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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 'challenging activity' or 'fundraising activity' to write about. A variety of 'challenges' showing a range of activities formed the basis of learner responses.

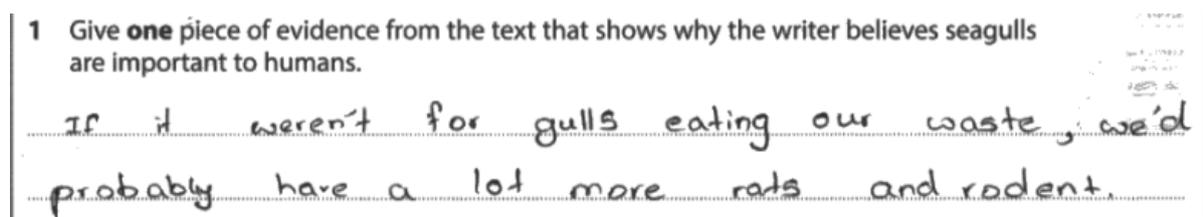
Summary

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. A key concern would be the responses to RAO4 and RAO5 questions which do not relate to the writer's use of language or point of view. In such questions a clear reference to the writer should be made.

Question 1

This question (**RA01 – Identify and retrieve ideas and information**) simply asked for *a piece of evidence from the text to show why the writer believes seagulls are important to humans*.

The most common correct response was the extract within the text :



1 Give **one** piece of evidence from the text that shows why the writer believes seagulls are important to humans.

If it weren't for gulls eating our waste, we'd probably have a lot more rats and rodent.

This fuller answer was frequently given as a response but either a clear reference to 'eat waste' or 'keep rat numbers down' were acceptable on their own. There was evidence that, in a very few cases, learners had not understood the requirements of the question, providing only a part response, omitting the key information.



If it weren't for gulls

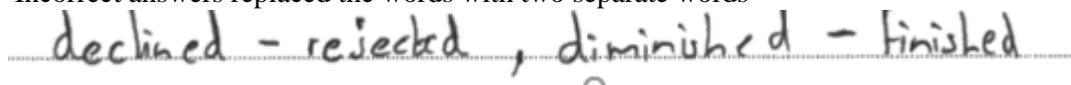
Students generally understood RAO1 and could identify and retrieve information correctly. Information retrieval was done well. Centres should reinforce the requirements of 'giving evidence from the text'.

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 by giving 'another word to replace both *declined* and *diminished*'.

Acceptable answers were: 'lessened', 'reduced', 'dwindled' and 'decreased'.

Incorrect answers replaced the words with two separate words



declined - rejected, diminished - finished

or words which had a meaning of loss, rather than depletion, eg:

destroyed finished

These above examples weren't credited. Also, many learners used words which were not syntactically accurate within the context of the given sentence, as shown by:

reducing reduce

Question 3

The question (RA02 – Deduce, infer or interpret information, events or ideas from the text RAO4 Explore the writer's use of grammatical and literary language) required learners to explain how the writer describes the adaptation seagulls have made to deserve the description of 'entrepreneurs of the bird world.' This following response provides an explanation and identifies an appropriate example and comments on the language used.

The writer explains that although seagulls' habitats and food are all have been declined / diminished, they still survive and thrive. This makes them praise-worthy. 'habitat has declined and food has diminished... managed to thrive.'

2 marks

Marks were lost on this particular question by not recognising that there should be reference made to the writer. The question requires a comment on the writer's language. The question has a focus on the writer's use of language rather than purely about the seagull. This example provides no such focus:

The seagulls eat the waste which is left by the humans if ~~not~~^{not} there ~~are~~^{are} will be more rats and rodents. The humans are really ~~to~~ thankful that seagulls do ~~that~~^{so} this so to pay back the respect they call seagulls that.

A number of learners did not gain a mark as a result of not providing any reference to the writer's use of language but simply retrieving facts about seagulls.

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 writer's use of language.

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 “...admirable traits’

The correct response was option C: ‘*show skills to be praised*’

This question was well answered but a common incorrect response identified option B, ‘*dive-bomb people’s lunch*’.

Centres should help learners to understand the use of phrases used by the writer to introduce sections of descriptive writing.

Question 5

This question (**RA05- Consider the writer’s purposes and viewpoints**) required learners to tick the appropriate box to show which attitude each of the given phrases used by the writer shows.

This was incredibly well answered with many learners correctly identifying the writer’s words and gaining two marks.

Most learners were able to gain one mark by correctly identifying two or three correct selections as in this example:

...masters of adaptability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
...while struggling at the coast	<input checked="" type="checkbox"/>	<input type="checkbox"/>
... never a pleasant experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>
...examples of mascots used by teams	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learners gaining 0 marks for this question were very few.

Question 6

A further multiple-choice question with a focus of **RA02 (Deduce, infer or interpret events or ideas)**. Learners had to indicate what the writer meant by ‘trick’ and had to select an appropriate word from a given list

Option B – *outwit*

This question required close reading of the text and was mainly well answered though a common incorrect response tended to be Option C ‘*tempt*’.

Centres should help learners to understand the use of phrases used by the writer to introduce sections of descriptive writing.

Questions 7

Learners were required (**RA02 – Deduce, infer or interpret events or ideas**) to write another word for 'attentive' as used in 'Seagulls are attentive...' Anticipated correct responses were identified as being 'alert', 'mindful', and 'focussed' and these tended to be the most common correct answers given.

In the case of 'focussed', the past tense form to replace 'attentive' is required – 'focus' is not syntactically appropriate.

Similarly, 'observant' was appropriate but 'observing' is not creditworthy. Other words such as 'cautious', 'affectionate', 'smart', 'keen' and 'responsive' were often offered by learners but are not appropriate to the intended meaning of being 'vigilant'.

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 **RA04 (Explore the writer's use of grammatical and literary language)** question which required an explanation of how the writer described the parenting skills of the seagull.

Examples of creditworthy responses are as follows:

8 Explain how the writer describes the parenting skills of the seagull.

Remember to give evidence from the text.

The writer describes them as 'attentive' and 'caring'.
This shows that they ~~are~~ really take care of their
chicks. Seagulls take turns incubating eggs, and feeding
and protecting their chicks, This shows that both parents
are very caring as well.

(Total for Question 8 = 2 marks)

This response offers a focus on the writer's description of parenting skills and provides a supporting example to demonstrate this. 2 marks

Where learners did not offer an appropriate supporting example, only a mark of one was awarded. It fails to identify in what way the seagulls 'love and care for their children just like humans' Eg:

8 Explain how the writer describes the parenting skills of the seagull.

Remember to give evidence from the text.

"Seagulls are attentive and caring parents."
The writer shows that they love and care for their children just like humans.

Many learners offered responses which did not focus on the writer's use of language but offered simple descriptions of the seagull but did not have a focus on the writer's craft.

Seagulls are attentive ~~par~~ and caring parents. They take good care of there babys. They take turns in ~~incubating~~ there eggs and feeding there newly born babys.

Learners do not appear to have done quite so well with this question, not able to recognise the enthusiasm the writer has for the parenting skills demonstrated by the seagulls.

Question 9

This question required learners to explain why the writer elaborates on the seagull's ability to drink 'both fresh and salt water.'

This is an **RA05 focus (Consider the writer's purposes and viewpoints)** looking for a reasonable explanation of why the writer elaborates this ability up to a maximum of 2 marks.

The seagull takes turns in cuboting the eggs and both ^{male} ~~mother~~ and ^{female} ~~father~~ feeds and protects the chicks. The male and female pair for life and they take turns incubating the eggs, and feeding and protecting the chicks.

0 marks – This response offers no reference to why the writer elaborates the seagull's ability. It is a straight focus on the ability of the seagull only, unlike the following example:

The writer elaborates on this topic to bring out the adaptability of seagulls, who can survive in the coast by drinking salt water or inland, by drinking fresh water.

1 mark – a focus on why the writer elaborates but does not fully describe or explain what specifically enables the seagulls to use this unique ability.

This following example demonstrates that:

~~The~~ According to the writer, the ability to drink salt water is quite rare among birds, and they need a specialised anatomy to do so. The quote, 'special pair of glands above their eyes,' shows that this is quite unusual, ^{bizarre} and that ~~the~~ Seagulls are a very robust species. This is what the writer elaborates on.

2 marks – the response identifies that the writer believes this ability to be 'rare' and explains precisely how this 'rare' ability is made possible.

This particular RAO5 question was not particularly well answered with many learners focussing a description of the seagull's unique capability.

Question 10 has a focus of **RAO5**, looking for the learner to explain the writer's view expressed by the words '*...learn vital skills for adulthood.*'

Many learners were able to explain the writer's view that the skills were 'vital', important, but, as in this following 1 mark example, they did not explain why the nursery skills were important for their future survival. Eg:

The writer's view expressed here is the impressiveness of of the seagull, they don't just live and die but learn to be good adults. The use of the word 'vital' show how important the ~~to~~ learning of skills is.

Similarly, learners were able to explain the writer's view of 'vital' but did not include reference to the importance the writer places on the nursery flock in this other 1 mark response. Eg:

~~I~~ The writer views ~~it~~ as a very compulsory thing to do as surviving in a world where you can be prey, the word 'vital' describes that.

Fuller, 2 mark answers recognised the writer's view of the importance of the nursery flocks and the importance of the skills needed for future survival. Eg:

The writer embeds these words to highlight the fact that the young birds have to be well prepared to ~~get~~ find food and get used to the ways of living in a particular area. Moreover highlights the fact that these skills are required for survival.

Where no reference to the writer's view is included within a response, a mark of 0 is awarded Eg:

Usually birds cannot drink salt water where as the seagulls have a special ability which allows them to drink salt water & normal water. Since they have a special pair of glands that flush the salt from their openings in the bill.

The above focus is not on the writer's view but simply on the seagull.

Question 11 (RA02 –RA03 – RA05) is a tick box question requiring the identification of three elements, with one option already 'done' for the learners. It required them to identify whether text 1 or Text 2 or both Texts evidenced the given statements.

The most common errors were in the incorrect identification of 'demonstrates empathy' which was evidenced in both texts. The 'use of sub headings' was the given identification being evidenced in text 1. All correct responses were evidenced in 'both Texts' throughout. There were very few 2 mark answers, most learners only gaining one mark, mainly through the incorrect assessment of where 'empathy' was found in the texts. Eg:

Feature in text	Text 1	Text 2	Both texts
Uses sub headings	✓		
Paragraphs provide structure			✓
Demonstrates empathy	✓		
Written in the present tense			✓

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 direct references to the cleverness and adaptability of seagulls with a simple implied reference to contrast eg: 2 marks

In text 1, ^{the line} "masters of adaptability" ~~reflect~~ evokes ^{the idea that they} ~~that they~~ they are the experts of having adaptations and no other animal can deal with them. But in text 2, the line "seagulls are very clever" gives the idea that seagulls are ~~brainy~~ ^{very brainy} but it doesn't show a comparison between seagulls and other birds. So the text 1 shows a bit comparison of seagulls and the other birds, while text 2 doesn't.

Where contrasts were more obvious and the examination of the adaptability and cleverness of gulls at word level, learners were seen to be operating at the lower end of Level 2 as below for 3 marks:

In text one the writer uses the phrase 'masters of adaptability' showing off their ability to ~~change~~ ^{adapt} to the environment or change, very quickly whereas in text two the writer uses the phrase 'seagulls are very ~~clea~~ clever' showing off that they ~~can show~~ ~~can do~~ have a very well used brain and that they can even remember the ~~a~~ pass behaviours. So in text one the writer describes about only one ability seagulls have but in text two the writer uses 'seagulls are very clever' showing off many of their abilities ~~and~~ which are further explained afterwards in the text. (Total for Question 12 = 6 marks)

Learners focussing on a contrast between the descriptions of 'adaptability' and 'cleverness' as exemplified by the writer's words and views, 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 for 4 marks Eg:

Text 1 is about how well and quickly the seagulls can adapt. Ex: "Moved to our cities so successfully while struggling at the coast" This shows how the sea-gull adapted to the situation. On the other hand, text 2 is about how ~~smarter~~ clever sea gulls are and pass on skills, adaptation pattern to their youngsters. Ex: "stamping their foot in the ground." Moreover in text 1 the writer make use of emotive language. Ex "while struggling at coast." This also creates empathy on the readers mind about the seagulls. Alternatively in text 2 it uses descriptive ~~language~~ language. "trick earthworms to come to the surface." This creates a image in the reader mind about how intelligent seagulls are.

Only a 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.

This is a high tariff question which was not well answered at the higher mark points but marks of 3 were frequently evidence, with 2 marks fairly regularly achieved by learners.

Learners should focus on how the writers use language to describe their views on certain features or create impressions on their readers, 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 'interested in learning about the behaviour of seagulls.'

The reason needed to be linked to how the text chosen might interest someone in this topic.

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'.

Text 1 would be more appealing be more appealing because it has organised every behaviour of seagulls ~~in~~ using sub-headings and described everything about them in ~~detail~~ detail.

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

Text 2, because text 1 talks about the advantages of having seagulls around but text 2 clearly states the behavior of the seagulls. For example, in the statement "such as dropping hard shelled molluscs onto rocks so that they break open," (Total for Question 13 = 2 marks)

and

Text 2, It gives more information about how they feed, get food and what they do to be clever why they are clever 'Stomping their feet in a group to imitate rainfall and trick earth worms to come out to the surface.'

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, (RA02 – Deduce, infer or interpret events or ideas) is a multiple-choice question requiring learners to select the purpose of the phrase 'Short wings'.

Option D '*emphasis*' was the correct answer and was generally well selected by learners.

Question 15, an RA02 focus, (Deduce, infer or interpret information) required learners to write a synonym for '*daggers*' as used in '*...left only the sweet daggers of his wingtips extended...*'

The two most acceptable and contextually appropriate answers were '*points*' and '*blades*'.

The most common incorrect responses were '*feathers*', '*knives*' and '*ends*'. References to weapons such as swords etc were not appropriate. Other errors evidenced by learners were those which did not pluralise the synonyms eg '*blade*', '*point*' etc.

Centres should encourage learners to consider a range of possible synonyms which syntactically fit into the given phrase or match the intended context expressed by the writer's use of the phrase.

Question 16 (RA04 – Explore the writer's purpose and viewpoints) required learners to 'explain the purpose of the metaphor, '*...a grey cannonball under the moon.*'

These following example responses indicate why the metaphor of a cannonball was selected by the writer and just how a 'cannonball' is an appropriate choice.

This metaphor ~~explains~~ shows how fast the ~~seagull~~ seagull is flying during nighttime, *cannonballs* ~~is~~ ^{are} usually very fast when they are shot so they compare the cannonballs speed to the speed of the seagull

and...

The metaphor is used to emphasise how fast the seagull was ~~to~~ flying → ~~as a~~ ~~as~~ since a cannonball ^{usually} is fast. It describes the speed of the bird and in a ~~certain~~ certain way his strength.

This response recognises why the choice of 'cannonball' is most appropriate.

Overall, this question was not answered well with many learners unable to fully understand what was required; an explanation why the metaphor of a cannonball was selected by the writer; how was 'cannonball' an appropriate choice as a comparison. Simply to say, 'to show how fast the seagull was flying' was not sufficient.

Crucial to a successful response to this question, was the ability to identify the fact that the writer was using the metaphor to illustrate how the speed and force of the seagull is like the power and force of a cannonball which powers through the air with such force. This needed to be identified and explained. the house and not a female.

Question 17, RA05 ((consider the writer's purposes and viewpoints) This question required learners to 'explain how the writer presents the seagull's character'.

This question 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 presents two aspects of the seagull's character up to a total of 4 marks.

Many responses did not explain the writer's words but simply described the seagull, which did not match the focus of this question and were not awarded marks, as in:

This seg seagull is extrodanry he flys at great speed which normal seagulls won't do. He flys so high than normal seagulls are allowed to fly and also by breaking his vows and promises and most of the seagulls are scared to fly that high and in that much strong winds.

The question asked how the writer presents the seagull's character with the option of gaining 4 marks in total if two characteristics were identified and exemplified>

Where only a single characteristic was identified and exemplified, 2 marks were awarded. Eg:

The writer presents the seagull's character as a brave creature it says in the text that "without a moment for thought or failure" he wasn't scared of the height and he didn't have any concerns his only goal was to fly

2 marks

Where two characteristics were identified and exemplified, 4 marks were awarded, as in the following response which identifies that the learner believes the seagull is brave and proud:

The writer presents the seagull to be brave, 'and without a moment for thought or failure' emphasises on how the seagull was not afraid of falling and therefore brings out a brave character. The writer also presents the seagull to be proud of himself, 'proud that his fear was under control' displays how the seagull was happy and proud of his achievements despite ~~seeing~~ him struggling.

4 marks

Centres should encourage learners to consider how to exemplify how writers present characteristics of characters within a text. 'contrasts' can be identified and explained.

Question 18, (RA02 – Deduce, infer or interpret events or ideas) has a mark of 2 but has not been accessed with success by many learners. Most learners gained 1 mark only, identifying that the seagull broke a promise he had made to himself. Few learners explained what the broken promise was, being awarded only 1 mark, as in the following examples

The reader seagull "had made himself" a promise. However, he's breaking 'the promises he made himself'. Also, the seagull has forgotten his vows.

1 mark In this example, the promise is recognised as broken but does not indicate what the promise was.

Here, the promise is identified, but not the fact that it was broken. 1 mark also:

He had promised himself not to exceed the speed limit and put himself in danger like any other 'ordinary' seagull.

A number of learners did not understand the question and offered responses as follows, gaining 0 marks:

The seagull was enjoying the moment is suggested by the phrase 'he closed his eyes'. 'Swept away in the great swift ~~of~~ wind' suggest that the seagull was carried away without his consent.

Question 19 is an (RA02 – Deduce, infer or interpret events or ideas) focus question which requires the learners to explain how the given words reflect the seagull's feelings with, 'He was alive, trembling ever so slightly with delight. Proud that his fear was under control.'

A number of learners simply repeated and reused the words 'delight' and 'proud', along with 'fear under control'. Where this was presented as a response, 0 marks were awarded, as seen in:

These words can show that the seagull was feeling delighted and proud of himself that he could control his fear.

Many responses identified that the seagull was 'happy' and 'ecstatic' at this moment for what he had done but omitted identifying what he had actually done to feel this way; eg, as in the following response which recognises that these feelings are as result of his 'stunt'.

He was glad that he was alive after the stunt he had just pulled. Yet he also felt delighted ^{and, marvelle} at the fact that he had ^{done} ~~done~~ it. He was expecting to be defeated by his fear, and yet he was proud to have it under control!

Centres should encourage learners to consider how to explain the effect of certain writer's words, whilst trying to avoid reusing or repeating them.

Question 20, RA04, (Explore the writer's purpose and viewpoints) asked learners to explain how the writer builds up *images of speed and height*.

Learners needed to be able to focus on how the writer shows the build up of speed and in what ways height is explained and emphasised.

Many learners gained at least 2 marks from this question, showing the build up of speed through the repetition of the speed statistics offered by the writer. Some identified the use of particular words to

emphasise speed such as 'shot' and 'plunged'. The identification of the use of the term 'terminal velocity' was frequently seen as emphasising speed.

Where only 'speed was considered, a maximum of 2 marks was available, as in this example:

The writer mentions how the seagull accelerated by saying each speed that he was at: 'Seventy miles an hour, ninety, a hundred and twenty and faster still'. Here the speed is built up little by little. The writer uses the phrase 'vertical dive' to tell us that the seagull descended at ^{loss altitude at} ~~speed~~ fast rates. The writer uses the phrase, 'terminal velocity' This creates an image in the readers mind of how fast the seagull is actually moving.

The way the writer portrayed the sense of height was generally identified by his use of increasing measurements.

This has proved to be a most accessible question, as a result of the many examples available within the text. Where both height and speed are the focus of a response, a mark of 4 was awarded, as seen in the following examples:

The writer uses listing, stating the speeds at which the gull was flying continuously to bring out the feel of speed picking up its pace. ~~At then~~ ('Seventy miles an hour... and faster still.'). It then stated how high the gull was, 'above the waves', and then later on 'from six thousand feet the fishing boats were specks...' This proves that the gull had managed to soar higher than he previously did.

and...

The writer gives exact values of the height, for example 'two thousand feet'. The writer also gives a list of the seagull's speed, 'seventy miles an hour, ninety, a hundred and twenty'. The writer uses action words such as 'shot' to describe the seagull's speed. He also uses a metaphor 'grey cannonball under the moon', to emphasise on ~~the~~ its speed.

Centres should encourage learners to consider a range of possible reasons why a writer might portray particular features such as 'height' and 'speed' and be able to identify ways in which it is possible to portray this to the reader, rather than simply repeat what the writer says.

Writing

Form, communication and purpose

Section C, Writing, Question 21, learners were invited to 'write a description of your experience to tell those who gave you money what you did.'

Learners were able to engage with the task, writing about a variety of 'challenging activities to raise funds'.

The knowledge and ideas shown within these responses covered a range 'challenging' scenarios and was most enlightening. However, the ability to set down their initiatives in a convincing and clear manner was crucial to this task.

The first piece of indicative content centred around 'the activity you chose'. In a number of cases, this part of the response was sketched over or omitted and only how money raised was spent was described. Unfortunately, in these cases, lower marks were achieved for Form, Communication and Purpose.

In the following extract, the learner fails to consider the most important piece of content evidence; 'the activity you chose' – what you actually did.

~~For all~~ It was not an easy task, so, I ~~del~~ thank again to everyone for spending a minute of your time thinking about my proposal and for contributing to make this a success. I have never being much happier in my life than the day I saw people contributing to my idea.

Everyone supported my idea by putting a lot of trust in me and I will for sure not let that go in waste. Today there is a fully completed sports ground for our children. The help you all did has open many doors of possibilities for our children. This has also given our school to compete locally and internationally in sports. Many children are now also given the opportunity to be part of our school through sports scholarship.

While it is to be commended that candidates wish to embellish their responses with interesting information, learners need to remain focussed on the task. A loss of focus and the introduction of unnecessary information impacts on the FCP mark because there is a lack of thought for the audience. Learners must be aware of the needs of the audience for whom they are writing.

The following extract illustrates this loss of focus and the inclusion of what the intended audience might well consider to be unnecessary information:

animals are losing their shelter, food and species, their own kind. The Dehiwala zoo was told to have going through financial difficulties in maintaining the zoo. 2 baby dolphins and a seal was said to have died ~~to~~ with lack of nutrients. We provided the sum of money to the zoo for their maintenance. ~~The~~ zoos protect animals from exposure to dangers in their own habitats, and with habitat lost I am sure it is only through a zoo our younger brothers and sisters will get a chance to see who an ostrich is, or how colossal a 'rhino' is.

This particular response was awarded lower marks for FCP than GSP because of the number of paragraphs of unnecessary information similar to above and the subsequent lack of awareness of audience. Centres should emphasise how important it is for learners to be aware of the intended audience and write with them in mind, rather than writing for themselves.

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 eg: (Lower S3)

This following example shows an immediate engagement with the audience, as in:

"I can't!" I huffed in annoyance. "Come on you have to" convinced my boisterous classmates. I have never liked tall places, height has always been one of my greatest fears but, that day I couldn't say no. ~~laughed~~

And, later shares this experience with the reader...

~~I~~ ~~was~~ I paused, turned, pelted and hid. I couldn't help but my mind kept dwelling in remorse. Eventhough crying is a cathartic release it didn't even give me a ~~at~~ brief respite in this situation. Before I knew it a coach grabbed my hand and forcefully jumped off... What would you do? My blood turned into coldwater, I got a whiff of the fresh air that circulated around me, and my throat went as dry as the sand in ~~sahara~~ a desert.

This extract demonstrates Level S3 writing ability for both FCP and GSP, with a mark awarded of 10 7 for the completed response.

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.

All too often, details of possible initiatives were the focus of responses rather than the details of their likely outcomes. Less successful responses gave great details of how the learner wanted to implement initiatives but engaged very little in their execution and impact on themselves.

Prompts were provided as 'things to think about': the activity you chose, *how you reacted and felt at the time and how you feel about it now looking back.*

These indicative content prompts in some cases were used almost as paragraph headings with little development or was used far more successfully as a guide to structure of content

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 lower Level S1 requirements being demonstrated can be seen in this extract which was awarded 1 2 ...

The activity I chose was a sports activity that required ~~eat~~ challenging athletes to participate in a few fun games that were held to bring them happiness and joy, including the fact that they were willing to do this for their school. The activity had many fun games like relay races, tug of war, and jumping competitions to win prizes. The money raised through the tickets that were bought, were given to the school to produce free ~~text~~ textbooks to children of poverty. All the students

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.

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:

The day has come. ~~at~~ It was time to give ~~to~~ the school the money. We were frightened and worried ^{that} the president don't say anything about the money. I laughed at the girl story. And what in our series started talking. "Good morning Mr. Simon, we wanted to tell you we did what you told us to do. And we want thank you as well because we saw something in our self it didn't even get into my mind" "me to". I replied. I continued talking and said "that" we have eight thousand pounds for you but as series told you we ~~leave~~ what we are doing. ~~and~~ we will answer." he grinned and ~~say~~ said thank you so much. "I know that you will do an excellent job". he replied confidently.

However, an example of a more secure S1, awarded 3 2 is:

I know and love some of my favorite activities. For some reason I chose to do cubing. I have and still do fond Rubik's cubes. It relaxes me and makes me feel fresh and confident whenever I solve it. I am very confident and passionate about cubing so I chose that as my activity. I know it's not a physical activity that anybody would choose, but I do know that it really fascinates people so much.

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. Responses which moved higher 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.

As seen in this extract, awarded 8 7...

I had a great time raising funds for my school to purchase more books, enough to supply all the students. The kids in my school have a difficulty in ~~so~~ studying as they do not have many books. A class with 40 students have just 10 books and need to share books among themselves. When school is questioned about this, they reply, 'we do not have enough money to provide kids books.'

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 eg: (Lower S3)

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.

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

All of us hoped and prayed for a savior who would bring change. It was during one of our motivational sessions that our principal mentioned that change starts with each and everyone of us. This statement rang in my head 24/7 for a whole month before I decided to take action and ~~try to~~ make a change. It was not an easy decision because as doubting Thomas, I was unsure of everything.

I summoned the little courage that I had in me and talked to my teachers about the issue. Although they doubted the success of the project of drilling boreholes in school, they told me that they had my back and promised to help with complete control.

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

They set say that starting is usually hard. The school did not have enough funds to make our dream a reality. This broke our hearts but all hope was not lost. The committee suggested we plan a fundraising event. Let me take this opportunity to thank everyone of you for giving during the fundraising. My joy knew no bound after realising that we could finally bring our sleeping princess to life.

Right now, we have access to clean water, safe food, and we are in a healthy environment. All these bring great joy to my heart. We have attracted great people to our school and other schools are now following our footsteps. Our school's name is out there! What a joy!

Leading to a focussed ending...

I am happy that I did not give up even when things made no sense. If I had done that, who knows what we would be going through at the moment? I am very grateful that I have supportive people around me, you being one of them. Let me end by saying, however hard it looks, get out there and try because you could make a great change. I believe in you.

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.