

Moderators' Report/
Principal Moderator Feedback

November 2014

GCSE English (5EH3A)
Poetry and Creative Response

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General Overview

For **Poetry (Reading)** candidates must complete one reading task individually and following their preparation they have up to two hours to complete the task. For the chosen theme candidates respond to two poems which they can select from the Edexcel Poetry Anthology and one poem which is set by Edexcel and changes every year. They prepare by making notes and planning their response to the task.

The reading response must show that candidates can:

- read the poems with insight and engagement
- interpret the writers' ideas and perspectives.

For **Creative Writing** candidates must complete one writing task on their chosen theme. For each theme, there is a choice of stimulus material which is designed to be used as a starting point. Following their preparation they have up to two hours to complete the task and their response must be an individual written response of up to 1000 words.

The writing response must show that candidates can:

- Write clearly, effectively and imaginatively in a chosen form to engage the reader
- Ensure spelling, punctuation and grammatical structures are accurate and appropriate for purpose and effect.

This series was the third time these tasks had been used. The small number of entries meant that a limited range of responses were seen, mainly on Relationships and Clashes and Collisions. Poetry responses were varied. Where there were weaknesses these tended to be a result of 'feature spotting' rather than careful analysis.

A number of candidates in this series had struggled to produce a narrative/descriptive piece for Creative Writing: often plot and characters were not fully developed and some candidates produced quite literal descriptions of what could be seen in the stimulus material.

Most of the marking seen was accurate. In Creative Writing, a significant number of centres mark generously for AO3iii despite weaknesses in sentence structure. Comma splicing and inconsistent use of verb tenses are noted regularly by moderators.

The range of marks seen was limited, as might be expected in a resit series. Candidates show some understanding of how the poets have created effects in the poems, but explanations are limited.

Candidates make occasional references to the text to support their points. Writing is sometimes appropriate, with some grasp of purpose and audience, although this may be limited. There is some evidence of choice in vocabulary and structure. Narratives are basic and sometimes formulaic. Spelling and basic punctuation are mostly accurate, and there is some control of expression. Candidates show sound understanding of use of literary techniques and how these are employed to 'make meaning' from the poems.

Clear references to the text are used to support the candidate's response. Writing has a clear sense of audience and purpose. There is some evidence of crafting in sentences, and vocabulary is well chosen.

Overall organisation is sound. Narratives are sustained and able to interest the reader. Spelling and punctuation are mostly accurate and expression is controlled.

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