**GCSE English/English Language**

**5EH01**

**Unit 1 English Today**

**Controlled Assessment Script Commentaries**

**January 2012**

**Script 1**

**Candidate A**

**Commentary**

**Reading**

This candidate has chosen the theme of School Meals. In the reading task the candidate has commented on ‘Nora’s Notes’ and the School Food Trust homepage. The comparisons in this response are limited to the two on page 1 where they refer to ‘But the purpose of Nora’s Notes…’ and ‘On the other hand, the colour on the School Trust website…’ This only just fulfils the bullet of ‘some comparison’. The ideas about what the writer is saying are brief and simple. They focus on what the purpose of the text is and in places they do not make reference to the texts at all. At the bottom of page 1 there is a statement about what children should eat and on page 3 there is some detail about the content of the television programme ‘Jamie’s School Dinners’. These comments do not relate to the texts being compared.

The answer is mainly focussed on layout, presentation, images and colour but doesn’t really develop these and makes some superficial comments on them such as they are used to ‘catch the reader’s eye’. Some of these points are repeated in the answer. There is some comment on the layout and presentation of the texts such as bold writing, bullet points and font but these are underdeveloped. The candidate touches on language but these points are underdeveloped. The candidate mentions anagram, exclamation, pronouns and balanced points but these are not analysed or explored. Examples of language use are not given.

Some limited comparisons, some comment on ideas, reference to images and some valid reference to examples on presentation and image place this response at the bottom of Band 2 with 5 marks. The response does not have the level of comparisons and range of comments on images, presentation and language and selection of examples required for higher in this band.

**Writing**

For writing the candidate has chosen the task ‘Write a leaflet for parents in which you persuade them about the benefits of school meals for their children.’ There is some grasp of purpose and audience. The candidate refers to parents directly in some places but in others loses this focus. An example of this is seen on page 2 when they suggest that ‘You can start being healthy and fitter by doing more PE lessons’. The purpose of persuading about the benefits of school meals is lost in some places, but there is a sense of persuasion in terms of encouraging children to eat healthily. The text expresses some appropriate ideas such as schools decreasing the amount of junk food allowed or banning it altogether.

The organisation shows some grasp of text structure with some sense of opening and conclusion and paragraphing. In parts there is some control in vocabulary choice such as ‘population’ and ‘obese’ but the vocabulary choice is generally simple. There is some control in sentences with some variety in construction such as questions and statements. The ideas are not consistently appropriate enough for purpose and the sense of audience is not clear enough to achieve higher marks. The answer demonstrates achievement of 5 marks in Band 2.

**Spelling, Punctuation and Grammar (AO3iii)**

Spelling is often accurate and there is basic control of punctuation. The punctuation in places supports the intended emphasis and effect such as question marks. Sentences show some attempt at controlling expression and meaning and a mark of 3 is appropriate.

**Overall, the marks for Reading come at the bottom of Band 2 and the marks for Writing at the top of Band 2, with AO3(iii) in Band 2. The marks achieved overall equal 13 out of a possible 40.**

**Script 2**

**Candidate B**

**Commentary**

**Reading**

This candidate has chosen the theme of Talent Television. In the reading task the candidate has compared the ‘Britain’s Got Talent’ homepage with the article from the Scotsman newspaper on the Glasgow auditions for the show ‘Britain’s Got Talent’. The candidate begins with some comparisons, although fairly obvious ones such as ‘they are both about ‘Britain’s Got Talent’ and about ‘behind the seens’. The candidates does identify that the opinions in each one are different, with one showing positive ideas and the other negative. The response then moves away from comparison to focus mainly on the Scotman article.

The candidate comments on images used in the webpage text, indicating that it has pictures and colour and that the interactive features appeal to the younger generation. The ideas of the writer of the Scotman article are explored in the suggestion that it is to show how awful the auditions are but the comments are underdeveloped. The candidate makes reference to some language features such as exaggeration, but while this is exemplified it is also underdeveloped. Some comments are expressed with some uncertainty and it is unclear what the candidate means, e.g. ‘Its also quotations and represents being destroyed’. The comments are quite descriptive and in places are superficial. Although there is some attempt to analyse points the analysis is underdeveloped, such as where the candidate states that the screams when Simon Cowell arrives ‘suggests that the fans of the show isn’t bothered about anything else and that they just want to see him’. Some points on language and perspectives are not fully supported with examples. The comments on the webpage are in places inaccurate, e.g. where the candidate states that the purpose of the webpage is to ‘produce’ the show. The other comments on the webpage are descriptive.

There are some comparisons towards the end. Overall the response has some comparisons and some exploration of ideas, but these are underdeveloped and in some parts 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 television magazine in which you describe your ideas for a new television talent show’. The candidate has chosen to write an article about a new show called ‘Cat Walk on Talent’. The article has a headline, ‘Talent on Legs’, and opens with direct address of the audience, asking ‘Are you the next Twiggy? Do you have talent?’ There is clarity in the ideas presented in the article, and the candidate is clearly aware of the purpose of the article. The encouragement to ‘tune in on ITV1 on a Saturday night’ and ‘you’ll be blown away with all the extreme talent’ shows the candidate has chosen to take a persuasive tone in their article.

The candidate presents a range of information on the show including the judges, the presenters, the prizes and the idea behind the show. The ideas are expressed appropriately.

Vocabulary used is well-chosen with terms that characterise the genre like ‘panel’ and ‘screens’ and phrases that are related to the genre such as ‘the four fearless judges’ and ‘hot to trot’. Pronouns are used to identify the reader with the show such as ‘you’ and ‘we’. The sentence structure is appropriate in the main and 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 and the use of quotations from the creator supports and develops the information given in the piece. The conclusion is quite effective and shows awareness of the audience, saying ‘you’d be mad to miss it’.

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 mostly successful use of cohesive devices. The answer achieved 8 marks, Band 3.

**Spelling, Punctuation and Grammar (AO3iii)**

Spelling is often accurate.  Punctuation is used with some control to emphasise ideas. Sentences are clearly structured, allowing some control of expression and meaning although some capital letter are missed. 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 at the top of Band 3, with AO3(iii) at the top of Band 2. The marks achieved overall equal 19 out of a possible 40.**

**Script 3**

**Candidate C**

**Commentary**

**Reading**

This candidate has chosen the theme of School Meals. In the reading task the candidate has compared the homepage of the School Food Trust with the article from the Times ‘Pupils shun ‘healthier’ school meals’. The opening clearly identifies the audience and the purpose of the two texts with some sound comparison on the different purposes of the two texts. There are comments on presentation such as the newspaper layout being designed to ‘be easily read and so that the argument of the article is made clear’. Some of these comments could be developed further in terms of their effect on the reader. The candidate discusses the impact of visual features in the webpage and some of these comments are sound, such as the use of ‘Welcome’ to be positive and the use of the colour green to represent hope and positivity. The comparison of layout and presentation is sound. The audience for both texts is compared on page 3 and the candidate makes comment on the use of language when referring to the use of facts and opinions. Points are exemplified with appropriate examples. The comment on the tone of the texts is relevant but lacks development and comments on hyperlinks and pronouns are sound. There are some good points made on the use of Twitter and sponsors on the School Food Trust webpage.

The conclusion of the answer brings the sound comparisons together with a personal response and evaluative comment. Appropriate examples are used to support the points being made. The candidate identifies the writers’ ideas and perspectives and compares them.

Overall, this candidate makes sound comparisons, the ideas and perspectives of the writers are clearly explored, comments on images, presentation and language are sound (if underdeveloped in a few places) and there is appropriate textual evidence used to illustrate the points made. The piece achieved an overall mark of 11 which is towards the top of Band 3. More development of some points could have pushed this response to the top of this band.

**Writing**

For writing the candidate has chosen the task ‘Write a leaflet for parents in which you persuade them about the benefits of school meals for their children.’ The leaflet has secure organisation, with a clear heading. There is clarity in the ideas presented, although the candidate is not sustained in their awareness of the purpose of the leaflet.

The candidate presents a range of information about school meals: their popularity, their quality, how many pupils eat them and the positives and negatives. The ideas are sometimes expressed in a persuasive way, for example ‘it is vital to maintain your children’s meals as healthy as possible’ and the use of quotation varies the voice used in the leaflet. Vocabulary used is well-chosen and includes food terminology such as ‘carbohydrates’, ‘proteins’ and ‘minerals’. There is also some complex vocabulary such as ‘nutritious’, ‘credibility’ and ‘compulsory’. The voice becomes more persuasive towards the end of the piece with a personal viewpoint. The sentences are consistent and in some places varied, with questions, quotations and statements. 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, e.g. ‘To conclude’.

Overall there are some good points made and the writing is clear and informative with a secure (if not always sustained) realisation of the purpose of the writing. 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 bottom of Band 4 with 9 marks, and more clarity of purpose would have pushed it higher.

**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 5 for AO3(iii).

**Overall, the marks for Reading come at the top of Band 3 and the marks for Writing at the bottom of Band 4, with AO3(iii) at the top of Band 3. The marks achieved overall equal 25 out of a possible 40.**

**Script 4**

**Candidate D**

**Commentary**

**Reading**

This candidate has chosen the theme of School Meals. In the reading task the candidate has compared the Mortarboard blog from the Guardian on ‘Why children won’t eat school dinners’ with the School Food Trust homepage. The candidate explores the ideas and perspectives of the writers in their first section and makes a good observation about the School Food Trust text welcome message and coloured boxes. The candidate also comments that the presentation is used to ‘guide the reader’. The comment on the idea of the blog is not quite correct, but the message that ‘healthy food can be appealing’ is accurate. There is a relevant specific comparison about the audience of the texts. The first comments on language (technical vocabulary and use of personal pronouns) are specific but not as detailed as they could be in terms on the impact on the reader. The effect of technical vocabulary such as ‘remit, statutory guidance and legislation’ is not considered.

The candidate considers a range of language features such as rhetorical questions, quotations, emotive language, ellipsis and assonance. These are detailed but in some parts are more descriptive than analytical. The analysis of the slogan on the School Food Trust homepage is detailed. The candidate then moves on to make specific comparisons on presentation in the two texts. These are specific but are not always detailed. The comment on the use of the coloured boxes which ‘leads us to the perspective of working together’ is good. The candidate has selected detailed and appropriate examples to support points.

Overall, this candidate makes specific comparisons throughout the piece but they are not always detailed enough to achieve high in Band 4. There are places where it is clear the candidate is exploring ideas and perspectives but these are not always developed. The comments on images and presentation are detailed and the comments on language are detailed but can tend to be more descriptive than analytical, particularly on technical vocabulary. This piece achieved a mark of 13, which is at the bottom of Band 4. More detail in comparisons and more fully developed ideas would have pushed the response higher into the band.

**Writing**

For writing the candidate has chosen the task ‘Write an article for your school website about an issue relating to school meals’ and has chosen to write on how healthy meals can be tasty. The article has clarity in the ideas presented and they are developed, starting with the effective use of questions to engage the readers. The sense of informative purpose chosen is sustained and clearly presented. The text is mainly focused on the purpose and confidently presents information on the use of salt, pesticides, air miles and preservatives in such a way that gives the reader the full picture. The content in some places is not always successful for the chosen audience and purpose however and the sections on pesticides and air miles move away from a school meals focus.

There is extensive vocabulary used with a few sophisticated terms like ‘eligible’, ‘pesticides’, ‘preservatives’ and ‘sodium bisulfite’. Pronouns are used in the opening part of the article to identify the reader with the problem such as ‘you’ and ‘we’ but this isn’t sustained. The sentences are varied with some questions and some short statements. Some points are presented in a sustained way, such as the point about air miles, although this doesn’t keep the audience and purpose in mind. Overall the structure is a little repetitive. 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. The use of statistics supports the information given in the piece.

Overall the ideas are mostly effective and developed and the awareness of purpose and audience is mostly secure. The vocabulary used is appropriately extensive and the organisation is secure, if a little repetitive. This piece achieved a mark of 9, which is at the bottom of Band 4. More focus on the school meals and some variation in structure for a website article would have pushed the mark higher.

**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 5 for AO3(iii).

**Overall, the marks for Reading come at the bottom of Band 4 and the marks for Writing at the bottom of Band 4, with AO3(iii) at the top of Band 3. The marks achieved overall equal 27 out of a possible 40.**

**Script 5**

**Candidate E**

**Commentary**

**Reading**

This candidate has chosen the theme of Talent Television. In the reading task the candidate has compared the ‘Britain’s Got Talent’ homepage with the article from the Scotsman newspaper on the Glasgow auditions for the show ‘Britain’s Got Talent’. The introduction makes a perceptive comment about the nature of the newspaper article, that it is ‘an ‘Editorial-style’ article informing about popular news’. The comment on the audience of the article is also perceptive, acknowledging that the ‘audience also have a vested interest in the subject of the article’ as former contestant Susan Boyle was born and brought up in Scotland. The candidate goes on to consider perspectives in the article. The first comparison is perceptive and detailed, comparing the perspectives of the two pieces. The section on layout and presentation of the article is good but could have more insightful analysis. The comments on layout in the webpage are perceptive, and there are comments on the use of the colours of the Union Flag, the masthead of the website, the white colour connoting the bight lights of the stage and the use of a star as the ‘a’ in ‘Talent’. The selection of examples fully supports the points being made. Comments on the boxes that ‘could represent screens’ and the presentation being commercially oriented are perceptive. The comment that ‘They are displayed in obvious places to ensure maximum impact because most of the revenue for the website will come from the adverts’ is a perceptive one on perspectives.

The candidate deals well with the use of images in the article, referring to the imagery through language rather than through pictures, giving discriminating examples to support the points being made, e.g. ‘Lego’, ‘squeaky toy’ and ‘Barbie’, ‘calling them items that are mass manufactured from plastic’. There is thorough and insightful exploration of the way the images are organised in the webpage and what this tells us about the perspectives of the writers. The comments on language are also perceptive, covering the effects of alliteration in both texts, colloquial language, sensational language, circus metaphors and idiom. Comments of the use of superlatives and ‘extremes’ could be developed more. The conclusion contradicts the opening comments on the style of the article, describing the readers of the Scotsman as ‘conservative newsreaders’ when the opening identified the article as ‘less serious and more about ‘other news’.

Overall, this candidate makes some perceptive comparisons and makes perceptive comments on ideas and perspectives. The comments on images, presentation and language are mostly perceptive and well exemplified. Given that there are some places where the analysis is detailed rather than perceptive and where more insight would be required, this answer achieved 18 marks, in the middle of Band 5.

**Writing**

For writing the candidate has chosen the task ‘Write an article for a television magazine in which you describe your ideas for a new television talent show’ and has chosen to write a tongue in cheek article on ‘Has Beens – Been Again?’ The article has clarity in the ideas presented and the candidate fully develops them. The sense of purpose is strong and sharply presented. The text is consistently focused on the purpose and confidently presents information on the ‘show’ while discussing other TV shows in the genre.

There is appropriate vocabulary used and pronouns are used to identify the reader with the show such as ‘you’ and ‘we’. The sentences are varied with some questions such as ‘Does anyone actually care anymore?, some exclamations such as ’Ah, the 21st Century!’ and some short sentences for impact such as ‘The rest is really, as they say, history’. There is some sophisticated use of language for impact, such as ‘who doesn’t love a sob story?’ and ‘the spiritual home of all things trashy’. The use of colloquial phrases such as ‘that little Geordie lad’ are used to good effect and contrast effectively with sophisticated phrasing such as ‘Layered atop the chippily edited (artistic, I’m sure) trailer is that high pitched, nasal voice’. All points are presented in a confidently sustained way. 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 almost always accurate and punctuation is used mostly with precision and supports the effects intended. Sentences are well-structured and there is effective control of expression and meaning. This response achieved the Band 4 mark of 6.

**Overall, the marks for Reading come in the middle of Band 5 and the marks for Writing at the top of Band 5, with AO3(iii) in Band 4. The marks achieved overall equal 37 out of a possible 40.**