



Pearson
Edexcel

Examiners' Report

Principal Examiner Feedback

June 2021

Pearson Edexcel International Award in Primary

In English

LEH11/01 Year 9

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

June 2021

Publications Code LEH11_01_2106_ER

All the material in this publication is copyright

© Pearson Education Ltd 2021

Introduction

Learners engaged well with the Source texts and the subsequent reading questions. On the whole, they responded positively to the writing task and they were able to identify environmentally efficient strategies for their schools. A variety of such 'strategies' in a range of contexts formed the basis of learner responses.

Summary

There was an overall improvement in many learner performances. Nevertheless, accuracy of written expression is an area which still requires work. In terms of responses to the text. 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 – Identify and retrieve ideas and information**) simply asked for *a piece of evidence from the text to show that homes were important to both people and animals*. The most common correct response was the extract within the text:

"All living things need a shelter or a safe place to rest"

This fuller answer was frequently given as a response but either a reference to 'things need a shelter' or 'people and animals need a safe place' were acceptable on their own. There was evidence that, in a very few cases, learners had not understood the requirements of the question; to provide evidence from the text. Incorrect answers referred to the idea of returning from a day of hunting and searching for food. Students generally understood RAO1 and could identify and retrieve information correctly. Information retrieval was done well.

All leaving creatures, need a place to live and a house to stay

Centres should reinforce the requirements of 'giving evidence from the text'.

Question 2

This question (RA04 -Explore the writer's use of grammatical and literary language) required learners to explore the writer's use of grammatical and literary language at word and sentence level ('how the writer uses language to show...'). Incorrect answers referred to 'inferring information from the text', which weren't credit worthy. Also many used vague answers such as 'creates an image' All too often, learners responded to a different RAO, e.g.:

The writer tries to explain how important home is and what features home needs so he wrote: "Early settlers looked for certain features in an area to make life easier."
(Total for Question 2 = 2 marks)

The above response does not focus on 'how the writer uses language' but tries to 'deduce, infer or interpret' what the writer means. An example of a response which offers a focus on the writer's use of language would be:

The writer used descriptive writing to show that early settlers needed a home "They needed homes where they were safe from wild animals and bad ~~the~~ weather" the descriptive words used like "wild" animals shows the reader what kind of animals they are and why they need shelter
(Total for Question 2 = 2 marks)

and

"They needed homes where they were safe from wild animals and bad weather." The writer uses 'safe' which shows that homes make you feel protected, the writer also uses 'bad' which shows that if the weather is terrible they have somewhere to go
(Total for Question 2 = 2 marks)

Centres should encourage closer reading of a question, perhaps with the underlining of the key requirements. 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 writer was 'saying', 'telling us' or 'explaining' why settlers needed a home, e.g.:

It says in the text "Early settlers looked for certain features in an area to make life easier" the writer says that to show the readers that early settlers needed homes to make their life easier
(Total for Question 2 = 2 marks)

Question 3

The question (**RA02 – Deduce, infer or interpret information, events or ideas from the text**) allowed learners to select two reasons 'why shelter was important for early settlers'. The main reasons were related to protection from, animals, attackers or bad weather. Two reasons were required for one mark. A certain sentence from the text contained two of these three reasons and was frequently quoted:

They needed homes where they ~~can~~ were safe from wild animals and the bad weather.

Many learners failed to gain one mark as a result of not providing two acceptable reasons. A most commonly offered incorrect reason was:

- They needed a place to go back to after a long day of hunting

Question 4

This was a multiple-choice question (**RA03 – Identify and comment on the structure and organisation**) requiring learners to consider the writer's use of the comparison

'...home is a tent or a caravan. For others it is an apartment...'

The correct response was option A: 'there are lots of different homes'

Centres should help learners to understand the use of a comparison within a text.

Question 5

This question (**RA05- Consider the writer's purposes and viewpoints**) required learners to write a phrase opposite in meaning to those given. A number of learners were unable to gain two marks on this question, though only a small number gained 0 marks.

Learners usually replaced the phrases with a negative prefix or added the word 'no' or 'not' e.g.:

a place of coldness and ^{no} safety.

a place of coldness and unsheltered

an undefendable site

Some learners offered wider explanations of the given phrases to establish 'opposites', e.g.:

a place of coldness and desolation.
Wet land that flooded easily
a site that was easy for attackers to infiltrate.

The replacement of 'shelter' ranged from 'dangerous' to openness to the elements- 'exposed'.

For a 'defendable site', opposites had to show easy of attack or vulnerability.

a place where there is ~~no~~ defence very dangerous

Homeless or homelessness was a frequent incorrect answer seen. A cold place was the most popular answer but these were often the only part of the answer provided. For the opposite to 'a defendable site' many wrote 'unsafe' or 'dangerous.' Here, 'dangerous' was not felt to be appropriate since a site could be dangerous but also well defended.

Question 6

A further multiple-choice question with an **RA02 (Deduce, infer or interpret events or ideas)** focus, with learners having to indicate what the writer meant by 'protecting the future'. The correct response was identified as:

Option C – *thinking ahead*

This question required close reading of the text.

Question 7

Learners were required (**RA02 – Deduce, infer or interpret events or ideas**) to 'write another word for 'reserves' as used in 'doesn't have large reserves of fuels.' Anticipated correct responses were identified as being 'stocks', 'stores', 'supplies' and 'piles' and these tended to be the most common correct answers given.

In these cases, the plural form to replace 'reserves' is used. Where these words were given in the singular form, they were not accepted since they did not appropriately fit into the given phrase, e.g.:

store

amount

These were not accepted but 'amount(s)' was a most common response which in its following form was accepted:

amounts

Many learners gave fuller correct responses:

Another word for 'reserves' as used in this phrase is storages.

Other incorrect interpretations were forms of containers which did not reflect 'reserves' eg: 'tanks', 'containers', 'barrels' etc.

Learners should be encouraged to consider the given word within its sentence to establish an appropriate context and form in which to place their suggested response.

Question 8

Another **RAO4 (Explore the writer's use of grammatical and literary language)** question which required an explanation of the writer's view as expressed in 'Just press the button and go!' There were two marks available for a valid explanation. Many learners offered responses which did not focus on the writer's views, e.g.:

The is saying now a days different types of vehicles are ~~to~~ produce.
The are auto drive also this what is coming to us

More capable learners were able to focus on what the writer's views might be, e.g.:

The writer's view is that the driverless cars are very efficient and
easy to use. The writer agrees with this idea and is enthusiastic about
it as well as enjoys how easy it is to be used.

2 marks

and

The writer is very excited about the driverless cars. These cars will make life much easier when sitting in traffic, and they are ~~much better~~ a lot better for the environment, since they don't run on fuel, but by magnets. The writer thinks they are ~~a very~~ good idea. (Total for Question 8 = 2 marks)

2 marks

Learners do not appear to have done quite so well with this question, not able to recognise the enthusiasm the writer has for the future vehicle he is describing. Common correct responses recognised that the writer was 'making it sound easy and convenient to use' and that he was 'encouraging people to live in an environmentally friendly way.'

The writer expresses how effortless transport in Masdar would be. The writer expresses their enthusiasm towards his idea.

This response recognises the writer's view but does not relate it effectively to 'just push the button and go'.

1 mark only.

Question 9

This question required learners to explain how the writer 'maintains a positive attitude to Masdar as a city of the future.' This is an RA05 focus (Consider the writer's purposes and viewpoints) looking for a reasonable explanation of the writer's words. up to a maximum of 2 marks.

The writer is trying to make it positive because they're trying to get readers to agree since it's for the future.

0 marks – an unclear attempt at explanation

he include every thing about the city
a that it will be good for envairment
and it will not effect your lungs.

1 mark – identified 'everything about the city' that 'will be good'.

Writer had a positive attitude about Masdar, by
saying good things, by giving the list of the aims, which
writer likes. This sentence shows his attitude, "It aims to be one
of the world's most supported city", "To make full use of solar power"

2 marks – this response repeats the wording of the question and offers 'saying good things', 'giving list of aims' 'which 'the writer likes', whilst offering two most appropriate examples as support.

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,, e.g.:

The writer has organized this text by giving different
examples of countries which tried to have a better
future.

(Total for Question 10 = 2 marks)

Many learners were able to identify one way the text was organised, though not always providing a technical term, but identifying important sections, e.g.:

The writer started with an intriguing introduction then
moved onto speaking about countries/cities who are taking

Others identified the sections followed by the writer, e.g.:

At first, he gave a small introduction about the topic, then
He wrote the first paragraph about countries, the second
for cities, and the last for homes. (Total for Question 10 = 2 marks)

1 mark only – method of organisation identified but no reason for its use given.

The most commonly seen response identified was **sub-heading** but all too often did not offer a reason for its function, e.g.:

The writer used subheading to organise the text.

1 mark only

Two mark responses identified a method of organisation and offered an explanation as to its function with regard to the reader, e.g.:

The writer has used subheadings to organise this
text. Subheadings split the information and allow
the reader to know what the (Total for Question 10 = 2 marks)
paragraph is ~~going~~ going to be about without reading it
yet.

2 marks

Centres should encourage learners to examine a range of organisational features adopted by writers of a variety of texts and topics. **Centres should be aware that 'sub-titles' is no longer recognised as a valid organisational feature. These are to be identified as sub-headings.**

The writer organized the text by using sub-titles, and
writing information, then explaining it.

0 marks

Question 11 (RA03 – Identify and comment on the structure and organisation of texts) 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 ‘Describes the future’ and ‘Supports the reader to make decisions’.

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
Includes the reader			✓
Uses a range of organisation features		✓	
Uses historical detail	✓		
Supports the reader to make decisions			✓
Describes the future			✓

and

Feature in text	Text 1	Text 2	Both texts
Includes the reader			✓
Uses a range of organisation features		✓	
Uses historical detail	✓		
Supports the reader to make decisions			✓
Describes the future		✓	

Question 12

This **six-mark question** has proved the most challenging to pupils (**RA04 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.

Typical two mark responses demonstrated a closer examination and comment on the temperatures and their relation to setting, with a simple implied reference to contrast, e.g.:

Text 1 pictures home as a place of warmth, ^{near and} shelter, "when the fires were lit". ^{On the contrast,} ~~text~~ text 2 pictures home as a place ~~with~~ cool and chilly place. Text 1 is in past tense while text 2 is in future tense. This shows how mankind developed from believing home was a hot or warm place into believing that home ~~is~~ a chilly and cool place.

Where contrasts were more obvious and the examination of the settings and the impact of 'warmth' and 'cool' on them in the past and in the future, at word level, learners were seen to be operating at the lower end of Level 2 as below:

One contrast that is made here is the level of technology. "Fires were lit" suggests a very primitive, old way ^{of} heating that we don't use that much anymore. However, "wind towers" are tall structures that requires some of modern technology to build. Text 1 also ~~refers~~ refers to "warmth and shelter", suggesting how people back then were working hard to survive the cold. However, in Text 2, it talks about putting "cooler air down the streets." Nowadays, we are concerned about different things, mostly due to the changing climate and global warming.

Learners focussing on contrast between the descriptions of 'warmth' and 'cool air', along with 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.

Very few responses were seen to be operating at Level 3 providing 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:

This is a high tariff question which was not well answered. Learners should focus on how the writers use language to describe their views on certain features or create impressions on their reader, 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 'is interested in the development of communities'. The reason needed to be linked to how the text chosen is interesting in terms of communities. 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. An example of a fuller response for 1 mark, justifying Text 1, but lacking 'evidence'.

I think text 2 would be more appealing to them because, this text talks about how Masdow aims to develop its community more over the years, this information would be interesting and engaging to such a person.

Where supporting evidence was provided by the learner, a mark of 2 marks was awarded, as shown in these following examples:

Remember to use evidence from the text to support your view.

Text 2: it shows how current countries are developing by making their environment more equipped to a sustainable future. This is done by, 'Planning in countries, cities and homes can lead to a better quality of life lower energy use and less waste while protecting the future.'

and

Text 2, because the person will get to know cities are developed, so that when that person wants to build any kind of community it is easier for him/her. For example, Planning in countries, cities and homes can lead to a better quality of life.

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, (**Identify and retrieve ideas and information**) is a multiple-choice question requiring learners to select a reason why the writer 'took some time to enter the house'. Option C 'she didn't want to irritate it' was the correct answer and was generally well selected by learners.

Question 15, an **RA02** focus, (**Deduce, infer or interpret information**) required learners to select an option which correctly completed how the house is 'surprisingly' seen after being described as 'should have been unwelcoming'. The correct answer was that the house *was* 'surprisingly' ...Option **B Calm**.

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 – Explore the writer's purpose and viewpoints) required learners to 'explain what the writer meant by these words'; '...sleeping princess...waiting to be brought back to life.

Overall, this question was not answered well with many learners unable to understand what was required. Many wrote responses mentioning 'redecorating' or 'the girl had died in the fire.' A few wrote about 'Sleeping Beauty' and a fairy tale, but responses focussing on the appropriate RAO were infrequently evidenced.

Crucial to a successful response to this question, was the ability to identify the fact that the writer was referring to the house and not a female.

she was in a deep sleep.

writer meant by she should be awake.

The writer was using personification to explain that the abandoned and deserted house was still and quiet but waiting for it to be reoccupied and given life and activity around and in it.

The writer is referring to the story of Sleeping Beauty. She is a princess who sleeps for several years, then is brought back to life. She uses (Total for Question 16 = 2 marks)

this metaphor to say that this house was beautiful, like a princess, but it needed something or someone to wake it up.

Or, quite simply,

The writer meant that the house was lifeless/motionless that it was very still awaiting someone to enter and make use of it/give it life.

Question 17, RA05 (consider the writer's purposes and viewpoints) This question required learners to 'explain how these words contrast the writer's situation'. The 'words' given were: '...but all that noise didn't stop me feeling lonely at times... I never felt lonely when I came here.'

Many responses did not explain the contrast; a number misunderstood the quote or their responses did not focus on the words given. Many responses for this question gave one contrast with or without an explanation. This resulted in an award of 1 or 2 marks.

1 mark

The writer try to explain that ~~that~~ she never felt lonely even if there is no one in their house.

The question asked how the words 'contrasted the writer's situation' but many learners simply commented on the writer's behaviour without a focus on how a contrast could be found between life at 'home' and life at the 'house'.

2 marks

That the writer always at times felt lonely at her home even though there was lots of noise but going to the old house and enjoying her own company never made her feel lonely

Several responses focussed on RA02 rather than RA05 ('how these words contrast the writer's situation') for part of the answer,

Amongst the better responses, there was a lot of empathy and understanding shown for the main character, demonstrating good comprehension of the text, although this was often expressed here again with an inappropriate RA02 or RA03 focus.

3 marks

In the narrator's home, there seems to be a lot of people ~~and~~ since there's a lot of noise all the time, but the narrator still felt lonely, despite all the people that are there. However, in the abandoned house, there is not a single person and everything is quiet, but they didn't feel lonely. It's a contrast between the narrator's home and this house.

and

4 marks

All the noise in the writer's home portrays that it is lively and has her family/friends in it or her neighbourhood is quite lively. Yet, she felt lonely and not at ~~piece~~ peace. On the other hand, in the quiet house with nobody inside she never felt lonely. She felt a peace as if it was her own home or just her sanctuary. The contrast in this describes that she feels relaxed in an empty house more than her own house which is noisy, and as the writer described, (and)

Centres should encourage learners to consider how 'contrasts' can be identified and explained.

Question 18, RA04 focus, (Explore the writer's purpose and viewpoints) 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 writer shows that '*she feels comfortable in the house*'.

The text provided a range of 'ways' that could be identified and exemplified from the text. Where 'ways' were identified, up to 2 marks could be awarded. Similarly, where the learner simply identified evidence from the text without any identification or rationale for its selection, again, only a maximum of two marks would be awarded.

An example of a 2 mark response which identifies two pieces of evidence but with no rationale or explanation why they are relevant:

Firstly, the writer uses words like "The old building should have been unwelcoming in its emptiness, with the furniture draped in sheets and the shutters closed up tight but to me it felt calm and friendly."

Secondly, the writer also says, "I escaped to the house at any opportunity - to raid the neglected library and to curl up comfortably on a faded oriental rug, enjoying the quiet."

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

The writer had visited the house a while ago and started to "escape to the house at any opportunity" which shows that she likes being there and would gladly do so at any opportunity available. While in the house, she liked to "curl up comfortably enjoying the quiet". Not only has she herself used the word 'comfortably' but her gestures show it too. She knows her way around the house and comes in here for seclusion and peace - both of which the house seems to provide her with.

Question 19 is an RA05 (consider the writer's purposes and viewpoints) focus question which requires the learners to explain the purpose of the given words; 'in the end it was the fire that gave me away'.

Many learners simply gave a generic response implying that the reader was in suspense or wanted to know more.

0 mark is exemplified as:

it engages the reader. The reader will want to read on and find out more.

And

→ It build up tension to the reader, makes the reader more interested and continue reading ahead.

Others concentrated on what the writer 'means', not on the 'effect' being created by the writer:

That means that in the end, it was the fire who helped her escape.

An example of a 1 mark response which offers a partial focus on the effect:

This gives the reader a feeling that something intense or suspense is going to happen. It ~~creates~~ creates a slight of a suspense action, which makes the reader want to continue reading the extracts.

And

The words give the effect that ~~that~~ the fire was the thing that gave her presence away, ~~exposed her~~ exposing her. These words also create suspense and mystery as we do not know who the fire gave the writer away to, and what happened to the writer.

An example of a response which fully addresses the focus:

This line makes the reader ~~with~~ feel dread and fear that the author has been caught. The author does ~~this~~ this by ~~stating~~ applying that the same fire that had kept the author warm had ~~also~~ also gotten the author caught.

Centres should encourage learners to consider how to explain the effect of certain writer's words, rather than respond by relating what the words mean.

Question 20, RA04, (Explore the writer's purpose and viewpoints) asked learners to consider why the writer shares with the reader the words 'It was a cold, wet Friday when I first saw them'.

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, e.g.:

This is used to leave reader's on edge and leave them on a cliff hanger.

and

This is to involve the reader on the feelings expressed by the writer, creating tension.

and

The writer shares this sentence to add mystery. On top of that, it's the last line so it gains the readers attention and leaves them curious on what's to happen next.

Many learners offered quite full explanations of what they thought the writer meant with the words, but not the reason for the words being 'shared' with the reader, gaining 0 mark, e.g.:

By using the words "cold" and "wet", a nervous, fearful mood is set, and Friday gives the impression of ending, which foreshadows the writer's loss of the house and ~~the~~ builds tension and fear in the reader's mind about what is going to happen. (Total for Question 20 = 1 mark)

Many learners concentrated on the writer's reference to 'them', e.g.:

The writer uses these words to share with us that she had seen the owners of the house.

and

To give description of how the Friday was and for the reader to be invited to know exactly who "them" is.

This was a very demanding question requiring with a focus on learners operating at higher levels of S3 and S4. Only a very few responses gained 1 mark, e.g.:

To show the readers that she remembers the exact day it all happened and how the day wasn't pleasant to begin with - it was cold and wet, therefore a fire was needed.

(Total for Question 20 = 1 mark)

and

This phrase is shared with the readers as it includes the word "cold" and "wet". This helps to ~~inform~~ ^{foreshadow} ~~that~~ the reader that something bad will ~~occur~~ ^{occur} later on.

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

Writing

Form, communication and purpose

Section C, Writing, Question 21, learners were invited to 'write about their own school describing which environmentally friendly changes they would introduce to improve it.

Learners were able to engage with the task, writing about a variety of 'environmentally friendly' initiatives they would like to introduce. The knowledge shown within these responses on such issues was most impressive. However, the ability to set down their initiatives in a convincing and clear manner was crucial to this task. It is interesting to note that a number of learners interpreted 'saving energy' as saving their own physical energy and provided strategies to encourage this interpretation.

While it is to be commended that candidates wish to embellish their responses with eco technical terminology, some were over-used, often repeated, 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.

An example of a middle S2 response, demonstrating an introduction and clear planning to engage the reader is as follows:

The government is thinking about introducing environmentally friendly practices to all buildings. Here are a few changes that can be done to the school.

Firstly, the school can build solar panels on all the roofs of its buildings. This can allow efficient energy from the sun, that can be used in multiple ways in the school. The school can also be introduced to small wind mills; if the area around the school is windy. Building small wind mills can create little energy but, it can be used in stuff that need little amount of energy.

Secondly, ~~these~~ these changes would help the schools by creating awareness to students and other schools to become more environmentally friendly. These things will also help the school have energy without pollution. When there is less pollution by ~~more~~ the school; this will help

is student's health. The less pollution created in the air. For example, a motor ^{the air} breathing better cleaner for students to breathe. The ~~smoote~~ environment of the school will be cleaner and healthier for all the students. When more schools use environment friendly energy, the environment will also become better. Research shows, that when more people use environment friendly energy, the effect of global warming and other things are improved.

Thirdly, students in the school can encourage people to use more environmental friendly energy. Students can create posters in schools and have speeches to encourage more people. Students can also start relying on environment friendly energy more than regular energy. Pupils can start saving water when using the bathrooms. They can also turn on the windows for natural sunlight, instead of the light bulbs.

To conclude, the use of environmental friendly energy helps students and people in many ways.

This is an example of a response mostly appropriate to the task with a clear awareness of audience throughout. It is organised and there is some clear control of paragraphs which supports coherence. There are some stylistic features in evidence, though clearly not in abundance. The insert of references to research helps to convince the reader.

All too often, details of possible initiatives were the focus of responses rather than the details of their likely impact. Less successful responses gave great details of how the learner wanted to implement initiatives but engaged very little in the way of persuasion and often lost engagement with the reader.

Prompts were provided as 'things to think about': where to go, what can be done to make the school more energy efficient, what impact these changes would have and what actions pupils can take.

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 the minimum Level S1 requirements being demonstrated can be seen as

Reducing energy in schools

~~Firstly~~, Schools use a lot of energy on lights, air conditioners, Etc....

Firstly, schools should start using solar panels, solar panels are the best choice in my opinion because they don't damage the environment, renewable resource and environment friendly.

Secondly, reduce the amount of electricity, for example light bulbs, schools over use light bulbs. Schools should stop using notebooks in view of the fact that notebooks are made of paper and paper is made

An example of a slightly more secure S1 is:

Environmentally friendly practices

In my school we need to work on some things. ~~What~~ What can we do to make my ~~my~~ school more energy efficient, what impact that changes would have on the environment and what actions pupils can take to save energy in the school.

Firstly, ~~even~~ most energy comes from ~~the~~ burning coal or fuels, this is called nonrenewable energy and ~~burning~~ burning them lead to ~~the~~ pollution. Instead of this we can ~~put~~ put solar panels on the roof so that we can use renewable source and decrease the pollution.

This will benefit the school in two ways, ~~it~~ decrease the ~~the~~ cost of the electricity. ~~and~~ ~~a~~ Another great thing is that on week end the school may sell the energy made by those solar panels to the government. This action will get more money to the school.

Moving on, this will decrease pollution. ~~Decreasing~~ Decreasing pollution will also decrease diseases that can affect the ~~lungs~~ lungs of the people. ~~Also~~ More money can ~~to~~ ~~be~~ come ~~to~~ to the school, because on weekends the school may sell the electricity produced by the solar panels. This will get more money to the school that can make the salaries more so ~~they~~ the teacher will have an ~~incentive~~ ~~to~~ ~~work~~ ~~harder~~ to work harder.

lastly, the most important thing is the action pupils will take. Because these actions will help ~~the~~ ~~idea~~ the most. For example the students should

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, e.g. 'get more money to the school; that can make the salaries more...'

The conclusion, at this level, is given only slight consideration, e.g.:

~~that~~ To conclude, making solar panels will help ~~at~~ ~~alot~~ ~~in~~ many things. For example the cost of the ~~energy~~ energy used to light up the place. Also the school would produce its own energy so ~~if~~ if any problems happen the school will not be affected. The student also should close the light ~~when~~ when not needed to decrease the use of it.

Ideas and initiatives are listed at the end, out of sequence, indicating a flaw in the ability to 'logically sequence ideas'.

Learners writing at the below the S1 Level for FCP and GPS were unable to appropriately demonstrate planning and logical organisation, with logical sequences, or create sentences grammatically sound with evidence of connectives used, as below:

We you want to go to school you must sleep and
to have a energy.
~~For~~ you can come with out uniform, you take
the subject that you want and you can come
in the morning and the night.
to save energy to school you must study all
the year and in the final exam you pass.
If I have school it can be the best
school on the world I ~~can~~ but all the
student want it, I do a rooms to the student
and a bus to take him for ~~to~~ take him to
school can land a better quality of life,
lower energy use and less waste while protecting
the future.
making a school more efficient in its energy use
can be done in a variety of ways,
using low energy in the school.

Others demonstrating FCP S2 skills at the middle of the level structured their responses mostly appropriate to the task with a clear awareness of audience, as below:

Our time on earth is as good as gone ~~and~~
~~and~~ ^{Over-flowing} landfills, rise in sea level, ice glaciers melting,
so many things are happening that could leave us with
no future! ~~There~~ There is still time to act fast, so we
~~should~~ ^{must} use this time wisely.

Starting with your ~~school~~ school is a good and
effective idea! Of course there are many ways to make
my school more ~~efficient~~ green, ^{but} adding solar panels
is a big one. Instead of using gas and fossil fuels,
solar panels ^{are} the way to go! Since ~~we~~ we get a lot
of sun light we will have more than enough energy
to power our whole school!

The GPS of this response demonstrates features with some sentences correctly demarcated and mostly correct use of internal punctuation' placing it at the upper end of S1.

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

At the upper end of Level S2/3 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. Most significantly, was the ability to set down a convincing and engaging introduction, e.g.: (Lower S3)

Going Green

As we've been informed, Earth will not be eligible for ^{life} ~~all living things~~ within 90 years. The reason for the circumstance is that people are constantly polluting the environment with all their careless actions. We need to change. The only way we can save our planet is if each individual starts to participate in ~~doing~~ ^{achieving} such changes. Starting with my school - Evolution International School, we want to improve by taking ~~achon~~ ^{achon} affirmative, ~~to~~ environmentally friendly changes.

An example of more secure and accurate punctuation can be seen demonstrating the use of internal punctuation for impact and emphasis, as below:

Now, the ^{on the environment} impact of our school becoming more energy efficient. Firstly, this would reduce the harmful byproducts generated by the school. Calculations have shown that it would reduce it by nearly 45%. Secondly, this would also reduce the school's carbon footprint despite things like turning off appliances and changing the bulbs. Seemingly like minor things, our interview with scientist, Albert Brown says otherwise. He said, "It may seem like these minor changes are not going to help the school become more energy efficient, but through studies we have conducted, etc. can confirm that these changes will ~~be~~ ^{best} have a tremendous impact on the environment, a good impact."

Learners demonstrating Level S3 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.

At the end of the day, ~~no matter how much doing~~ we have one school and one planet. We must take care of it. We must work ~~to~~ together to ensure that our planet doesn't die. You should do your part and help your community. ~~Now, if you have an idea, no matter how big or small, go to your community, school, or even the government officials, the school and introduce the idea. Be part of change so, do this, have any other to make~~ Be part of a new and more environmentally friendly life.

These responses which are touching upon Level S3 FCP Level S4 GPS can be seen to demonstrate a sophisticated awareness of audience with form adapted and controlled. The paragraphing is organised with complete control.

Not only will that give our grounds a lush, viridescent look, but the atmosphere of our school will be cool and pleasant too. Lastly, the most obvious thing to do is make sure the yards and corridors aren't being littered. If possible, different bins should be labelled for different items. Separating the plastics from the general trash and making sure it ends up being recycled is fairly important, not only for our school, but on a much wider scale.

An environmentally friendly environment not only creates a good impression on those visiting our school, but will help to create a healthy internal atmosphere. The sweltering heat of summer can be made less intense if there are trees present. The seemingly messy yards of our school can turn tidy if the trash is properly disposed off.

Of course, there are actions that can be carried out by the school authorities as well. There isn't a lack of sunny days in our area and that should be taken advantage of by installing solar panels all over the place. They're not only safe and renewable, but are also fairly efficient and bring long term benefits. That way, more energy is available and we won't have to rely solely on electricity produced from non-renewable sources.

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

All of this will not only benefit our school, but our local community as well. Pupils will learn about the importance of conserving energy resources and will learn to be more responsible when it comes to saving energy. A responsible, healthy youth is what we need the most. We just have to be amenable to change.

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.

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom