

Examiners' Report
June 2012

GCSE English 5EH2F 01

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Introduction

This was the third examination of this unit in the new English GCSE specification. The unit is divided into three sections: Section A (Reading), which examines responses to a Shakespeare play; Section B (Reading) which examines responses to a prose text from a different culture; and Section C (Writing) which examines candidates' ability to construct and develop an accurate piece of written prose. The number of candidates taking this paper continues to increase.

One major observation is that candidates are able to manage their time better and are clearer about what is expected of them. There is no doubt that teachers are giving the candidates practice in timed conditions and are providing successful strategies for approaching each question. This is to be applauded and I will refer to some of these strategies in the relevant parts of this report.

Of the three Shakespeare plays offered for selection, 'Romeo and Juliet' was the most popular choice, followed by 'Macbeth' and then 'The Merchant of Venice'. By far the most popular prose text was John Steinbeck's 'Of Mice and Men' with a much smaller number of candidates opting for Cormier's 'Heroes' and fewer candidates selecting one of the five other options. There are obviously a number of reasons why certain texts are more popular than others. Nevertheless, it is gratifying to see that all the prose texts are capable of engaging and striking chords in candidates: some answers on 'Riding the Black Cockatoo', for instance, demonstrated that eyes had been opened to the plight of indigenous Australians and responses to the text were intense and committed as a result.

As in previous reports, however, I will be focusing on responses to the most popular texts.

I have signalled the importance of time management in previous reports and I repeat the guidelines given:

Sections A and B

Question a) 7 marks, 8 minutes

Question b) 7 marks, 8 minutes

Question c) 10 marks, 12 minutes

Section C 48 marks, 45 minutes

Candidates continue to improve in this important aspect of exam performance. There were far fewer examples of scripts where candidates had failed to complete their Section C response. Answers, in general, were better developed and, subsequently, a larger number of candidates were able to access the higher bands. They have a clearer idea about what is going to gain credit and what is best avoided. This more efficient approach was also evidenced in the greater number of plans which appeared in the answer booklets. Several examiners commented favourably on this very welcome development, and on the way that many candidates made confident use of connectives when building their responses.

Question 1

Section A Question a)

This trait, on what can be learned from the extract about a nominated character, continues to be answered successfully by using three or more PEE chains. The final marks given will then depend on the insightfulness of the point, the accuracy of the supporting reference and the quality of the explanation. It may be worth stressing to candidates that **one** brief quotation is adequate when illustrating each point.

Taking the example of Q 1, 'Romeo and Juliet', at a very basic level candidates were able to find something in what Romeo says about himself: for example that he is 'desperate'. But many candidates also picked out that Romeo was determined to die by Juliet's body, that he did not want to harm Paris but that Paris's equal determination provokes Romeo to further mayhem. Other candidates went further by examining Romeo's words to Balthasar or by questioning his reference to sinning.

As previously recommended, practising this trait involves selecting an extract, nominating a character and asking candidates to pick out points which show aspects of personality and behaviour. It is often remarkable how many candidates find rewardable and interesting things to say about characters that were not thought of in the mark scheme.

Section A Question b)

This, of course, is the performance question.

In my previous report, I observed that 'the more successful answers avoid writing comments about peripheral aspects (such as costume, props and lighting) so that they can concentrate on suggestions that highlight character, situation and language. A list of bullet points is provided with the question and candidates should make a discriminating selection of these. It is often far more effective to make points about tone of voice or facial expression rather than to suggest exaggerated dramatic gestures.' According to a number of examiners, many candidates are now focusing on the more productive areas. There were some suggestions that Duncan should have a watering-can in his hand to symbolise the nurturing of Banquo and Macbeth but references to props were infrequent and comments on what characters are feeling (and why) were more prevalent.

Significantly, some of the most successful answers demonstrated that the candidates had powerfully visualised how the scene should be performed and the intensity of their descriptions was impressive.

Other examples of good practice include:

- Using a **Quote-Action-Reason for action** formula to work through the mini-extract
- Starting each point with a form of words such as: 'I want the audience to see...'

It was also encouraging to see more candidates answering as though they were directing the scene rather than trying to remember what happened in the Luhrmann film (a futile exercise in relation to the 'Romeo and Juliet' extract this year).

Section A Question c)

This asks candidates to consider a theme and comment on its importance in another part of the play. Candidates must not range widely throughout the play: the best answers choose a relevant scene or part of a scene (the death of Mercutio and/or Tybalt in 'Romeo and Juliet' on the theme of violence; and the plan to kill Duncan in 'Macbeth' on the theme of betrayal were very popular this series).

Once the **other part** has been identified (there is no need to quote Act and Scene numbers), the notion of 'importance' can be interpreted in a number of ways. One is to see it as a driver of the **plot**. Another is to consider what it teaches us about a **character** or a **relationship**. One might consider its effect on the **audience** or what it tells us about the way Shakespeare is using it to communicate **ideas** or even to **structure** the play.

This trait is worth ten marks but it is often the one on which candidates write the least. This may be because they have run out of time or because they are not sure what to write. The best advice to help with the latter is:

- Don't write a long account of what happens
- Do focus on one or more of the emboldened words above.

Hence, Romeo's killing of Tybalt might show us that Romeo acts impulsively and that this is a characteristic of the central love affair. It is also the one key event that determines all future turns of the plot.

This is a particularly successful 1a) answer which pays close attention to what can be inferred from the extract.

1a) 8:59
9:11

From the extract we learn about the character of Romeo. For instance "live and be prosperous". This infers that Romeo's character is positive, wishing or telling someone to enjoy their life. Secondly, this suggests that Romeo's character is loyal, if you do something for him, he will respect, and reward people.

Moreover, we also learn about Romeo's character. For example "Good gentle youth". This implies that Romeo's character isn't a bully nor harming anyone younger than himself. Secondly, shows Romeo's character as a peaceful, keeping peace with Paris, as Paris is upset about Juliet and Tybalt.

In addition to this, we also discover about

Romeo's character. For instance "Will thou provoke me?". This reveals a Romeo's character to be also vengeful, as well as this, he (Section A continued) was in a positive mood earlier, however changed his character as Paris is encouraging him to retaliate.



ResultsPlus

Examiner Comments

PEE chains have been used effectively, sometimes with two points about character being drawn from one quotation. A Band 3 response.



ResultsPlus

Examiner Tip

Work through the extract to find at least three points about character then present as PEE chains.

This is a Band 3 response for 1 b). The scene is clearly visualised and the candidate gives thought to the motivation of the characters.

b) Understand the extract. I would have Romeo perform the fencing in such a way. For instance I would have Romeo stood there in a defensive stance, waiting for Paris to make his move. I would have him like this because Romeo has no time to waste in getting in the tomb to see Juliet as Paris will not let him, secondly, I would have him like this is because Paris knows about the death of Juliet and Tybalt, he could win back the Capulets by bringing down Romeo so he would want to expect confrontation. His actions I would have Romeo act would be pointing to Paris, because Romeo will try

and intimidate Paris in order to get what he wants; Secondly, so he is speaking individually to make him better it and give up. Romeo's voice towards Paris as he says "Wilt thou pardon me?" I would have him shout this because, Romeo can't have no more, banished from Verona, not seeing Juliet, Juliet's death and Paris refusing to let him through; Romeo is going to be ecstatic! Secondly, Romeo is going to be angry and Romeo knows Paris is an enemy. The expressions on Romeo's face, will be where his face will be red, exhausted and ~~very~~ extremely agitated. I would have him like this because he just wants to see Juliet, running all the way to her tomb to still be pestered by Capulet authorities for his one true love must enrage him.



ResultsPlus Examiner Comments

The candidate puts him/herself in the position of a director of this scene, often starting a suggestion with 'I would have...' and providing reasons.



ResultsPlus Examiner Tip

Visualise the scene and imagine you are directing the actors.

This candidate correctly identifies a relevant scene that relates to violence, then goes on to consider its importance.

c) In another part of the play violence is seen and important when Mercutio is killed by Tybalt. As they fight Mercutio is still as ~~happy~~ cheerful as he usually is. He uses a pun saying "tomorrow I shall be a grave man." Grave meaning serious but also reflecting on him being

(Section A continued) dead and buried. This part of the play ~~is~~ ~~important~~ ~~to~~ ~~the~~ ~~plot~~ ~~because~~ determines what happens later on in the play. If Mercutio didn't die then neither would Tybalt ^{die}. If Tybalt didn't die then Romeo wouldn't have ~~been~~ got banished and both him and Juliet would've lived. This part is the life changing part for the characters ~~because~~; it's the strongest part. This scene is similar to Paris is death because Romeo ~~is~~ almost ~~controls~~ both of them. Romeo is involved in every death in this play, he's the responsible ^{everything} ~~reason~~ for ~~everything~~. But on the other hand Romeo

women only fights for love.
Love has driven him to do
all of these ^{insane} things



ResultsPlus

Examiner Comments

The answer says something about how the scene is important to the plot and also how it shows us an important aspect of Romeo's character.

Band 3 response.



ResultsPlus

Examiner Tip

Don't spend a lot of time describing what happens in your chosen part of the play.

Do consider what it contributes to the rest of the play.

Section B Question a)

This trait is very similar to question a) in Section A as candidates are asked what is learned about a nominated character in the given extract. Although the choice of Carlson in the 'Of Mice and Men' extract may have seemed a little obscure, candidates were forced to focus on the extract and, as more than one examiner commented, candidates were not side-tracked into saying things about him which related to other parts of the novella. This is a skills-based exam and the skill, here, is to draw inferences from the reproduced text. The majority were able to draw out points about his character and the PEE approach is again successful here. Carlson shows several facets to his character in this extract, being both insensitive to Candy and concerned enough to offer him some consolation – or is he just being sly? The most successful answers considered this complexity. It is clear that most candidates respond readily to the a) type questions and most managed to fall securely in the top two bands.

Section B Question b)

This trait presents more difficulty for candidates who fail to realise that it is first and foremost about how language is used by the writer and not about the character or relationship or other feature mentioned in the question. The 'Of Mice and Men' question was not so much about Candy but about how Steinbeck uses language to present aspects of Candy.

Successful candidates were able to pick out phrases that highlighted Candy's nervousness and the adverbs which hinted both at his vulnerability and sense of defeat ('unhappily', 'helplessly') and his nostalgia ('proudly').

A significant number of candidates benefitted from being equipped with some sentence starters such as:

- 'The word.....shows that
- 'The use of the phrase/description/metaphor/similesuggests....'

Please note that it is not necessary to use technical terms to gain high marks but an understanding of them sometimes takes some candidates in the right direction.

Preparatory work on phrase and word analysis is clearly of great benefit to students.

Section B Question c)

This trait examines candidates' ability to fulfil two assessment objectives: AO2ii and AO2iv. As with Section A question c), there is a requirement to consider the importance of a theme in the candidate's chosen part of the text but there also must be some reference to the social, cultural and historical context of the text. The texts in the exam have been chosen because they tend to foreground cultural differences and the two bullets included in the question, particularly the second one, are intended to highlight the context still further.

4 c) asked candidates to consider cultural difference in one other part of 'Anita and Me' and there are plenty of examples to go at in Meena's relationships and in the community in general.

6 c) focused on the importance of the effects of guilt and there is no escaping how the central characters in 'Heroes' feel guilt to some degree.

7 c) asked about loneliness. This is such an all-pervading theme affecting so many characters that a significant number of candidates forgot to select a specific part of the

novella on which to base their answers. It is worth reflecting on the potential consequences of this for future reference.

If a candidate chooses **several** parts of the text on which to base their answer, examiners will only mark the section of the answer that gives the best response to the question. So, for example, if an answer deals with the part where Curly's wife is alone in the barn with Lennie **and** the part where Lennie visits Crooks, only the better of these two answers will be marked. If an answer **does not** deal with any specific part of the text but simply ranges across a number of characters and (in this case) their isolation, a mark of 5 out of 10 is the maximum possible.

It was perfectly acceptable to consider more than one character who is lonely. There were many successful answers, for example, which chose the part of the novella where Lennie, Candy and, later, Curley's wife gather in Crooks's room.

The contextual element of this question is being approached with more success now that candidates are realising that a general comment about the Dust Bowl or The Windrush Generation or the Ku Klux Klan does not help. It is much more apposite to make a point about the hierarchy of the ranch, or Meena's search for cultural identity or Scout's lack of racial prejudice.

This 1a answer draws out a large number of points about Carlson from the extract.

Write your answer to Section B here:

- 1) In the extract we learn that Carlson wants to get his own way "well, I can't stand him in here" Also we learn that Carlson feels that the dog is useless "He ain't no good to you" Also he try's to make Candy see things his way "look Candy" In Addition we learn that ~~car~~ Carlson try's to overpower ~~so~~ Candy by showing him a way that his dog will feel no pain and that he is almost telling him to shoot him "If you was to ~~to~~ take him out and shoot him right in the back of the head" ~~herethere~~ ~~herthere~~ more we learn that Carlson again try's to win over candy by physically showing him where to put the bullet "he leaned over and pointed" Also we learn that Carlson tells ~~him~~ Candy that his dog really has no need to be ~~left~~ alive "He don't have no fun" Also we learn that Carlson gets a bit impatient and volenters "I'll shoot him for you. Also Carlson then try's to comfort Candy a bit "Slim's bitch get a litter now... wouldn't you, Slim?"



ResultsPlus
Examiner Comments

The points are not developed to any great extent but this does enough to be awarded a mark in Band 3.



ResultsPlus
Examiner Tip

Use PEE chains to make points about character.

This response makes some interesting points about Candy but never loses focus on the language used to present his feelings.

(Section B continued) In this extract Candy's feelings are ~~is~~ clinged to his dog this is shown when candy says "Maybe it'd hurt him, ... I don't mind taking care of him." This reveals the emotional link between him and the dog, no matter what is wrong with the dog candy will take care of the dog this represents ~~is~~ companionship ~~in the~~ ~~power and~~ ~~no~~ ~~matter~~ ~~what~~ ~~friends~~ are between them just like Lennie and George.

Also in this extract we discover that Candy is ~~is~~ distraught at the idea of killing his dog this is shown when it says "Why not you shoot him, Candy?" "The old man squirmed uncomfortably." His actions of squirming show that he dreads ~~the~~ the thought of losing what appears to be Candy's companion and best friend, he has had the dog since he was a pup and he ~~is~~ in denial of the idea this inconsequently makes him oblivious to the ~~the~~ dog's suffering.



ResultsPlus

Examiner Comments

Many more examples of language could have been discussed but this is a sound Band 3 response.



ResultsPlus

Examiner Tip

Think about why the writer has chosen the words used and what effect they have on the reader.

This 1c answer correctly identifies a relevant part of the novel and focuses on Crooks to make points about his loneliness, why he suffers it and what it does to him.

7: c) Another part of the novel where we see the theme of loneliness is in Section 4, which represents Crooks as the only black character in the novel who has a crooked back due to his work in the barn. Crooks is a very isolated character, he ~~was~~ is separated from the other men on the ranch because of his colour, he is treated as an animal ~~to~~, he lives in the stable with the horses.

The ~~the~~ things that he owns further show his feelings of loneliness, which are dirty books on the shelf these may refer to his feelings of missing ~~to~~ sexuality as he has dirty books or it can also show that he is a bright ~~and~~ intelligent character that wants to be educated in this dirty books may refer to ~~poor~~ in poor conditions.

This shows that he fights against his isolation by becoming educated which gives him hope of a better future, where he maybe someone.

(Section B continued) Crook suffering from isolation is shown when he speaks ~~at~~ ~~to~~ ~~him~~ ~~saying~~ that loneliness can make someone ill, which further shows that loneliness has a corrosive effect on his character.

Life was hard and harsh, In California 1930's where depression was taking place for black people, as their where racism and segregation, black people where treated as slaves and animals, they ~~had~~ suffered of lack of independency and ^{lack of} control on their lives. Here it appeared the American dream which is to have money, a house and a family. This dream gives

people in those days hope towards a better future. As we see how Crooks request for a room trying to join George and Lennie in their dream, expressing his feelings of trying to get rid of his loneliness, as this dream gives Crooks meaning for his life, independency and can enjoy his future and most importantly is being somebody as his dignity is taken away from him. Even though people know that these dreams don't go right, they still have plans and dreams for the future to help them cope with their loneliness and hard times.



ResultsPlus

Examiner Comments

The references to context are not wholly integrated into the answer but this is an intelligent and thoughtful appreciation of Crooks' isolation.

Band 3



ResultsPlus

Examiner Tip

Choose a part of the text with care and focus on it in relation to the theme and context.

Section C

Here, candidates have a choice of questions. Q 11 asked for a letter to the head teacher suggesting a charity for which to raise money. Q 12 asked for a magazine article advising young people how to deal with bullying. In each case guidance was offered in the form of bullet points.

Take-up of the questions was divided fairly equally between the two and candidates had no shortage of ideas.

It must be remembered that this is partly a test of appropriate writing skills. However good the content, it can easily be undermined if no due consideration is given to paragraphing and punctuation. Candidates must remember that they have an obligation to communicate clearly to their readers, and teachers and examiners alike are frustrated when not enough care is given to structuring in sentences and paragraphs.

That said, it was pleasing to see so many candidates rising to the challenges with enthusiasm and relating to their audiences effectively. There were many more instances, too, of **planning**.

I have already commented on evidence of better time management. Many more candidates are developing their answers more fully and careful planning is integral to this. Examiners saw much evidence of the use of planning diagrams, mnemonics and acronyms.

Question 11

Most candidates seemed well-versed in the conventions of a formal letter and a very large number were able to suggest a charity worthy of consideration. Indeed, many seemed very knowledgeable about what the charity did and whom it helped. Often, there was a strong sense of emotional engagement with a charity that had helped a friend or family member and personal anecdotes, used carefully to assist the points being made, were often powerful and effective.

Less successful were the answers that did not suggest a charity but listed with enthusiasm the activities that could raise money: 'the teachers can all dress as clowns and the children can throw custard pies at them.'

A considerable number of candidates also pointed out that helping a charity would be a good public relations exercise for the school. It seems that more candidates are reflecting on ways to develop their responses.

Some candidates had a battery of discursive techniques to draw on and clearly saw this as an exercise in persuasion. This is fine, but a barrage of rhetorical questions of the 'would you like to suffer from ...?' variety can tip over into the ineffectual.

This is a fully developed piece of writing which moves smoothly from personal experience into the main point of the letter.

Write your answer to Section C here:

Dear Mrs Brooks,

I am a student at your school who is writing to propose a charity which would gain help and support from this school raising funds for them. The charity I wish to propose is Great Ormond Street Hospital for Children's charity.

COSHCC is a world renowned hospital which saves the lives of sick and dying children every day. Although they are a brilliant place they still need help and support to keep doing the work they do.

~~Start~~ There is a reason why I have chosen this charity, and that is because they saved my life when no-one else could.

When I was born, my entire gut did not work, which meant I would eventually die because of no food digestion. I was

eventually referred to COSHCC who ultimately saved my life through hard work, determination and some of the world's, then, best technology.

~~How~~ However this technology is now out dated.

Great Ormond Street Hospital don't just need our verbal support, but also in finance. A school like us could easily raise a few thousand pounds in a year. This money would go on to help rebuild

the ~~Gastroenterology~~ ^{Gastroenterology} Suite which it so desperately needs. It would also mean ~~children~~ ^{children} on constant life support ~~machines~~ ^{machines} would have better care and ~~the~~ ^{the} new patients ~~Hotel~~ ^{Hotel} may finally be provided.

The Hospital also needs the money to ensure that advertisement ~~still~~ ^{still} continues to ensure that donations are still made.

Great Ormond Street Hospital currently only have 352 beds and they are an international hospital. The hospital is cramped and many long term patients arrive every day who may be there for months on end. This will make it difficult for other patients to recover in a peaceful environment where it is not overcrowded and get enough care and attention that they need.

There is such a variety of patients, ranging from liver and heart failure to ~~renal failure~~ ^{renal failure} ~~MS~~ ^{MS} patients. So ~~and~~ ^{and} much care and attention is put into the ~~the~~ ^{the} wellbeing of hundreds of sick children.

~~Our money could also raise money to~~
Our money could also go towards education and activities for long term patients who will be missing important school time, but also missing out on fun and social times. As the vast majority of Gosh's patients are long term, many ~~parents~~ ^{parents} who have come from Australia

of America need somewhere to stay. Although
CASH do have a patients hotel, it is
~~unfinished~~ unfinished due to a fire which struck the
hospital in 2005.

All the money is guaranteed to go to
a good cause. I think the ~~best~~ ^{best} option for
it is for the money to go towards
fun activities and game consoles to make the
hospital a more fun and friendly place to be.

~~There~~ There is several ways in which
this can be done. My first suggestion
is we try 4 mupki days throughout the
year, which on average raise £1200 per
time. We could also theme the mupki days and make
them fun and exciting.

My second suggestions is to create a
'Manors dot talent' show. In which students
can compete in a talent show and people
can come and watch for a small
fee of ~~£2~~ £2. We could also video
tape the show and send it too CASH
as a way of showing what we are doing
to help.

My third suggestion is, although not raising money, would
help, is to send a group of 10 student to CASH
to help out in ~~the~~ a fun day event organised
by students. This would mean that the students get an
insight into the Hospital but also help the Hospital.

My fourth and final suggestion is to have a sport day event, which is in keeping with our school, where all students pay £1 to compete. We could have several activities such as football tournaments, races etc. At the end of the day all students will do a mile walk around the school field. For every mile each student walks, the school will donate 50p.

In conclusion I think that by doing this it will not only help the ~~hospital~~ school but also the ~~hospital~~ school. I hope that you take my proposal into consideration, and if you would like any more advice ~~the~~ please do not hesitate to ask.

Yours' regards,
Andy Lees



ResultsPlus Examiner Comments

There are some errors but this piece is well-organised and confident, communicating effectively.
A Band 5 answer for all relevant AOs.



ResultsPlus Examiner Tip

Focus on your audience and plan what you are going to write.

Question 12

Personal experience of bullying, sadly, perhaps informed many of the articles on this subject. Successful answers were those that not only described and attempted to explain the different forms of bullying, but gave common-sense and practical advice about what to do if bullied.

Some of the best answers were those that adopted a tone balancing seriousness with positive optimism.

The intended audience was 'young adults' and some candidates did not quite understand this, addressing their advice to parents.

Candidates should be advised that, when asked to write an article, they should not waste their time setting out in columns and using illustrations and other presentational devices.

This is an engaged and engaging article that, whilst it considers the types of bullying, never loses track of the main purpose.

Have you ever been bullied? Studies show that one in three people under the age of 17 have suffered bullying at some point in their lives whether it be physical bullying, verbal bullying or cyber bullying. The horrifying truth about bullying is that as well as making people feel bad it can have devastating effects on the people enduring it. Bullying may be hard to spot, but there are simple things you can do each day to stop this from happening.

Cyber bullying: Cyber bullying is undoubtedly the hardest form of bullying to stop, with all the technology out there abuse can come at any time during the day. The simplest thing you can do to deal with a cyber bully is control who has your contact information. A lot of cyber bullying nowadays is through social networking sites such as Facebook and Twitter, simply by deleting these accounts you eliminate any way of potential bullies contacting you. You may feel like deleting these type of accounts is going to cut you

(Section C continued) Off from the world? if this is the case, by simply only adding the people you know and controlling the people who can view your page will eliminate bullying on these sites all together, even if the bullying has already begun.

verbal and physical bullying; although similar in the sense that they are both said directly to the victim, physical bullying can be both traumatic to endure and painful to overcome. If you are the victim of physical bullying, which can range from a little shove to fully beating someone up, the ~~the~~ first and most important thing to do is to tell someone, be it a trusted adult or a member of authority. It is so much easier to endure when you are not alone and you have people there to support you. Telling an adult should be the first thing anyone does when enduring any kind of bullying.

The harsh truth is that bullying can severely affect the lives of us as young adults. There have been tragic cases of young people taking their own lives because being bullied is too much for them to endure, this has to stop! medical conditions such as depression and anxiety are caused by past bullying in a staggering quarter of all cases

(Section C continued) reported. This quite frankly ~~is~~ horrifies me by following a few simple steps you can prevent bullying to yourself and others.

Firstly; tell someone, be it a friend, relative or a trusted adult.

Secondly; involve the right services, many people deal with bullying simply by having counselling sessions, however when it is physical bullying your dealing with matters will have to be taken to the authorities.

Lastly; if you see it, report it. many cases of bullying have been reported by someone else, by spotting it quickly it is easier to stop it in its tracks.

together we can rule out bullying all together, we just have to help one another out.



ResultsPlus

Examiner Comments

Emotive language like 'staggering' and 'frankly horrifies' clearly indicates how immersed the writer is in the subject.

Band 3



ResultsPlus

Examiner Tip

Organise and never forget the purpose and intended audience of the writing.

Paper Summary

A larger number of candidates took the paper in this series and the standard of entry showed improvements. Good planning and time management are an increasingly impressive feature of candidates' work. Candidates are well-prepared and have practised the type of questions they will encounter. Consequently, many more are able to complete and develop answers to all the questions on the paper.

Answers to Section A and B c) questions betray some lack of confidence and direction and centres may need to review their approaches to these questions.

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