

# GCSE 2019

Grade boundary changes  
Examiners' report  
commentary on writing



# English Language Grade Boundary Changes 2019

	9	8	7	6	5	4	3	2	1
AQA 2019 /160	127 ↓	117 ↓	108 =	97 =	86 =	76 =	56 =	36 =	16 =
AQA 2018 /160	128	118	108	97	86	76	56	36	16
OCR 2019 /160	135 ↑↑	119 ↑	107 ↑	94 ↑	82 ↑	70 ↑	52 ↑	34 ↑	16 =
OCR 2018 /160	129	117	105	92	79	67	50	33	16
Edexcel 2019 /160	135 ↑	125 ↑	116 ↑↑	105 ↑↑	94 ↑↑	83 ↑↑	62 ↑↑	41 ↑↑	20 ↑↑
Edexcel 2018 /160	133	122	111	99	87	75	54	33	12
Eduqas 2019 /200	141 ↑	127 ↑	114 =	100 ↓	86 ↓	72 ↓	54 ↓	37 ↓	20 =
Eduqas 2018 /200	139	126	114	101	88	75	56	38	20

# English Literature Grade Boundary Changes 2019

	9	8	7	6	5	4	3	2	1
AQA 2019	141 ↑↑	127 ↑↑	113 ↑↑	98 ↑↑	83 ↑↑	68 ↑↑	50 ↑↑	33 ↑	16 ↑
AQA 2018	135	120	106	91	76	61	45	29	14
OCR 2019 /160	136 ↓↓	121 ↓↓	106 ↓	89 ↓	72 ↓	55 =	42 =	29 =	14 =
OCR 2018 /160	142	126	110	91	73	55	42	29	14
Edexcel 2019 /160	132 ↓	120 ↓	109	95	82 ↑	69 ↑	51 ↑	34 ↑	17 ↑
Edexcel 2018 /160	133	121	109	95	81	67	49	31	13
Eduqas 2019 /200	150 ↓↓↓	137 ↓↓↓	125 ↓↓↓	111 ↓↓↓	98 ↓↓	85 ↓↓	66 ↓↓	47 ↓↓	28 ↓↓
Eduqas 2018 /200	159	146	134	120	106	92	72	52	33

# Predictions

	MAX	9	8	7	6	5	4	3	2	1
<b>AQA ENGLISH LANGUAGE 2018</b>	<b>160</b>	<b>141</b>	<b>127</b>	<b>113</b>	<b>98</b>	<b>83</b>	<b>68</b>	<b>50</b>	<b>33</b>	<b>16</b>
<b>Mark difference to next grade</b>			<b>14</b>	<b>14</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>18</b>	<b>17</b>	<b>17</b>
<b>EDUQAS ENGLISH LIT 2018</b>	<b>200</b>	<b>150</b>	<b>137</b>	<b>125</b>	<b>111</b>	<b>98</b>	<b>85</b>	<b>66</b>	<b>47</b>	<b>28</b>
<b>Mark difference to next grade</b>			<b>13</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>19</b>	<b>19</b>	<b>19</b>



# Language outcomes by exam board

	9	8	7	6	5	4	3	2	1
<b>Edexcel Yr 11</b>	3.6	10.0	19.7	36.5	55.6	72.6	90.4	96.8	99.2
<b>AQA Yr 11</b>	2.6	7.9	16.7	33.1	52.9	69.9	89.8	96.6	99.1
<b>Edexcel overall</b>	2.2	6.2	12.4	23.7	38.4	55.8	83.5	94.3	98.5
<b>AQA overall</b>	2.1	6.4	13.6	27.3	44.8	62.1	87.2	95.7	98.9
<b>OCR</b>	6.4	15.7	28.8	45.2	60.9	75.7	90.5	96.7	99.1
<b>Eduqas</b>	2.4	7.0	15.2	28.6	45.9	64.2	83.3	93.0	97.8

Differences between Year 11 and overall due to combination of Y10 early entry and post-16 re-takes (lower outcomes for both these groups)



# Examiners' Reports Digest 2019

A focus on writing



*'The most successful approaches used the image as a springboard into students' imaginations, with some drawing upon exotic bazaars or markets with a wide array of produce, not limited to the range in the image.'*

*'Many were able to draw upon different perspectives or time settings'*

- How are students using the images/stimulus provided?
- What do annotations of images/plans suggest?
- Are students able to use as a 'springboard'?



# Paper 1 (Edexcel)

*‘There was a wonderful range of writing with many candidates creating a genuine connection with the reader, crafting a response that had emotional depth, accessible characters as well as a defined narrative structure...Weaker answers were often incomplete, lacking in accuracy or assumed an understanding of character or setting that was not shared with the reader, making it difficult to fully engage with what was written.’*

- Is the response as thought-through as it needs to be?
- Are students giving the reader the details about character, events and setting that they need?





# Paper 1 (AQA)

*‘The narrative title ‘Abandoned’ also enabled students to write imaginatively and with some considerable skill [...]. Students at the lower end of the ability range often chose abandoned houses, hospitals or markets. Students at the higher end of the ability range were able to see the word ‘abandoned’ as more of a concept and applied it to a range of situations, with some excellent results.’*

- What are students choosing to write about?
- Are they able to think of the stimulus as abstract?



# Thinking Outside the Box

*‘Some themes were fairly common, e.g. lost in woods, lost headphones and mobile phones, lost keys, lost jewellery [...].*

*Less literal responses involved lost youth, lost love, heartbreak, breaches of trust, estranged parents, bereavement, and even time slip adventures.’ (Edexcel)*

*‘The Wedding.*

*There were a lot of straightforward accounts of wedding days but there were also jilted brides, reluctant grooms and embarrassing relatives. It was often a pleasure to read these responses and they were often entertaining.’ (Eduqas)*



# The Importance of Content: Paper 2

*‘The clarity, or otherwise, of the argument is the first and most important judgement made by the examiner and determines the overall level awarded, followed by a detailed assessment of the individual skills in evidence.’ (AQA)*

*‘The first bullet point in the mark scheme is where examiners go first. Has the candidate written appropriately for audience and purpose?’ (Edexcel)*



# Paper 2 (AQA)

*‘What characterised the best of these responses was the ability to engage with the ‘big ideas’: politics, economics, gender, aesthetics, class, morality, psychology, even philosophy. Students who were confident and familiar with these ideas were able to frame their own perspectives in this larger context and thereby enhance the quality of their argument.’*

- How well do students ‘frame their own perspectives’ with the big ideas?



# Reflection

- Does feedback to students include a focus on choice of content?
- Do teachers model the thought processes of idea generation?
- Is the importance of content understood?

