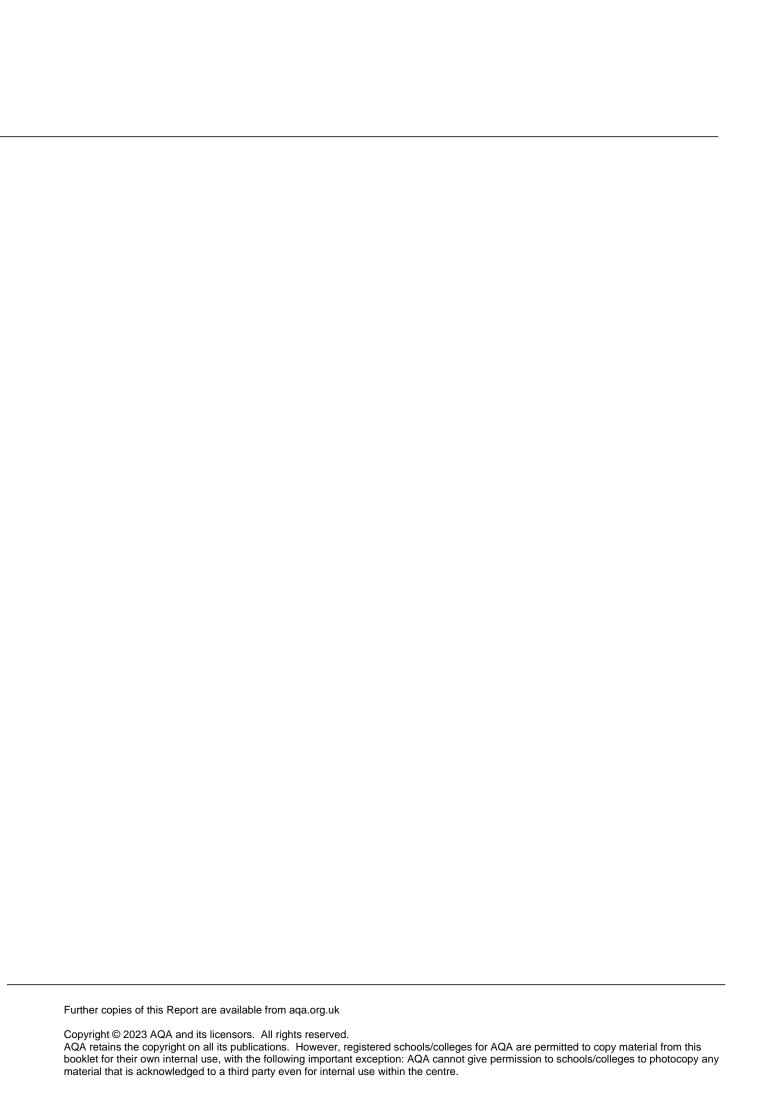# ELC
STEP UP TO ENGLISH

5970/U Step Up to English NEA umbrella
Report on the Examination

5970/U
June 2023

Version: 1.0

Coursework topics/options Component 1

There was a wide spectrum of topic titles for Component 1. Centres were clearly catering for student's individual interests. However, overall, the most popular topics were:

- Hobbies
- Leisure
- Music
- Style

Coursework topics/options Component 2

Again, there were a good range of topics submitted for moderation. The creative writing responses in particular demonstrated the students' enthusiasm and engagement with the topic chosen.

The most popular topics were:

- Gothic Horror
- Crime

Successful Assessment Criteria Component 1 and Component 2

5972/1 and 5973/1 – Spoken Language

It was clear that students had enjoyed the Spoken Language activity, especially where it was linked to a personal interest. Where Spoken Language tasks had been completed first, it was also clear that students had benefitted by using the ideas they had explored as a scaffold for the subsequent Reading and Writing tasks.

5972/1 Reading

The key Assessment Objectives that students excelled in were as follows:

AO1 – Locate or recall.
AO1 – Inference.
AO2 – Understand the meaning of simple words / language choice.

5973/1 Reading

The key Assessment Objectives that students excelled in were as follows:

AO1 – Locate or interpret.
AO2 – Begin to show awareness of structure and writer's craft.

5972/2 Reading

The key Assessment Objectives that students excelled in were as follows:

AO1 – Locate or recall.
AO2 – Understand the meaning of simple words / language choice.
AO3 – Identify similarities and differences.

5973/2 Reading

The key Assessment Objectives that students excelled in were as follows:

AO1 – Locate or interpret.
AO2 (question 3) – Begin to show awareness of structure and writer's craft.

5972/1, 5972/2, 5973/1 and 5973/2 Writing

AO5 – there was a good understanding of layout, audience and sentence construction. Creative writing responses were a particular strength.

AO6 – students demonstrated strong spelling and vocabulary choice. However, this strength was not always reflected in the marks awarded, particularly for 5972/1 and 5972/2 responses.

Common misunderstandings of the criteria Component 1 and Component 2

5972/1

AO4 – Personal Preference. There was a trend for personal preference to be generic and not always based on the text.

5972/2

AO1 – Inference – the inference made was not always correctly linked to the text (question 2); was not consistently linked to the quotation chosen (question 4) and where two answers were required (question 5) often only one valid response was offered.

5973/1

AO4 – Personal Preference. Students often stated a personal preference but it was either generic (Reading 1, question 3) or not based on the presentation of the text (Reading 1, question 2).

5973/2

Centres must ensure that the student's answer not only meets the criteria but also answers the question posed. For example, question 2, where students may have met the 'locate' criteria but the information selected did not meet the requirements of the question.

Centres did not always carefully apply the marking categories for AO2 (question 5) and AO3. There was an over-awarding trend for both these assessment objectives.

5972/1, 5972/2, 5973/1 and 5973/2 Writing

AO5 – Handwriting required development. There was also a trend for handwriting to be over-marked by centres, particularly for 5973/1 and 5973/2.

AO6 – Punctuation required consolidation and development. 5973/1 and 5973/1, in particular would have benefitted from teaching around the development of internal punctuation.

Annotation given by teachers Component 1 and 2

Component 1 Spoken Language

Teacher comments were generally clearly embedded in the assessment objectives. However, there was not consistent evidence of:
- Contextualisation
- key examples of what the student contributed to the task

Component 1 and 2 Reading

Answers had been clearly ticked and marked by teachers. Where comments had been added to explain why an answer had been given marks or not it was extremely helpful to the moderation process. Some centres had annotated by re-stating the assessment objective. However, that did not really add any value to the moderation process.

Writing Component 1 and 2

Generally marking of the writing tasks was thorough. Where centres had included the annotated Level of Response grid, this was very helpful to the moderator to understand how marks had been awarded. It also supported the moderator in being able to give specific guidance, where required, on how to pinpoint marks more accurately in future series.

Common Infringements Component 1 and Component 2

Component 1

A minority of centres did not submit the 2 NEA topics required for Component 1.

Spoken Language Component 1

There were no infringement trends to report. However, centres must ensure that where a mark has been given, a teacher comment is provided as evidence to support the mark.

Reading Component 1 and Component 2

There were very few Reading infringements to report, However, centres are reminded that students cannot have a human reader for the Reading task and this includes the reading of questions. The only exception to this guidance, is where the centre has applied for exceptional circumstances to AQA and AQA has confirmed the arrangement by email. In these circumstances, the exemption is noted on the student's certificate.

Students may have a computer reader or a reading pen but this must be clearly declared in the additional assistance box on the front cover of the NEA. 'Computer reader / reading pen for the reading section'.

Writing Component 1 and Component 2

There were fewer Writing infringements in the 2023 series.

However, where errors did occur, they stemmed from a misunderstanding of the following:

- students cannot have a scribe in any part of the Writing task, including in the plan. The only exception to this guidance, is where the centre has applied for exceptional circumstances to AQA and AQA and AQA has confirmed the arrangement by email. In these circumstances, the exemption is noted on the student's certificate
- students can use a word processor but spelling, grammar and punctuation must be disabled. This arrangement must be clearly declared in the additional assistance box on the front cover of the NEA. 'Word Processor with SPaG disabled'

Common administration errors Component 1 and Component 2

There were fewer administration errors in 2023.

However, administration errors did still impact on the ability of the moderation team to process centres efficiently.

The key administration errors were:

- centre addition errors – this slowed down the moderation process and did lead, in some cases, to the rank order being altered. This in turn, led to additional samples needing to be requested from the centre
- missing teacher and / or student signatures – the front cover forms part of the student's declaration form and so until the signatures were in place the centre's moderation could not be completed
- use of the incorrect code on the Centre Declaration Sheet – centres should use the umbrella code 5970/U

Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.