

GCSE English/English Language

5EH01

Unit 1 English Today

Controlled Assessment Standardisation

Script Commentaries

June 2011

Script A

Commentary

Reading

This candidate has chosen the theme of Animal Welfare. In the reading task the candidate has commented on the Animal Aid 'Choose Life: Go Veggie' leaflet. This response lacks comparison and only comments on one text. The ideas about what the writer is saying are brief and simple. They focus on what the main aim of the text is. The answer mentions pictures and colour but doesn't really develop these and makes some superficial comments on them. There are some examples given but given that there are no comparisons, comment on ideas, reference to images and generalised reference to examples the answer was awarded 3 marks. The response does not have the comparisons and range of comments on images, presentation and language required for Band 2.

Writing

For writing the candidate has chosen the task 'Write an article for a newspaper in which you persuade readers about an animal welfare issue from a specific point of view.' The candidate has chosen to write an article on animal cruelty. There is some grasp or purpose and audience with the direct address to the audience and the text expresses some appropriate ideas. The organisation is simple with some sense of opening and conclusion. The writing lacks paragraphing. In parts there is some control in vocabulary choice such as 'starvation' but the vocabulary choice is generally simple. There is some control in sentences with some variety in construction such as exclamations, questions and statements. The ideas are not consistently appropriate enough and the sense of organisation is not clear enough to achieve higher marks. The answer demonstrates achievement of 4 marks which is at the bottom of Band 2.

Spelling, Punctuation and Grammar (AO3iii)

Spelling is sometimes inaccurate and there is basic control of punctuation. The punctuation in places supports the intended emphasis and effect such as exclamation and question marks.

Overall, the marks for Reading come towards the top of Band 1 and the marks for Writing in the middle of Band 2, with AO3(iii) at the bottom of Band 2. The marks achieved overall equal 10 out of a possible 40.

Script B

Commentary

Reading

This candidate has chosen the theme of Extreme Sports. In the reading task the candidate has compared the 'Go Big or Go Home' snowboarding advert with the article from the Telegraph newspaper on the 'Extreme' Winter Olympics 2010. The opening identifies that each text will be analysed separately 'I would like to start off with analysing the first of the two texts...'

The candidate goes on to comment on colour and font used in the 'Go Big or Go Home' text but the comments are underdeveloped 'The picture of the snowboarder is taken in the air'. There are some comments on the direction of the text which are again underdeveloped. The idea that there is no middle ground in the extreme sport of snowboarding is identified. There is some comparison on the second page with the texts having the same subject, but this is a simple comparison of 'they tell us different things in different ways'. The candidate goes on to comment on the second text and focuses on the layout. There is some reference to ideas in the comment on the negative focus of the article. Page 3 becomes descriptive with a commentary on the content of the article. There is some attempt to bring the answer back to comparison, but this is limited to subjective opinion on which text is more successful.

There are some comparisons and some exploration of ideas, but these are underdeveloped and lack supporting examples. There is some comment on audience, purpose, audience and format and some underdeveloped reference to language use. This piece is indicative of a mark of 8 which is at the top of Band 2.

Writing

In the writing part of the controlled assessment the candidate has chosen the task 'Write an article for a magazine in which you inform readers about an extreme sport from a specific point of view.' The candidate has chosen to write an article on free style motocross. The article lacks an obvious sense of being an article as it has no headline, but there is direct address of the audience – 'This is why I want to give you some info'. There is clarity in the ideas presented in the article, and the candidate is clearly aware of the purpose of the article. The definition of the term 'motocross is derived from the combining of two French words' demonstrates awareness of the purpose of the writing and the text is appropriately focused on this purpose.

The candidate presents a range of information on the sport including the geography, the equipment, awards and jumps. The ideas are expressed appropriately and the reader is given positives and negatives of the sport in order to inform them.

Vocabulary used is well-chosen with terms that characterise the sport like 'acceleration' and phrases that are related to the sport such as 'pre-injury level'. Pronouns are used to identify the reader with the sport such as 'you' and 'we'. The sentences are varied with some short sentences although the voice can be pedestrian in places, e.g. 'Now I would like to talk about the dangers of motocross'.. The paragraphing is controlled and develops ideas, moving onto a new paragraph when a new point is made. There are appropriate cohesive devices linking paragraphs and ideas and there is evidence

of crafting in the construction of sentences. Information is used effectively and the use of quotations from surfers supports and develops the information given in the piece. The conclusion is effective and confidently links motocross to the idea of extreme sports with the final sentence 'Even if one day, some ambientalists will probably cancel motocross, the legend will remain in the hearts of all those who would like it to go on.'

Overall the ideas are appropriate and the awareness of purpose and audience is clear. The vocabulary is well-chosen and the organisation is sound, with a clear text structure and successful use of cohesive devices. The answer achieved 7 marks, securely in the middle of Band 3.

Spelling, Punctuation and Grammar (AO3iii)

Spelling is often accurate using a range of words in a fairly extensive vocabulary. Punctuation is used with some control to emphasise ideas. Sentences are clearly structured, allowing some control of expression and meaning. Overall, the candidate has shown spelling, punctuation and grammatical structures that are often accurate and achieves a mark of 3 for AO3(iii).

Overall, the marks for Reading come at the top of Band 2 and the marks for Writing in the middle of Band 3, with AO3(iii) at the top of Band 2. The marks achieved overall equal 18 out of a possible 40.

Script C

Commentary

Reading

This candidate has chosen the theme of Animal Welfare. In the reading task the candidate has compared the article from the RSPCA on CCTV in abattoirs with the Animal Aid 'Choose Life: Go Veggie' leaflet. The opening clearly identifies the audience and the purposes of the two texts with some sound comparison such as 'Each text also has a logo'. There are comments on presentation such as the 'bright complementary colours' and the use of logo, but these could be developed further in terms of their impact. This is done with more success on page three, when the candidate compares the use of pictures of baby animals for emotive purposes. The candidate very clearly identifies purposes and audience on page four of their answer.

The conclusion of the answer brings the comparisons together with some sound comparison, but the level of comparisons is only just appropriate for Band 3. There is some use of appropriate examples to support the points being made. The candidate identifies that the writer's ideas in that the leaflet is aimed at persuading people to go vegetarian while the article is to inform. The reference to using quotes to enhance reliability is a sound one, and language is considered in the reference to emotive text such as 'compulsory' and 'urgency'.

Overall, this candidate makes some sound comparisons but these are not sound or developed enough to merit a high mark in Band 3. The comments on images, presentation and language are sound and there is appropriate textual evidence used to illustrate the points made. The piece achieved an overall mark of 9, which is at the bottom of Band 3.

Writing

For writing the candidate has chosen the task 'Write an article for a newspaper in which you persuade readers about an animal welfare issue from a specific point of view.' The candidate has chosen to write an article on animal testing. The article has secure organisation, with a clear heading, although the presentation is a little essay-like. There is clarity in the ideas presented in the article, and the candidate is clear in their awareness of the purpose of the article. The definition of animal testing demonstrates some awareness of the purpose of the writing although it is more informative than persuasive.

The candidate presents a range of information on animal testing: the origins and history, the purpose and the positives and negatives. The ideas are sometimes expressed in a persuasive way, for example 'human life has greater intrinsic value'. Vocabulary used is well-chosen and includes scientific terms such as 'vaccines', 'polio', 'rubella'. There is also some complex vocabulary such as 'intrinsic', 'techniques' and 'misleading'. The voice becomes more persuasive towards the end of the piece with a personal viewpoint. The sentences are consistent but not really varied, but the paragraphing is controlled and develops ideas, moving onto a new paragraph when a new point is made. There are appropriate cohesive devices linking paragraphs and ideas and there is evidence of crafting in the construction of sentences. Information is used quite effectively. The conclusion is a little essay-like 'In conclusion I believe that...'

Overall there are some good points made and the writing is clear and informative, if not always persuasive. The vocabulary is well-chosen and the organisation is clear, with a well-judged text structure and successful use of cohesive devices. The answer achieved the top of Band 3 with 8 marks, and more sense of a persuasive article would have pushed it into Band 4.

Spelling, Punctuation and Grammar (AO3iii)

Spelling is mostly accurate using a range of words in a fairly extensive vocabulary. Punctuation is used with sound control to emphasise ideas but could be more varied. Sentences are clearly structured, allowing sound control of expression and meaning. Overall the candidate has shown spelling, punctuation and grammatical structures that are sound and mostly accurate and achieves a mark of 4 for AO3(iii).

Overall, the marks for Reading come at the bottom of Band 3 and the marks for Writing at the top of Band 3, with AO3(iii) at the bottom of Band 3. The marks achieved overall equal 21 out of a possible 40.

Script D

Commentary

Reading

This candidate has chosen the theme of Animal Welfare. In the reading task the candidate has compared the article from the RSPCA on CCTV in abattoirs with the Animal Aid 'Choose Life: Go Veggie' leaflet. The opening moves immediately into comparing the purpose and audience of the two texts and identifies that 'their perspectives are different'. The candidate also links the different purposes and audiences with the theme chosen. The comments on audience and purpose are detailed and specific, identifying the target audience the candidate perceives for both texts in detail, e.g. young adults who want to have a healthy lifestyle.

The candidate then moves on to make specific and detailed comparisons on presentation in the two texts. There are detailed comments on each layout, e.g. 'Blue can represent power and control, or peace and harmony' and 'red and green which could be seen as traffic lights, red = to stop eating meat, and green to go start becoming a vegetarian'. The comment on the professional approach of the RSPCA is perceptive but needs developing more, and this is well compared with the 'happy, vibrant, alternative approach to the public' used in the other text. The comments of font and signposting in the text show some insight and there are detailed comments on the pictures in the texts. Language is commented on in detail, for example the colloquial terms, personal pronouns used and complex vocabularies. There is some insight shown in the comment on the use of statistics to show the organisation as 'friendly but professional'. Comments on personal pronouns, statistics, and technical jargon also show awareness of audience and purpose but could be illustrated more with examples. The conclusion to the piece shows that the candidate has remembered that comparison is the key part of the task.

Overall, this candidate makes a lot of specific and detailed comparisons. There are places where it is clear the candidate is trying to make perceptive comments on ideas and perspectives and the comments on images, presentation and language show some evidence of insight worthy of Band 5. This piece achieved a mark of 17, which is at the bottom of Band 5.

Writing

For writing the candidate has chosen the task 'Write an article for a newspaper in which you persuade readers about an animal welfare issue from a specific point of view' and has chosen to write on animal fur. The article has clarity in the ideas presented and they are developed, starting with the effective use of language in 'Is there a body in your cupboard?' The sense of persuasive purpose is sustained and clearly presented. The text is consistently focused on the purpose and confidently presents information on fur factory farms, the types of animals used in fur farming and methods of farming in such a way that gives the reader the full picture in order to persuade them.

There is extensive vocabulary used with a few sophisticated terms like 'inhumane', 'blistering', 'decimated' and 'barbaric'. Pronouns are used to identify the reader with the problem such as 'you' and 'we'. The sentences are varied with some questions and some well used phrases such as 'Compassion is the fashion' and some expert quotation is also used. Some points are presented in a

sustained way, such as the point about the conditions the animals live and die in, although overall the structure is a little repetitive. The paragraphing is mostly sustained and develops ideas, moving onto a new paragraph when a new point is made. There are appropriate cohesive devices linking paragraphs and ideas. The use of quotations from experts supports the argument made in the piece.

Overall the ideas are effective and developed and the awareness of purpose and audience is secure. The vocabulary used is appropriately extensive and the organisation is secure. This piece achieved a mark of 10, which is in the middle of Band 4.

Spelling, Punctuation and Grammar (AO3iii)

Spelling is mostly accurate using a range of words in a fairly extensive vocabulary. Punctuation is used with sound control to emphasise ideas. Sentences are clearly structured, allowing sound control of expression and meaning. Overall, the candidate has shown spelling, punctuation and grammatical structures that are sound and mostly accurate and achieves a mark of 4 for AO3(iii).

Overall, the marks for Reading come at the bottom of Band 5 and the marks for Writing in the middle of Band 4, with AO3(iii) at the top of Band 3. The marks achieved overall equal 23 out of a possible 40.

Script E

Commentary

Reading

This candidate has chosen the theme of Animal Welfare. In the reading task the candidate has compared the article from the RSPCA on CCTV in abattoirs with the Animal Aid 'Choose Life: Go Veggie' leaflet. The introduction directs the comparison and it is clear from the opening that the candidate has made perceptive and insightful comments, e.g. 'These ideas can be seen in assumptions made by the writer about the reader.' Comments on the ideas of the writers such as 'The writer assumes that ideas of healthy changes and 'stay(ing) slimmer' will reflect the positive tone of the text and encourage young adults and possibly teenagers who are concerned about body image' are perceptive.

Ideas are extremely well identified, the idea of the writers creating empathy and sympathy and the view that 'the writer assumes that the audience will face this issue pragmatically' shows excellent understanding. The comparisons between the texts are perceptive and insightful, for example 'The RSPCA text differs from this, in that the writer assumes that an audience who are less concerned about themselves as individuals and more about the ideas relating to animal welfare will read this'. The perceptive comparisons are sustained throughout the piece, e.g. 'Unlike the 'Animal Aid' text, the writer is quite detached from the text, since the aim of informing the reader would be hindered by the inference of personal and familiar tones.' The comparisons effectively cover comments on language and presentation at the same time.

Comparisons on layout in the two texts are perceptive, covering a range of uses for colour in the texts, high-impact images and anchoring. There is perception in the candidate's awareness of language demonstrated in the reference to the authoritative, emotive nature of the language used, the techniques to link reader and writer and the credibility of the language. Overall, this candidate makes some insightful and perceptive comparisons and makes perceptive comments on ideas and perspectives. The comments on images, presentation and language are perceptive and well exemplified. The piece is indicative of achievement much higher than the 20 marks maximum, so should not be used as a 'yardstick' by which to measure other potential top Band 5 scripts, and achieved the full marks available.

Writing

For writing the candidate has chosen the task 'Write an article for a newspaper in which you persuade readers about an animal welfare issue from a specific point of view' and has chosen to write on shark finning. The opening headline 'A Cry from the Jaw of the Ocean' cleverly uses language to engage the reader, and there is a convincing opening introduction. The article has clarity in the ideas presented and the candidate fully develops them. The sense of persuasive purpose is strong and sharply presented. The text is consistently focused on the purpose and confidently presents information on the extent, stages, purpose and impact of shark finning and attempts to stop it.

There is extensive vocabulary used with sophisticated terms like 'slaughtered', 'decimated', 'ecologies', 'negligible' and 'apex predator'. Pronouns are used to identify the reader with the problem such as 'you' and 'we'. The sentences are varied with some questions, such as 'So what is the point of this brutal murder?', some short sentences for impact such as 'A shocking figure by anyone's standards'. There is sophisticated control of syntax, for example 'Although the shark are fished globally, ninety five percent are shipped to the Far East, raising the price of the soup considerably; one bowl can cost the extortionate price of one hundred dollars!' The use of colloquial phrases such as 'a spanner in the works' are used to good effect and contrast effectively with sophisticated phrasing such as 'current laws are simply not withstanding the power of such a large industry'. All points are presented in a confidently sustained way, such as the point about the impact of the shark finning trade and new developments. The paragraphing is sustained and develops ideas, moving onto a new paragraph when a new point is made. There are appropriate cohesive devices linking paragraphs and ideas.

Overall the ideas are compelling and fully developed and the awareness of purpose and audience is strong and consistent. The vocabulary used is extensive and sophisticated and the organisation is skilful and sustained. This piece achieved the top of Band 5 with 13 marks.

Spelling, Punctuation and Grammar (AO3iii)

Spelling is consistently accurate and punctuation is used effectively to emphasise ideas. Sentences are convincingly structured and there is sophisticated control of expression and meaning. Sophisticated terms are spelt correctly and punctuation is used confidently. This response achieved Band 5 marks, 7.

Overall, the marks for Reading come at the top of Band 5 and the marks for Writing also at the top of Band 5, with AO3(iii) at the top of Band 5 also. The marks achieved overall equal 40 out of a possible 40.