control over their bike/car and both could be in danger.

In text 1 it says "We had to plough on" and in text 2 it says "He stepped on the gas." These are similar because they both are struggling but have carried on trying even through their circumstances.

A clear full mark response. Achieves all 3 bullet points in Level 3.

Level 3 – 6 marks

AO3: Comparison



AO3 Assessment

Common issues preventing students reaching grades 4/5:

- Lack of focus on ideas and perspectives related to the question, i.e. in 2022 about competitive races
- Lack of evidence used for general points made
- Lack of range of comparison.

It is quality, not necessarily quantity that is rewarded.

AO3 question – Paper 2 Summer 2022

6 Compare the writers' ideas and perspectives about competitive races.

You should compare the:

- main ideas
- points of view
- presentation of these ideas and views.

Use examples from both texts to support your comparison.

(16)

AO3 requirements

Level 1	1–3	<ul style="list-style-type: none">• Comparison between the texts is limited.• Description of writers' ideas and perspectives, including theme, language and/or structure.• The use of references from texts is limited.
Level 2	4–6	<ul style="list-style-type: none">• The response considers obvious comparisons between the texts.• Comment on writers' ideas and perspectives, including theme, language and/or structure.• The selection of references across both texts is valid, but not developed.
Level 3	7–10	<ul style="list-style-type: none">• The response considers a range of comparisons between the texts.• Explanation of writers' ideas and perspectives including theme, language and/or structure.• The selection of references across both texts is appropriate and relevant to the points being made.
Level 4	11–13	<ul style="list-style-type: none">• The response considers a wide range of comparisons between the texts.• Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts and fully support the points being made.
Level 5	14–16	<ul style="list-style-type: none">• The response considers a varied and comprehensive range of comparisons between the texts.• Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts.• References are balanced across both texts, they are discriminating, and clarify the points being made.

Activity 7

- We are just going to compare two responses to Q6
- They are labelled script 10 and script 11 in your delegate pack (SO3) and the extracts are in document SO2
- Which level would you place each script in? How could each script be improved?

Comments from the examiner

Script 10 – Covers all the bullet points in Level 1. Obvious comparisons.

Level 2 – 4 marks



This straightforward response does meet all the bullet points at Level 1. As examiners will try to award where they can, we felt that the comparisons here were 'obvious', allowing us to lift the mark into the bottom of Level 2. The mark doesn't progress beyond 4 as the response doesn't really offer much more than a description of the ideas in the text.

Script 11 – Mainly comments and obvious comparisons. Achieves all bullet points in Level 2. Awarded for some explanation, which nudges it into Level 3.

Level 3 – 7 marks



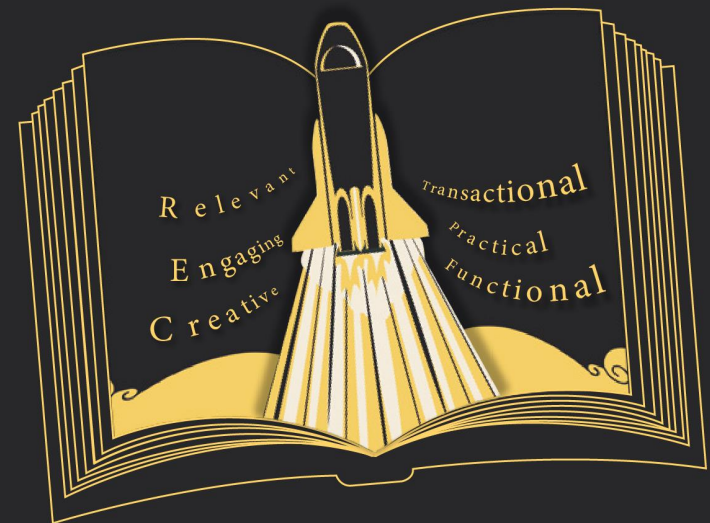
Overall, when assessing this response, the candidate has offered mainly obvious comparisons and comment on ideas in the text. However, there are glimpses of explanation in places. In part, the response hasn't been sustained enough to feel confident that other aspects of Level 3 have been achieved, but a mark of 7 (just into Level 3) has been awarded.

Hints and tips – Paper 2 – Q5 and Q6 examiner report

Q5 – Some candidates approached the question from a broader point of similarities between the texts. The best responses focused on the question asked, providing clear similarities that focused on the experiences of the people in the extracts.

Q6 – Mid-level responses were able to focus more on perspectives, and to explore how the people in the texts felt about their competitive racing experiences. As with some other questions in this paper, some candidates struggled to focus on the question, instead making general comparisons about ideas and perspectives, rather than the experience of competitive racing.

Imaginative writing



AO5/AO6 – Imaginative writing

Common issues preventing students reaching grades 4/5:

- Lack of structure
- Rushed or unsatisfying ending
- Confused tenses
- Lack of character development

AO5/AO6 question – Paper 2 – Summer 2022

EITHER

***7** Write an imaginative piece that starts with the line:

‘This was my moment.’

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 7 = 40 marks)

OR

***8** Write about a time when you, or someone you know, took part in a competition.

Your response could be real or imagined.

You **may** wish to base your response on one of the images on page 15 or use any ideas of your own.

**Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

(Total for Question 8 = 40 marks)

AO5/6 requirements – Paper 2

Level 1	1–4	<ul style="list-style-type: none"> Limited ability to communicate clearly, effectively, and imaginatively. Offers a basic response, with audience and/or purpose not fully established and limited use of tone, style and register. Expresses information and ideas, with limited use of structural and grammatical features. 	Level 1	1–4	<ul style="list-style-type: none"> Uses basic vocabulary, often misspelled. Uses punctuation with basic control, creating undeveloped, often repetitive, sentence structures. Limited holistic use of grammatical features, such as vocabulary and/or spelling, for clarity, purpose and effect.
Level 2	5–9	<ul style="list-style-type: none"> Some ability to communicate clearly, effectively, and imaginatively. Shows an awareness of audience and purpose, with straightforward use of tone, style and register. Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features. 	Level 2	5–7	<ul style="list-style-type: none"> Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants. Uses punctuation with control, creating a range of sentence structures, including coordination and subordination. Some sound holistic use of grammatical features, such as vocabulary and spelling and/or punctuation, for clarity, purpose and effect.
Level 3	10–14	<ul style="list-style-type: none"> Clear ability to communicate clearly, effectively, and imaginatively. Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register. Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear. 	Level 3	8–10	<ul style="list-style-type: none"> Uses a varied vocabulary and spells words containing irregular patterns correctly. Uses accurate and varied punctuation, adapting sentence structure to contribute positively to purpose and effect. Sound holistic use of grammatical features, such as vocabulary, spelling, punctuation and/or syntax, for clarity, purpose and effect.
Level 4	15–19	<ul style="list-style-type: none"> Secure ability to communicate clearly, effectively, and imaginatively. Organises material for particular effect, with effective use of tone, style and register. Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text. 	Level 4	11–13	<ul style="list-style-type: none"> Uses a wide, selective vocabulary with only occasional spelling errors. Positions a range of punctuation for clarity, managing sentence structures for deliberate effect. Secure holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.
Level 5	20–24	<ul style="list-style-type: none"> Sophisticated ability to communicate clearly, effectively, and imaginatively. Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register. Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion. 	Level 5	14–16	<ul style="list-style-type: none"> Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning. Punctuates writing with accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects. Sophisticated holistic use of grammatical features, such as vocabulary, spelling, punctuation and syntax, for clarity, purpose and effect.

Activity 8

- We are going to compare two responses to Q7
- They are labelled script 12 and script 13 in your delegate pack (SO3) and the extracts are in document SO2
- Script 12 is a Level 2 – what advice would you give the student to move this up to Level 3?
- What Level would you place Script 3 in?

Comments from the examiner

Script 12

AO5 – Securely working at Level 2. A lack of paragraphing prevents the response achieving full marks at Level 2.

AO6 – A secure Level 2 response for AO6, although slips in grammatical control and spelling accuracy holds this back from full marks in Level 2.

AO5: Level 2 – 8 marks; AO6: Level 2 – 6 marks

TOTAL: 14 marks

Script 13

AO5 – A solid Level 3 response showing an energetic and effective ability to communicate. Whilst not consistent with some of the stylistic choices, the response offers a clear start, middle and end.

AO6 – This response achieves all Level 2 bullet points at AO6, and has been awarded a low Level 3 for its use of sentence structures, contributing to its overall effect.

AO5: Level 3 – 12 marks; AO6: Level 3 – 8 marks

TOTAL: 20 marks

AO5 & AO6 – top tips

- Teach them how to generate ideas.
- Focus on structure – we often spend a lot of time on figurative language, but less on how to plan for an effective narrative arc.
- Pay attention to the opening and closing of the story – show students examples and get them to practise until they find a style they are comfortable with.
- Give students some ‘golden vocabulary’ that they can spell correctly and use effectively.

Hints and tips from examiner report – Summer 2022

- For the imaginative writing questions, think about your reader, what you want them to understand and what impact you want to create. When you start writing, think about the words you will use, features you can make use of and how your punctuation can add meaning.
- It is always worth thinking about how you may be able to make your writing stand out – lots of candidates write about very similar topics (it was video games this year), so you do something engaging and interesting with the topic you want to write about.
- Plan your writing. We know it can feel like the last thing you want to spend time on during a pressurised exam but planning can really help – your response will probably engage the reader better and show that you have thought about how you want to start and end your writing.
- Take care throughout the writing section in terms of your accuracy: spelling, punctuation and grammar.

Subject Advisor contact details

Clare Haviland

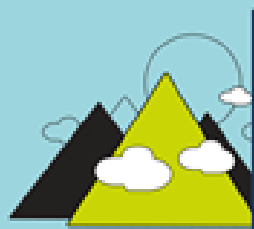
Pronouns: She, her, hers



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