

# Examiners' Report

## Principal Examiner Feedback

October 2020

Pearson Edexcel International Award in  
Primary

In English

LEH11/01 Year 9

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## Introduction

Learners engaged well with the texts and the questions. On the whole, they responded positively to the writing task and they were able to identify a 'dream tour' to write about. A variety of 'tours' in a range of contexts formed the basis of learner responses.

## Summary

There was an overall improvement in learner performance in comparison with previous years. Nevertheless, accuracy of written expression is an area which still requires work. In terms of responses to the texts, learners accrued marks across the paper. The questions with the multiple and higher mark tariffs of 2, 4 and 6 were often lost opportunities for some learners who needed closer reading of the questions and their requirements, as indicated and exemplified in the question specific sections of this report.

## Question 1

This question (**RA01**) simply asked for a piece of evidence from the text to show that the writer experienced changes in weather. There was quite a range of possible answers allowing easy access to one mark. The most common correct response was the extract within the text :

*..... 'it looked like more heavy rain was on the way, I was desperate for a night's sleep, and I had a cold.'*

The addendum to this answer was occasionally given as a response on its own and, along with the brief answer 'rain', was not accepted. There was evidence that, in a very few cases, learners had not understood the requirements of the question; to provide evidence, rather than a reason. eg:

*The writer said that "I was making excuse I was desperate for a night sleep"*

Centres should reinforce the requirements of 'giving evidence'.

## Question 2

This question (**RA02**) required learners to comment on the language used to describe the facilities in Longido. Not all students understood the focus of the question. Many identified the dress of the Maasai men in Longido rather than the facilities. Centres should encourage closer reading of a question, perhaps with the underlining of the key requirements.

*"There were a lot more men, ..., Dressed in deep red robes, many with wearing striking silver earrings". The People here are not poor, at least. Because they <sup>are</sup> wearing silver earrings, which isn't cheap. aren't cheap*

Many learners were able to make a simple statement about the language used, eg:

*The writer use descriptive language to describe the facilities in Longido.*

And were able to offer a supporting appropriate example, eg:

*show us two An example for this is when the writer arrive at the coffe small cafe.*

*the gave statistic about the number of table and kitchen: "half a dozen tables and an open*

Learners should be encouraged to consider the focus of this question which requires consideration of the language being used by the writer rather than a focus on what the facilities were like, gaining no mark, eg:

*The facilities were in longido weren't good enough to pleased*

*the writer, also it was a little mess up and old.*

### Question 3

The question (**RA04**) allowed learners to select a variety of reasons used by the writer to justify his 'stopping early'. The text provided several identifiable reasons and many learners were able to access this question and gain two marks. A typical correct 2 mark response would be as follows:

*The writer has mentioned 'heavy rain' and 'desperate for a night's sleep' as <sup>an</sup> the excuse for them stopping early.*

### Question 4

This was a multiple-choice question (**RA03**) requiring learners to consider the writer's meaning behind

The phrase 'this had been designed'. Against the use of the verbs 'show' and 'emphasise', learners provided with the verb 'hint' to capture the writer's undertone of the setting. The correct response was option C: 'hint how others were built'. Centres should help learners to discriminate between verbs such as 'show', 'emphasise' and 'hint'.

### Question 5

The tick box question (**RA05**) required learners to identify which of the given writer's words were 'positive' or negative'. A surprising number of learners were unable to gain two marks on this question, though only a small number gained 0 marks.

Learners usually identified 'had made it past another major city' and 'loved sitting there' as 'positive'.

However, 'cold shower' and 'nagged me' surprisingly were often identified as being 'positive' signs of the writer's attitude. Centres should encourage learners to examine and consider attitudes adopted by a character or writer.

## Question 6

A further multiple-choice question with an **RA01** focus, with learners having to indicate which of the given words had the same meaning as the writer's use of 'not domesticated'. This presented learners with a challenge mainly to decide between a possible 'not trained' or the correct selection of 'not tame'. This question required close reading of the text.

## Question 7

Learners were required (**RA02**) to 'write another word for 'daunting' as used in excitement can be daunting'. Anticipated correct responses were identified as being 'scary' and 'frightening' and these tended to be the two most common correct answers given. The use of 'overpowering' and 'overwhelming' were also frequently identified. The most commonly seen incorrect response was 'dangerous' which was inappropriate for the intended context.

Write another word for 'daunting' as used in this phrase.

dangerous

Other incorrect interpretations were 'exciting', 'thrilling', 'amazing', along with 'unsafe' and 'risky', all of which do not replace the intended meaning of an experience where the excitement was 'daunting'. Learners should be encouraged to consider the given word within its sentence to establish an appropriate context in which to place their suggested response.

## Question 8

Another **RA04** question which required an explanation of how 'humans' are simply 'guests/ temporary visitors/intruders on the animals/habitat' for one mark. There was a second mark for an explanation of the implication that they should behave as a 'guest'.

The writer's view expressed by the use of these words are that in a safari, humans are stepping into the homes of animals, making humans "the guests"

Learners appear to have done quite well with this question describing in a variety of ways that the animals have their 'own homes' or 'territory' and we should respect that' For the second mark, there were several descriptions of how 'humans' should behave when 'on safari' or in the 'animal's home'; 'acting accordingly' was a phrase commonly seen.

It means that safari was like the animals 's natural home we just like a visitors so we have to act accordingly

A frequent common correct response would be:

The writer tries to imply to the fact, humans are guests or as part-time visitors and not part of the animals. The humans should act in a way that it would not affect animals as, they are not part of the animal community, or the safari.

Generally, some students were able to explain the meaning of 'guest', some on 'behaviour' but most found it difficult to include both aspects as above.

Some learners identified that the animals had their own territory and as 'guests' we should be aware of their wild nature, since we might be their prey which is not entirely consistent with the intended meaning of the phrase used in the 'Tips'.

when we visit the safari, animals there were not trained similarly in the zoo, they followed their instinct: hunting prey. Unfortunately us humans are one of their preys, their "guests".

### Question 9

This question required learners to explain how the writer 'recommends the reader make the most of 'Africa time'. This is an **RA03** focus looking for a reasonable explanation of how the writer recommends we make the most of the 'moment' and how Africa time is described by the writer.

The writer recommends the reader to enjoy the moment as much as possible. By using some words about "Africa time", the writer wants everyone to be happy, to "put the technology away" and "enjoy the 'now now'" (which means "at the moment").

Most learners were able to focus on the different descriptions of 'now' but fewer were able to then go on and state what the writer recommended; to make the most of the moment, as in the eg above.

Unfortunately, the repetition of 'now' in the description of 'Africa time' may have been too challenging for a number of learners who were unable to unravel the text meaning, eg:

The writer means that will know everyone who live in Africa for a long time will know what should do and shouldn't do in everyday life in a hottest continent & country in the world.

**Question 10** has a focus of **RA03**, looking for the learner to identify an organisational feature used by the writer and an explanation of its function. Learners should be able to focus on the requirements of the question in understanding the term 'organisational feature' and not respond in general terms, eg:

The writer has organised this text perfectly. The flow and grammar used in the text are fantastic although it is not written formally. He writes the text in a more friendly and conversational way.

Many learners were able to identify one way the text was organised, though not always providing a technical term, eg:

*The writer organised this text into different categories (behaviour, clothing, time)*

Others were able to offer a name of **sub-heading** but did not offer a reason for its function, eg:

*The writer has put the organised it be placing the paragraphs under subheading making the text look neat and understanding*

Two mark responses identified a method of organisation and offered an explanation as to its function, eg:

*By using headline make the visitor easy to understand because it divide in <sup>to different</sup> part and each part "Behaviour", "Clothing", "Time" and each part have detail into instruction make the visitor easy to follow and understand clearly.*

Centres should encourage learners to examine a range of organisational features adopted by writers of a variety of texts and topics.

**Question 11(RA03)** is a tick box question requiring the identification of four elements, with one option already 'done' for the learners. It required them to identify where given features of writing were in evidence; Text A, Text B or Both. The most common errors were in the incorrect identification of 'expanded noun phrases' and 'uses an interjection'. These appear to have caused errors leading to most learners only gaining 1 mark on this question. Typically, as follows;

Feature in text	Text 1	Text 2	Both texts
Written in the first person	✓		
Written in informal language		✓	
Uses expanded noun phrases		✓	
Written in the past tense	✓		

Unlike the earlier tick box question (Q5), there were quite a number of learners who were unable to score any marks, as shown here;

Feature in text	Text 1	Text 2	Both texts
Written in the first person	✓		
Written in informal language	✓		
Uses expanded noun phrases			✓
Written in the past tense	✓		
Uses an interjection	✓		

Centres should help learners to consider a range of linguistic features used within texts.

## Question 12

This **six-mark question** has proved the most challenging to pupils (**RA04, RA03 and RA05**) with very few responses evidencing Level descriptions within Level 3 or the upper end of Level 2. Learners tended to just focus on the quotes provided. Several responses referred to the threat of danger or the fierceness of the appearance of the Maasai men in text 1. In text 2 references were made to the calming nature or a soothing effect of nature. Well explained answers were rare. Most responses tended to demonstrate a simple comment and a basic notion of language used but concentrating on simple comments about 'clothes' and 'colours', eg:

Text 2: By using the word "these", the writer shows how uncomfortable the clothes is but after that, they show how important it is. By use the contrasting way, the writer may connect to the reader by understanding the ~~same~~ discomfort of the clothes.

Text 1: the contrasting way. these words reflect is that ~~it~~ it

Typical two mark responses demonstrated a closer examination and comment on the colours and setting, with a simple implied reference to contrast eg:

Text 1 want to describe clearly what the clothes <sup>actually</sup> look like, show every detail of ~~the~~ custom. The purpose is to make the reader have a ~~se~~ closely sight for these clothes, how they dressed.

However, text 2 just want to tell us what clothes should wear but not ~~the~~ at any detail. We just know that is 'green and khaki clothes'. The purpose is to show the clothes that which people have to wear when in the safari.

Where contrasts were more obvious and the examination of the colours at word level, learners were seen to be operating at the lower end of Level 2 as below:

In contrast, the writer in text 1 wants to describe how African men dressed. In contrast, the writer in text 2 uses these words to hook readers ~~exper~~ experience the clothes on safari. As the writer on text 1 tell readers his <sup>own</sup> story by describing what the writer saw how African men dressed in a very detailed sentence, the writer on text by using strong adjectives, the writer on text 2 just describe the safari clothes in a general - green and khaki. This is because the purpose of the second writer is to tell reader about the benefits of safari clothes.

Learners focussing on contrast between the descriptions of colours and the impact on the reader of the words used by the writer, giving a clear contrast of



one element identified, were operating at the upper end of Level 2.

The first text is ~~rate~~ the character's personal experience so he described whatever he saw and wanted to show the how vibrant the scene was. Furthermore, he's not ~~wearing~~ taking a serious trip, so he just felt free to ~~right go~~ look around and describe the people.

On the other hand, the ~~text's~~ text 2's purpose is to provide ~~information~~ safari tips with essential tips. ~~Therefore it requires~~ being informative and ~~obvious~~ and straightforward, ~~so~~ Therefore the clothes is described simply <sup>"green and khaki"</sup> whereas the clothes in text 1 is described with descriptive <sup>with</sup> language and various stylistic features: "deep-red robes", "huge fresh loops in their ears..."

Very few responses were seen to be operating at Level 3 where there was a clear explanation of the contrast with a focus on the use of language at word level and investigating the writer's purpose and view point, as exemplified by:

"Deep red robes" are contrasting in Text 1, as the writer describes Londigo as a place with no mains electricity and bad weather. The reader is given the ~~em~~ imagery of a gloomy, dark place, maybe with a few shabby houses or shacks here and there. However, the people wore "deep red robes" with "striking silver earrings" which gives the reader ~~and~~ impression ~~a~~ that they were not really poor and what they wore was quite luxurious. Text 2 talks about how green and khaki clothes are the most suitable to wear in the given environment, as it ~~is~~ serves as a camouflage to blend in with the environment. This is contrasting when compared to Text 1, it shows how two parts of the same country (Africa) could be so different to each other, specially with its opposite ~~clothing~~ attire.

This is a high tariff question which was not well answered. Learners should focus on how the writers use language to describe features or create impressions of surroundings, rather than repeating what the writers said.

**Question 13** combined a focus of **RA04 and RA05**, with one mark given for a selection made of one

of the texts which would appeal to someone who wants to learn about the interesting and

challenging aspects of travelling on an unusual journey.

The reason needed to be linked to how the text chosen is interesting or challenging for someone.

A second mark is available for 'evidence from the texts to support' the learner's view.

This question was found to be very accessible with learners able to make a considered and related

selection. Not everyone provided 'evidence' from the text to support their choice.

This is a typical 1 mark response, offering a simple statement of support for selection but no

'evidence'.

1A text one, because the writer didn't know anybody at that place and it was somehow risky to be alone.

An example of a fuller response for 1 mark, justifying Text 1, but lacking 'evidence'.

Text 1 would be more appealing to someone who wants to learn about the interesting & challenging aspects of travelling, as this text talks about the adventure of one solo traveler & his problems faced on his way. And the beauty of solo travelling.

An example of a fuller response for 1 mark, justifying Text 2, but lacking 'evidence'.

Text 2, as it explains the what is being done in the safari and explains what to do and what to prepare for when going on a safari.

Where supporting evidence was provided by the learner, a mark of 2 marks was awarded, as shown

in this following example:

Text 2 would be more appealing to someone who wants to learn about the interesting and challenging aspects. Because text 2 tells about the threats that may face on a safari tour "many of the safari animals are dangerous" and it also shows the adventurous atmosphere when telling people to wear clothes that can protect them, also the strange "African time" can make reader become

The question specifically reminded learners to 'use evidence from the texts to support your view'. Centres should encourage learners to heed such a reminder and, maybe, even underline it to help with a focus on providing what is required.

**Question 14**, an **RA01** focus, is a multiple-choice question requiring learners to select a reason why the astronaut decided 'to start rationing food'. Option C 'he wanted to live longer' was the correct answer and was generally well selected by learners.

**Question 15**, an **RA02** focus, required learners to select an option which correctly completed the reason for the information given about the Ares 4 landing site; 'about 3200kilometres away from the astronaut's location to show how;' The correct answer was to show how 'difficult a rescue attempt might be'.

Centres should encourage learners to consider a range of possible reasons why a writer might share particular specific information with the reader.

**Question 16 (RA04)** required learners to 'explain what the writer meant by these words'; 'but NASA has a lot of smart people'. Crucial to a successful response to this question, was the ability to identify the astronaut's feeling at the time of saying this – it showed that he was hopeful or thinking that a rescue might be possible.

The writer use these words to show that the astronaut is still having hope to be rescue, maybe there are not any hope but this thought makes people less worried.

The phrase 'smart people' was not so readily described by learners with many simply re using the phrase within their answer with no explanation, such as, possibly - 'they were clever, intelligent' and 'capable of thinking of possible rescue options', eg:

He means that NASA will f someday, despite the difficulties, ~~will~~ find a way to send the assistance he requires. He trusts that in spite of all the challenges, the workers at NASA will come up with a plan to save him.

Learners are advised to try to avoid repeating key words contained within a given phrase for which an explanation is required. They should ensure that they make it clear what those key words actually mean or imply.

**Question 17, RA05**, was found to be difficult for learners to answer fully. Learners were required to explain how the phrase 'may as well yell towards the Earth for all the good that will do me' reflected the astronaut's situation.

Many learners described the phrase in literal terms and believed that the astronaut was actually trying to 'yell' at the Earth and criticised this action. Such responses gained 0 marks.

The words above compares his situation to doing something pointless.

And also:

The astronaut is hopeless and does not know what to do in such a situation and thinks the only ~~he~~ <sup>the writer</sup> can do is 'yell'.

The writer thinks like a child, immature in such a situation when ~~he~~ <sup>he/she</sup> has to decide on what better alternative he could use, ~~act~~

The higher performing learners were able to identify the aspects of humour, sarcasm or irony embedded within the astronaut's thoughts, eg:

The sentence also uses sarcasm which shows ~~he~~ <sup>the writer</sup> is in right mind but is feeling completely lost. ~~if every~~

More able learners identified both elements for a 2 marks response, eg:

The above phrase shows irony and hopelessness, because of the situation he is stranded in. He has no form of communication, ~~since~~ <sup>since</sup> he could use to contact Earth, so he uses humour to portray that he should rather shout at Earth to ask for help, because that will do some good. This makes the hopelessness and stranded situation more evident and profound as he ~~is~~ <sup>uses</sup> sarcasm.

The question asked how the words reflected the 'astronaut's situation' but many learners simply commented on the astronaut's behaviour. Centres should encourage learners to consider how aspects of humour, irony or sarcasm may be contained within a writer's words or comments.

**Question 18, RA03** focus, has a mark of 4 and has been accessed with quite some success by many learners. It was possible for learners to identify ways the astronaut demonstrated a positive attitude to a maximum of 2 marks. Evidence which supported the identified positive attitudes could also gain a maximum of 2 marks.

An example of 1 mark for a way a positive attitude is expressed:

- The astronaut ~~eat~~ less food to maintain his survival

An example of a 2 mark response which identifies two examples of a positive attitude but with no supporting evidence from the text:

He tells ~~us~~ himself that he has food and water that would last him upto 400 days and that he will manage.  
He also found a bottle of vitamin: that would last years.

Many learners were able to identify two ways positive attitudes are demonstrated with supporting evidence from the text as in:

The astronaut uses informal language to convey how calm he is and to show that he keeps a positive look on the situation, despite the fact that he's on the Mars "So yeah." "basically, the mission's fix-it man who played with plants". Another way is through the astronaut sense of humour and belief, even though the astronaut is in a completely different place from Earth, he still manages to add a hint of humour in his account "mission's fix-man who played with plants", "NASA has a lot of smart people".

**Question 19** is an **RA04** focus question which requires the learners to explain the purpose of the given words; 'wake' and 'death'. Many learners simply gave the meaning of each of the words with no regard to the intended purpose of the words. This would gain 0 marks and is exemplified as:

- wake

To show the beginning

- death

To show the ending

An example of a 1 mark response which offers a focus on the purpose of 'wake' is as, eg;

- wake

this word is placed as so to tell the reader that everyone at NASA might be having ideas and starting up assumptions

An example of a response which addresses the focus of the question by explaining the purpose behind the writer's choice of both words is:

Explain the purpose of the emboldened words.

• wake

the word 'wake' is used to show as acronym synonym for 'because' and heavily contrast with the word 'death'

• death

the purpose of the word 'death' is to inform the reader that due to him being stranded on Mars, who ever incharge of the mission might have announced him to be dead, which is the reason for the program to be cancelled.

(Total for Question 19 = 2 marks)

Centres should encourage learners to consider how aspects of humour, irony or sarcasm may be contained within a writer's words or comments.

**Question 20, RA04**, asked learners to consider why the thought 'But one thing at a time here' was shared with the reader.

Unfortunately, many learners gained a mark of 0 being unable to focus on the correct assessment requirement of this question. An all too common incorrect response was, eg:

To engage the reader with the situation that the astronaut is currently in. This makes the readers more interesting and makes the writer characters feelings been shared with the readers.

Many learners offered explanations of what is meant by 'one step at a time', gaining 1 mark, eg:

Doing too many things at a time can cause greater damage than doing it one thing at a time and doing it one at a time can give better results since you focus on it more.

but were unable to offer an explanation as to why the astronaut shares this thought; an indication to the reader that he has hope and is focussed, as this eg:

This thought is shared with the reader to fore shadow his attitude towards survival as the story moves on and show his decision to take <sup>everything</sup> slowly but carefully in order to survive.

Other learners concentrated explanations on the reasons for the astronaut speaking to reader, without giving any consideration as to what is actually being said; what the significance is of this thought, as in this example which fails to address the focus of the question.

because the text is like a record of <sup>the astronaut</sup> himself, of the most natural self of him speaking or reporting his doings to "someone", and so this thought is shared with the reader to create the natural feeling and connection as if the ~~the~~ astronaut is talking directly with the readers

Centres should encourage learners to consider emotions and feelings which might be contained with the writer's thoughts or feelings when viewed against the background of events within the fuller text.

## Writing

### Form, communication and purpose

**Section C, Writing, Question 21**, learners were invited to 'write an entry' to a writing competition entitled '**My Dream Tour**'. The main purpose was to persuade the travel company that their tour should be the winner. Learners were able to engage with the task, writing about a variety of selected 'dream tours'. The areas needing development are maintaining structure and purpose throughout the response.

While it is to be commended that candidates wish to embellish their responses with similes and adjectives, some were over-used and detracted from the response. The indicative content list in some cases was used almost as paragraph headings with little development or was used far more successfully as a guide to structure of content.

All too often, details of journeys and extensive tour itineraries were the focus of responses rather than the details of why the 'dream tour' should be selected. Less successful responses gave great details of why the learner wanted to visit but engaged in very little in the way of persuasion and lost engagement with the reader.

Prompts were provided as 'things to think about': where to go, why go there, what to do or see there and why the entry deserved to win.

Within S1 Form communication and purpose, learners were able to introduce their content in an appropriate manner for the task, though 'form' was not always maintained. Some paragraphing or sections were generally logically sequenced, often with an attempt to engage the reader. An example of S1 at the lower end of this Level:

I <sup>is</sup> ~~that~~ <sup>is the country</sup> have a place I very want to go travel there when I 10 years old.  
~~That~~ That is Japan, where have lots of beautiful cherry blossom flowers.  
Japan is not a big country but ~~at~~ there have lots of ~~be~~ <sup>be</sup> delicious food and, traditional clothes and beautiful scenery. About

At this lower end of the S1 Level, there is little in the way of stylistic features evidenced and, in terms of Grammar, punctuation and spelling, operating at the lower end of Level S1, some sentencing is sound but little evidence of connectives being used. There is usually some correct internal punctuation, usually used within a list. Definite articles are frequently omitted and this can disrupt reading eg 'there have lots'. The final guidance as to being persuasive about the entry being selected was frequently omitted at this

~~At~~ At this country ~~have~~ I really want to go there because they have lots of interesting ~~that~~ I want to discover and try. At there ~~s~~ product anime movie which have lots of beautiful ~~star~~ character.

Learners writing at the higher end of the S1 Level for FCP were able to demonstrate planning and logical organisation, with logical sequences, though somewhat awkward as below:

Outline: - Amazon Forest  
- popular, many things - discover  
- different experience, adventure  
- life skills, knowledge about plants, nature, animals  
- learn new things, beautiful sights (photos)  
- brings wonderful memories  
- persuade travel company

In the world, there are so many places to visit but there is one place you can never pass, it is the Amazon Rain Forest. It is in Africa, of course almost people know about this. You can go to Venice, Paris, New York and many other beautiful place; however, ~~Amazon is~~ we will ~~as~~ make Amazon become the best destination in your life.



This tour will bring lots of wonderful memories and also many fantastic pictures. No one can imagine how great the sight there until really see it. This tour will just like exactly your dream and become unforgettable journey.

Others demonstrating FCP S1 skills at the higher end of the level structured their responses in letter form with a formal salutation and attempted felicitation. This was a structure adopted by a number of learners within higher levels of FCP, where they were able to maintain the style and tone far more successfully than this Level 1 eg;

Dear Sir / Madam,  
Today, I would like to tell you about my amazing dream tour. I have always dream that I can travel to England once in my entirely life. Why? Because to me, it is the most interesting and preturesques country on the world. With lovely and peaceful countryside, ancient but bushing cities, when I first come across England on the internet, I know my heart has been caught away.

GPS of this response demonstrates features with some sentences correctly demarcated and mostly correct use of internal punctuation but subject verb agreement is not secure.

my heart. In my eyes, England was and always be the best thing I have ever dream of. I have done my best to reach my dream, & so if your company gives me chance to make it becomes true, I would be really really appreciate appreciate.  
Sincereta Sincerely,

Responses which moved into Level 2 for FCP and GPS demonstrated better organisation with clearer awareness of audience, with the form mostly established and maintained.

I have always been fascinated about other countries. I imagine travelling to all these places, surprised by their spectacular view, enjoying such different cultures and forever enrich my experience, knowledge and view<sup>of this world</sup>. And one of, if not the most lovable country I have longed to visit is Japan.

There is a greater control of paragraphing or sections and this supports coherence, leading to a considered ending and appeal.

This trip to Japan ~~was~~ is truly a dream of mine. I really enjoy Japan culture and want to travel there. I ~~can't~~ write an ~~en~~ about my prospect and the ideal picture of Japan that has long been marked into my mind. But I ~~sure~~ ~~that~~ nothing will feel quite the same as real experience. I have travelled to many places and ~~can~~ be sure about this, no matter how detailed you think you have thought about the place, real experience is truly something on another level.

At the upper end of Level 2 FCP and GPS, spelling is mostly accurate with evidence of ambitious vocabulary. There are stylistic features used to add emphasis and interest which helps to support the writer's purpose.

Dear Sir,

I am Happy and I have an extremely thought - provoking tour that could probably become a big deal if your company is the one that approve it. My dream tour, without a ~~to~~ doubt, is a serene, astounding trip to a not well-known country, or it could be said, the least popular country in the entire world - Tuvalu. It is a coastal, desolated realm located in North America, which has been entitled as the world's least visited country.

An example of far more secure and accurate punctuation can be seen demonstrating the use of internal punctuation for impact and emphasis.

Ever since I was a child, I have always been mesmerized by the beauty of all the beaches in the world. But of course, like most people, I also have my favourites and priorities. So, for My Dream Tour, I would love to be able to set foot onto the wonderful island of Maldives that I have been feeling desperately to visit.

Learners demonstrating Level 3 features demonstrated a more secure awareness of audience with form established and maintained throughout. There is clear control of paragraphing and this supports the coherence of the writing throughout the response. Stylistic features are used to add emphasis and interest and bolsters the persuasive tone of the response.

Dear travel company,

I write to you today as an interested contestant of your writing competition, titled "My Dream Tour". This is my entry for ~~my~~ the competition that I will talk about the destination of my dream tour.

Paris, Capital of France Nicknamed "City of Love", "City of Light", "City of Fashion", she was a sparkling jewel of Europe and the embodiment of majesty. "Paris" - an adjective in English describing something of grand beauty. Her name alone described what she is and has always been: grand beauty.

berets, baguettes and the Eiffel tower, she's a standing scarlett to the French culture in specific and European culture in general. Paris is high well-designed architecture; she is the fore front of fashion, of culinary, of <sup>Significance</sup> lifestyle, of a cultural and historical ~~beauty~~ and remnants. With that said, I think my winning in the competition will be deserving, not for me but for the beauty for Paris and her forever-lasting ~~presence~~ stance of what ~~Paris~~ "paris" means.

Those responses which touched upon Level 4 FCP could be seen to demonstrate a sophisticated awareness of audience with form adapted and controlled. The paragraphing is organised with complete control.

Ever since I was 6 years old, there was one place I wanted to visit more than anything. Italy. Everything about the place amazed ~~from~~ me. From the old tales to the historical sites, I just wanted to see and hear everything for myself.

As a kid, people would ask me. Why Italy? Why not a place like America where you can meet the stars? Well, all of that did sound nice, but I didn't want a cliché story where the girl meets a famous celebrity and her life becomes dram filled. I wanted to have an adventure. I wanted to ride on gondola's and see the coliseum. Learn about the ways of the people and try new foods. Italy just fascinated me.

The control of paragraphs with coherence is maintained throughout with a focussed ending.

make their dream our wish a reality. I hope my reasons  
and my dream will be given a chance. Who knows. Maybe  
some time from now I'll be hidden under a mask,  
dancing to the mesmerizing sounds of music in a  
small town in Italy.

The areas needing development are maintaining structure and purpose throughout the response. While it is to be commended that candidates wish to embellish their responses with similes and adjectives, some were over-used and detracted from the response.

Overall, **Grammar, punctuation and spelling** continue to require further work for the centres. There were some instances of overly elaborated and lengthy sentences, lending themselves inevitably to errors in punctuation and grammar as exemplified in many of the above extracts.