

Examiners' Report January 2013

GCSE English 5EH2F 01

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Introduction

In Section A, the most popular choice was *Romeo and Juliet* with *Macbeth* continuing in second place but gaining in popularity.

In Section B, *Of Mice and Men* still dominates, with *Heroes* in second place by some distance. It is always good to see some of the less well chosen texts being tackled, however, and there were some particularly good answers on *Rani and Sukh* this time.

In Section C, Q11 on a healthy lifestyle was answered by approximately two-thirds of the entry.

As always in this report, I will attempt to review the overall performance of candidates whilst making suggestions about how this can be improved in future.

Section A: Shakespeare

Part (a) on character

The standard formula for success in the character question (Capulet this time) is three PEE chains picking out three different things we learn about the character. In the extract, we see him still smarting from his daughter's disobedience at the start but then showing relief, eagerness and joy when she appears to agree with his choice of husband. Candidates will access the top band on the mark scheme if the points they make are not reproduced (Capulet is happy and Capulet is joyful are not two separate points), if they are supported by valid evidence and if some comment is made to explain the point in the candidate's own words.

Candidates tend to answer these character questions well but some have a tendency to ramble, rather, and spend too much time on them, often to the detriment of questions which follow. This may well be a timing issue, and I refer teachers to timing guidance given in previous reports, but a succinct answer is a virtue: there is a tipping point, after all, when the examiner has given full marks and can give no more.

The best answers to on *Romeo and Juliet* (Q1) discussed the two sides to Capulet – loving his daughter but treating her badly by modern standards.

The *Macbeth* question (Q2) was a challenging extract because we see a number of aspects to Macbeth here and some of them appear contradictory. He appears to show guilt, confidence in his own power, doubt about this power and courage to go down fighting, all in the space of a few lines. One examiner summed it up well: 'the most successful candidates grasped the fact that he shows two sides in this extract. On one level, he is at his most powerful because he is past caring about his destiny, but he is also powerless because he realises he has no faith in the witches once he finds out Macduff was not born naturally.'

We would not expect candidates to express the paradox with this degree of sophistication. However, it is important not to over-simplify: those candidates who accepted Macduff's accusation that Macbeth is a coward and went no further were unlikely to score highly.

Part (b) on performance

Examiners reported an overall improvement in candidates' responses to the performance question. They tended to spend more time on it than in the past and go into more detail and far fewer spent unproductive time on lighting, props and

costume. The focus on character and interaction, as evidenced in the language, is to be welcomed.

In the *Romeo and Juliet* extract (Q1), Capulet is still annoyed with Juliet when she enters but only the less successful answers stated that he remained angry throughout the extract. It was pleasing to see responses acknowledging the fact that Juliet is duping her father and considering ways in which this could be communicated to the audience. Some did well to suggest that she finds it difficult to look him in the eye. Others suggested that she be brazen in 'facing it out'. What were quite unconvincing, however, were suggestions that she is openly resentful and shouting at her father like a sulky schoolgirl.

Candidates approach the question in a number of different ways and many of them work equally well. In general, it is better to deal with every line in the mini-extract and put oneself in the role of director and/or actors. After all, anyone staging the scene must be clear about the meanings and implications of everything that is said if they are to produce a convincing performance. To help them, candidates use sentence starters such as: 'I would tell the actor playing Macbeth to...' or 'I imagine this line being said as though ...' This approach is particularly useful when explaining how Macbeth would deliver the line 'my soul is too much charged/ With blood of thine already'. Is he being cowardly? Or weary? Or guilty? Or is he mocking Macduff?

Some candidates go through line by line in order to answer, others deal with each character one after the other, others write a detailed exposition supported by embedded quotations. Some have been taught the PRI method: **performance** technique, **reason** why this has been chosen and **impact** on the audience. Another valid method is to **quote**, say **how** the line should be delivered, explain the **feelings** which lie behind the line and explain the desired effect on the **audience**. What all these have in common is detailed analysis coupling suggestions with reasons why particular performance features have been chosen.

A few candidates ignored what is said in the *Macbeth* mini-extract for Q2 and concentrated on the fight which follows.

Part (c) on another part of the play

Answers to these questions remain the least satisfactory in the exam as a whole. Each is worth 10 marks but so many responses are only two or three lines long.

To begin with, candidates must identify a single 'other part' of the play. This 'other part' must have relevance to the theme or feature referred to in the question. Then candidates must discuss the importance of their chosen part to this theme.

The *Romeo and Juliet* part (c) question (part of Q1) focused on 'family relationships' and these are an essential concern of the play. It would be perfectly valid to interpret the phrase as 'relationships between families', although the more productive interpretation may well be 'relationships within families'. Many parts of the play provide rich material, for example:

- Capulet's controlling of Tybalt in Act 1 Scene 5
- the Capulets' presentation of the arranged marriage to Juliet (Act 3 Scene 5)
- the reaction to Juliet's 'death' (Act 4 Scene 5)
- the final reconciliation at the end of Act 5 Scene 3.

Having chosen and identified the part (a simple ID is fine – there is no need to quote act and scene numbers) the candidate must stay with it, exploring it in relation to the theme. For example, the scene featuring Tybalt and Capulet demonstrates the strong

hierarchy in the Capulet family, the possibility of more civilised and placatory behaviour and the importance of Prince Escalus's edict. It creates the conditions which allow Romeo and Juliet to meet and Tybalt's frustration sows the seeds of further, disastrous conflict. Ironically, it features an event which was meant to introduce Juliet to Paris.

A number of candidates chose the scene which involved the killing of Mercutio and/or Tybalt, which is a valid choice if the focus is on Romeo treating Tybalt as a cousin whilst keeping his marriage to Juliet secret. Tybalt's confusion and frustration as a result would provide much material for exploration.

Others chose to concentrate on a scene involving Juliet and the Nurse, making the point that 'the Nurse is more of a mother to Juliet than Lady Capulet is'. Examiners rewarded what they could but this clearly requires careful treatment and justification by candidates.

Inevitably, those candidates who know their chosen part well are at an advantage, although there is no need to offer any direct quotations. Clearly, candidates should have a working knowledge of the play in its entirety if they are to be fully prepared for these questions. What they must not do, however, is range over the whole play, discussing family relationships in all their facets. Nor should they discuss more than one part of the play.

Using *Macbeth* as an example (Q2), candidates could use CRISP to consider one or more of the following:

- **Character:** What does the chosen part tell us about the theme in relation to character? The *Macbeth* theme this series was 'violence' and many candidates selected the part dealing with the murder of Duncan. The scene shows us how jittery Macbeth is in his first attempt to translate the skills of the battlefield into cold-blooded murder and it also shows us Lady Macbeth's surprising vulnerability. The characters have to learn to deal with new kinds of violence.
- **Relationships:** What new things do we learn about the relationship between the Macbeths in this scene? What do we learn about the relationship between Macbeth and Duncan?
- **Ideas:** What is Shakespeare saying about violence in this scene? That it is unnatural? That no good will come of it? That it triggers unstoppable consequences?
- **Structure:** To what extent is this the salient moment, the turning point of the play? Macbeth has achieved power through violence but the power has already begun to isolate and destroy him.
- **Plot:** Candidates most often see their chosen part as a driver of the plot, as a link in the chain of cause-and-effect. This is not particularly sophisticated, usually, but can go some way to answering the question.

Question 1

Romeo and Juliet

This 1(a) answer for *Romeo and Juliet* closely follows the recommended method of picking out three features of the character, Capulet, and constructing PEE chains from them.

Write your answer to Section A here:

(A)

In this extract we learn that Capulet is ~~powerful~~ ^{controlling} ~~making~~, for example "Send for the County", this shows he is ~~controlling~~ ^{controlling} ~~Feeling~~ because he is telling people what to do and being bossy, because he knows that he is powerful and everyone will do what he says.

Also from this extract we learn that Capulet is happy, for example "I am glad on't!" This shows he is happy because he's saying that he is glad that Juliet has changed her mind about marrying Paris, also he is glad because Juliet loves Paris.

X

In this extract we also learn that Capulet ^{is} proud, for example "I'll have this knot knit up tomorrow morning!" This shows Capulet is proud because he is happy

(Section A continued) to see that Juliet is getting married, he is also proud because she is growing up and getting married to a Count. Capulet wants to get Juliet and Paris married as quick as possible so she can't change her mind.



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The response lists and supports three distinct features (that Capulet is 'controlling', 'happy' and 'proud'). The answer was given full marks.



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Candidates should pick out three **different** features of the character. Supporting each one with a brief quotation and a short explanation.

This 1(a) answer for *Romeo and Juliet* makes three points but they are not fully convincing.

Write your answer to Section A here:

a) From the extract we learn that the character of Capulet is Prepared.

We learn this when he says "Send for the County! Go tell him of this. I'll have this knot knit up tomorrow morning!"

This shows he is Prepared because he thinks that Juliet is going to be ^{marrying} ~~married~~ County Paris, so he is preparing everyone for it to be a day to remember. But on the other hand... Juliet isn't going to marry him because she is in love with Romeo. Capulet will be preparing Juliet; helping her what to wear; Making her look nice, with her hair and make-up. Preparing flowers for the

(Section A continued) Wedding

~~Also~~ Also from the extract we learn that the character of Capulet is relaxed.

We learn this when ~~he~~ he says "NO, not till Thursday. There is time enough."

This shows ~~he~~ he is relaxed because Juliet asks her would ~~he~~ he think fit to furnish her tomorrow, then ~~he~~ he replies, 'NO, not till Thursday' Capulet doesn't want to get Juliet's clothing ready yet because there is other arrangements that need to be sorted. So ~~he~~ he wants to concentrate on other things that need to be done and there will be enough time for Juliet's things.

Finally from the extract we learn that the character of Capulet is Bossy.

(Section A continued) We learn this when
he says " ~~Let~~ Let me alone -
I'll play the housewife for this
once."

This shows he is bossy because
she is saying it is up to
him that things will go right
for their daughter!

When he says 'housewife' he
means that instead of Lady
Capulet being it he will, because
marriage is a very strong thing
for a couple and he wants
them to be happy.



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examiner comment

It is debatable whether Capulet is 'prepared' and 'relaxed' so one cannot say the points show generally sound understanding. This is a Band 2 answer.

The candidate may also have spent too much time on the answer, cutting down on the time needed to answer following questions.



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examiner tip

Candidates should make your points clearly but keep an eye on the time.

This 1(b) for *Romeo and Juliet* answer follows a similar pattern, making three sound suggestions.

I can imagine Juliet on her knees and looking down at the floor when she says "Henceforward I am ever ruled by you." to show the audience that she has less power than Capulet.

I can also imagine Capulet standing up tall to show the audience that he has more power than Juliet. I imagine Capulet saying "Send for the County! Go tell him of this. I'll have this knot ~~up~~ knit up tomorrow morning!" in a loud, proud voice to show the audience he is happy that Juliet will marry Paris.

Finally I can imagine Juliet's eyes wide to show she is shocked. I can imagine her saying "I met the youthful lord at Lawrence's cell, and gave him what became love I night, not stepping o'er the bounds of modesty." In a soft voice to show she has less power than Capulet and she is shocked because Capulet is moving the wedding day a day early.



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This is a Band 3 response.

The candidate uses the 'I can imagine...' formula to good effect. The response takes account of status and considers Juliet's reaction to Capulet's unexpected decision. Reasons are given for each staging suggestion.



Candidates should always explain why they are making a particular suggestion, showing understanding of what characters are thinking and feeling.

The following is a strong response to 1(c) on another part of *Romeo and Juliet* important for family relationships.

(Section A continued) Another part of family relationships through out this novel is when ~~Tybalt~~ Tybalt is after Romeo at the Capulet ball. But Capulet stops Tybalt from harming anyone. This shows relationship between Tybalt and Capulet, Uncle and Nephew.

This part of the play shows family relationship because Tybalt listens to Capulet and understands his ruler and what he wants him to do. The fact Capulet stops him shows how friendly and forgiving he is.



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This response is a good example as it:

- chooses a relevant other part of the play
- focuses on that part and on 'family relationships'
- makes a telling point about Tybalt understanding Capulet's rules, saying something about both **character** and **relationships**.



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Candidates should pick **one** other part of the play and comment on the importance of the theme **in that part**.

Question 2

Macbeth

This *Macbeth* response was awarded Band 3 marks for all three parts of the answer.

Write your answer to Section A here:

a.) At the start of the extract you can see a hint of cowardice to Macbeth's character. "Of all men else I have avoided thee." The fact that Macbeth has avoided Macduff after all the things he did can be seen as very cowardly. He was happier hiding from Macduff after he killed his family than to actually confront him man to man. From the thing he says next you can see that Macbeth feels remorse. "...my soul is too much charged with blood of thine already." He ~~feels~~ ^{feels} upset about killing Macduff's family and because of that he is not willing to kill Macduff straight away. This side of Macbeth was long lost and just appears here after a long time. Macbeth is very arrogant. "As easy may'st thou the intrenchant air with thy keen sword impress, as make me bleed." He is telling him that ~~that~~ it is not easy to just kill him. He does not seem bothered at all. He is almost taunting Macduff because he is so arrogant. Macbeth really thinks he is indestructible. "I bear a charmed life, which must not yield To one not woman born." In his eyes, everyone is born from their mother so he is confident that no one of nothing will or can harm him. He thinks that he is pretty much immortal. This is not Macbeth also shows his first sign of being scared. "Accursed be that tongue that tells me so! - For it hath cowed

(Section A continued) my better part of man." He is shocked to hear that Macduff is not woman born. He can not believe it. He also feels very defenceless now since he knows Macduff is not woman born. Yet with all this we still see a brave side of Macbeth the side that knows he is doomed but will still fight. "Before my body I throw my warlike shield. Lay on Macduff! And damned be him that first cries 'Hold, enough!' He knows that the witches cheated him but will still try to defend his honour which just really brings out the true Macbeth.

b.) This extract should be set in the courtyard of the castle. Macbeth should be surrounded by men but still have his head up high with a very confident smirk on his face. He should be looking around giving each soldier a cold ~~scary~~ scary stare. As Macduff emerges from the crowd of soldier and really shouts the sentence "Turn, hell-hound! Turn!" Macbeth should straight away drop his head. As he says "Of all men else I have avoided thee." he should slowly turn towards Macduff but use a very light tone because he is sorry. As he looks up at Macduff and says "But get thee back, my soul is too much charged with blood of thine already" his eyes should widen and almost ~~to~~ give him an innocent glance and he should ^{arm} but his sword down pointing his sword to the ground. Macduff should step ~~to~~ forward one step more and slowly say "I have no words" then he should lift his sword and say "My voice is my sword" and as he takes a fighting

(Section A continued) stance he should put his left arm up in confidence, hold his sword firm in the right hand and shout at him, screaming "thou bloody villain than ken's can give thee out!" This is all done because Macduff is so angry and wants to finish Macbeth.

c. Violence was very important at first to introduce us to Macbeth. "Noble Macbeth won us the battle" He ~~see~~ are shown that Macbeth is a very brave man, under who's leadership they won the battle. Straight away we received a very good idea of Macbeth. We saw him as a very loyal and brave man who fought for his king and this is all done with the use of violence. The battle is shown so important that after being victorious, the king decided to make Macbeth Thane of Cawdor. This great violent and fighting nature of Macbeth leads to King Duncan always calling him brave. "Give Bravest Macbeth the title of Thane of Cawdor." This foreshadows the bravery of Macbeth for the rest of the story and it is all done by violence.



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The (a) response shows a sound understanding of the complexities of *Macbeth* as seen in the extract. The performance response is a result of clear visualisation and the (c) answer, although brief, tells us how the chosen part of the play sets up our understanding of *Macbeth* and the tone of the play.



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Candidates should manage their time to take account of the fact that the (c) question is worth 10 marks.

Section B

Part (a) on character

Much that has been said about candidates' performances in the (a) questions in Section A is also relevant to the (a) questions here.

Those answering on George for *Of Mice and Men* (Q7) picked out a number of valid points: that he cared for Lennie, that he didn't want to see Lennie hurt, that he was a quick thinker and formulated a plan instantly. The idea that he was selfish by not wanting to be implicated was less convincing but certainly not completely invalid.

With regard to *Heroes*, many candidates pointed out how important to Francis were his parents and his religion. The idea that he joined the army to become a hero (rather than to get himself killed) missed the point somewhat.

Part (b) on language

This is a question about language. Even though candidates are often asked about the language used by or about a character, this is not a character question.

So, for Q7 on *Of Mice and Men*, valid answers about Candy's reactions to the death of Curley's wife must focus on the analysis of single words and phrases that Steinbeck has selected: adverbs such as 'helplessly', 'viciously', 'weakly'; verbs such as 'sniveled' and 'blinded'; insults such as 'God damn tramp' and 'lousy tart'; the 'singsong' quality in his repetition of 'the old words'. There is no need to label specific parts of speech but candidates must discuss the effects of these word choices.

Similarly, in 'attitudes to death' in the *Heroes* passage (Q6), candidates should look for the key words and phrases: 'plunge', 'mumble a prayer', 'horrified', 'worst sin of all', 'despair', 'pitiful graves', 'consecrated ground', 'disgrace', 'dying with honour', 'noble deaths', 'leaping from a steeple'. Most of these are negative but some are positive and this opposition could help structure an answer. More able candidates often used sentence starters such as 'the word (_____) suggests ...' or 'Cormier has chosen to use the phrase (_____) to create the effect of...'

One particularly perceptive candidate offered the point that 'Candy says "would of" and this tense shows that the dream won't come true now and how disappointed he is'.

Part (c) on another part of the text

These questions are very similar to the (c) questions in Section A but candidates must make some link to the social, cultural, historical context of the text.

Again, it is essential to choose just **one** other part of the text on which to base the discussion about the importance of the theme. For *Of Mice and Men* (Q7) the theme was dreams, and suitable parts of the novel included:

- the early scene in the brush when George rehearses the dream with Lennie
- the scene in the bunkhouse when Candy overhears George and Lennie
- the scene in Crooks' room
- Curley's wife's confiding in Lennie before her death
- George's incantation before shooting Lennie.

If we take the last of these and apply **CRISP**, we could construct an answer around one or, preferably, more of the following:

- **Character:** George's execution of Lennie is his last act of love. It shows how quickly George thought of a 'solution' and may indicate that he was expecting this to happen one day.
- **Relationships:** George sees the need to make Lennie happy at the last and to take responsibility in a way that Candy failed to do with his dog.
- **Ideas:** Steinbeck has shown that humans desire independence and fair reward for their labour, even though social circumstances make it seem almost impossible (and this is a way into considering context).
- **Structure:** The setting and the language illustrate the circular structure of the novel. It is neat but demonstrates a pessimistic vision of helplessness in its closure (this can also lead into discussing context).
- **Plot:** This is the inevitable result we expected. The incident in Weed foreshadowed the murder as the mercy killing of the dog foreshadowed this.

Similarly, in the case of *Heroes* (Q6) and the 'importance of heroes', such an answer could be built around:

- Francis's return to Frenchtown and his conversation with Enrico
- the incident when Francis receives his injury
- the discussion about Larry in Chapter 6
- Larry's triumphant return in Chapter 11
- the assault on Nicole by Larry
- Chapter 17.

The contextual dimension was not addressed by many candidates this series. Two bullet points in the question encourage candidates to address the contextual dimension. Those candidates that did deal with it often did so with a bolt-on paragraph about the depression or the dust bowl (with reference to OMAM). Such an answer will get some credit but the best answers draw points about context from the chosen part of the text. For example, a candidate who may have chosen the scene immediately preceding the death of Curley's wife would focus on her dreams and comment on the areas listed in **CRISP**. The contextual element would arise out of a consideration of Curley's wife's limited chances in life, her lowly status on the ranch and the superficiality and futility of her dream of being a star. Points about migrant workers would feel artificially grafted on and the answer would not have the same cohesion. A number of candidates referenced the 'American Dream' but seemed to have little understanding of what it means.

Evidence of reference to context seen in this exam paper in candidates' responses, include the following:

- The war: how it affected the community of Frenchtown and its impact on characters like Larry, Francis and many others.
- Disfigurement: Francis's own view of his changed appearance and the reactions of others.
- Religion: the influence of Catholicism on characters and its link to sexual and moral attitudes.
- Sexuality: repression and double standards.

- Teenage: self-esteem, sexual awakening, social integration and the significance of leisure activities.

It is clearly important that candidates practise these types of questions before the exam, making sure that they cover all aspects required and gaining a better understanding of how much they need to write.

Question 6

Heroes

These three answers to Q6 on *Heroes* were each awarded marks in Band 2. It may be useful to study them and think of ways in which they could be improved.

Write your answer to Section B here:

a) From the extract you learn that Francis is ~~to~~ unstable and wants to commit suicide at the start. You also learn that he is no longer feeling sorry for himself and he thinks of himself as selfish to other people. There are people dying for a reason. When he says to himself "Soldiers were dying with honour on battlefields all over the world" this shows he is starting to care about others and everything is not always about him. You also learn he is going to do something with his life and not just sit and moan around and he is going to join the army and prove he is capable of doing something.

(Section B continued) for others and not just for him self.

B) The writer uses a range of ways ~~and attitudes~~ ^{to create} attitude to death for example "saying a ~~a~~ prayer before committing the worst sin of all" This tries to make people have a different insight on suicide. The way the writer words some of the sentences makes it sound so effective eg "could I disgrace their name this way?" The way the writer put the "?" there makes you want to tell Francis an answer because it's a simple sentence and is a rhetorical question.

C) The importance of heroes is shown in another part of the novel when Francis is walking through the alley and he sees his friend from the war and he says "are we really heroes Francis" To make a hero you would have to of saved

(Section B continued) someone but Francis just thinks of himself as a failure of a hero.



6(a) seems wide of the mark when it comes to understanding Francis in the extract but it does attempt to make points and support them.

6(b) shows occasional understanding of how the writer has used language for effect.

6(c) identifies a relevant part of the novel and has a comment about character.

Question 7

Of Mice and Men

This *Of Mice and Men* response gained marks in Band 2 for all three parts.

Write your answer to Section B here:

a). george's character he is trusty he's caring because he cares for lennie and we know this because george says I aint gonna let them hurt lennie he's always covering up for lennie if lennies in trouble george is always there which means george is a good friend a good lover and he is always there for you.

b). the writer uses upset frightened and that he's lost out and we know this because he uses the language of lost out of the dream the little fat stove and they'd of been a pig and chickens and jus' said to hell with work which means the writer is saying that candy has missed out

(Section B continued) on a new life, a new home and a different atmosphere because Lennie messed up he kind of stutters when he says he sniveled and his voice shook.

c). the dream they talk about is in the barn-house when they shot Candy's dog when George and Lennie and Candy were talking about it about getting a little cottage house and having their own little cooking stove they talk about having rabbits a cow and pigs and that Lennie gets to tend the rabbits and if they have a friend come over they can say why don't you stay the night if they have a spare bunk.

The reason the dream is so important is that people like George Lennie and Candy have none and that they would be left on their own they are just people that none want so the dream is important so that they can live by themselves as friends.



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examiner comment

The points about character in 7(a) are broad and not fully supported.

The 7(b) only comments about language at the end.

7(c) is the strongest of the three, focusing on one part of the novel and making a point about importance.

This 7(a) answer is a fairly typical example of a successful response.

The following is a 7(a) response.

Write your answer to Section B here:

a) From this extract we can see that George cares for Lennie, he knows him very well, he has a brother-like relationship with Lennie and he will always help him. "Lennie never done it in meanness he said, all the time he has done bad things, but he never done one of 'em mean". This quote shows that George is a caring person and he knows him very well. He's always been there for Lennie "all the time he has done bad things" shows George has always been there for him, he will never go against him and is not judgemental. "I ain't gonna let em hurt Lennie, now you listen. The guys

(Section B continued) might think I was in on it"

George is a very caring person,
he don't want anyone hurting
Lennie. We can see that George
is clever, he has parental control
over Lennie, we can see he is
clever because he thinks about
what the other ranch hands will
think, and that because of the
close relationship bond between
George and Lennie they'll think
George was in on it.



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At least three rewardable points are made: George is 'caring', 'not judgemental' and 'clever'.

A clearer structure might have made the answer more succinct, although no marks were dropped for this.



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Candidates should separate points and write a PEE paragraph about each.

This 7(b) answer just avoids the danger of focusing too much on character rather than language.

B) Steinbeck uses Adverbs to shows Candys ~~future~~ feelings ~~isolation isolation~~ "he rubbed his eyes his bristly whiskers with his wrist stump." Showing Candy doesn't know what to do with himself now this has happened and the dream has fallen apart.

He also ~~uses~~ uses ~~emotional language~~ emotional language to show Candys feelings "his eyes blinded with tears..." Showing ~~his~~ ^{the} future isolation that Candy is to face, and his realisation that somethings are not ment to be ~~but~~ this and never will be Candy is relising his time is almost up.

(Section B continued) Candy Feelings are also Shown using the ~~way~~ way Candy speaks "he said viciously" Showing Candys Frustration and he Shows no remorse to the death of Carlys wife. Candy doesnt have a bad hart he is fair, ~~and~~ ^{do} just how could a woman ~~feels~~ ^{do} so much with so little power is probably what he is thinking she has done every thing to crush the men on the ranch



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examiner comment

Despite the misuse of the word 'adverbs' in the first paragraph, the point about the language demonstrating Candy's feelings is a valid one. The focus is firmly on language in the second paragraph and the first part of the third, sufficient for a mark in Band 3.

**ResultsPlus****examiner tip**

Candidates should start each sentence with a focus on language. For example: *The word 'viciously' shows how angry Candy is feeling towards Curley's wife.*

This 7(c) response was awarded a mark in Band 3.

c) Dreams is also important with Crooks. We meet Crooks in the barn he talks about his life but now he is segregated from the others all because he is 'black' and not white which back in them times 'blacks' were at the bottom of society below women, which is why when Curley's wife threatens to get him lynched he falls apart and ^{rejects} ~~rejects~~ his dream of companionship. Women back then could get a man lynched if he tried to do anything out of line. She knew this would affect Crooks and put him back into place. So she used her status ~~on the ranch~~ not in society but on the ranch to try and push others dreams away from themselves and be forced to be misrable like herself.

**ResultsPlus****examiner comment**

This answer identifies a relevant part of the novel and moves quite naturally into points about context (racial segregation and the low status of women). His dream is not discussed in detail but the points made about Crooks and Curley's wife are centred on the importance of dreams.

**ResultsPlus****examiner tip**

Candidates should base their comments about context on the part of the novel they have chosen.

Section C

Question 11

This required candidates to write an article for a school or college magazine explaining why teenagers should have a healthy lifestyle.

Candidates should keep to the brief. A minority addressed their comments to parents or to no audience in particular. Many more ignored the 'why' element of the question and focused entirely on **how** to lead a healthy lifestyle. Examiners were happy to see further evidence of better planning in answers and this is something that we are sure teachers continue to emphasise.

Candidates need to write enough to access the higher bands and, again, time management is key.

Often, candidates interpreted the task as one of persuasion and used some relevant rhetorical devices. However, this can become a distraction when a candidate showers the reader with rhetorical questions or three-part lists and, of course, it is the quality of the argument which has the most telling effect. Random use of invented statistics, vox pops and 'expert' evidence can also detract from the quality of the candidate's own argued viewpoint. For example, a totally fallacious assertion that 90% of candidates hate PE is no foundation for a convincing discussion.

Technical accuracy is important and the use of paragraphs and properly constructed sentences must be a priority for candidates in future exams. Rather too many, it seems, produce lively and engaging pieces which are marred by fundamental and persistent errors.

The writer of this response clearly knows something about the subject and, to that extent, is playing to his or her strength.

Write your answer to Section C here:

Why should we live a healthy lifestyle? As we were growing up we always got told to do plenty of exercise and eat 5 fruits and 5 vegetables a day. You would think that ~~these~~ because you got told it a lot in childhood that teenagers would have the healthiest lifestyle yet but that is far from the truth.

Keeping a healthy lifestyle and being healthy ~~or~~ is more than to look good. A health lifestyle can improve your quality of life in so many ways. Being healthy can benefit your ~~same~~ education. If you eat a healthy breakfast in the morning your brain and body is going to be more energized which means you will take in new information more easily. Being healthy ~~with~~ as a teenager will help you as an adult too. If you do ~~a~~ a sufficient amount of exercise you will decrease the risk of having ~~a~~ joint problems as you age because they will ~~a~~ be in use quite often. If you eat a healthy balanced diet you will decrease the risks of high blood pressure, obesity, clogged arteries, diabetes and many more. Studies show that those

(Section C continued) Who live a balanced diet are 69% more happier than those who don't.

keeping a healthy lifestyle is not just about doing exercise but then going for a burger. It's also not about eating nothing but salads but doing no exercise. It's about a balance a balance between the two. In order for you to stay alert and nutritioned you need food not greasy burgers full of saturated fat in talking about oatmeal and homemade pasta and grilled chicken to name a few. I think that if teenagers (and adults) saw what they actually put into their bodies they would adopt a healthy lifestyle in a heartbeat. You don't realise that your body is like a car and if that car needed diesel you wouldn't put petrol in it because it wouldn't ~~work~~ function properly.

exercise. Who would rather ~~do~~ exercise than play video games or watch T.V or go on facebook? Not the average teenager that's for sure. exercise is a great way to let out any frustration that you may have, it's a great way to relax. exercise doesn't have to be boring. You could go swimming with your friends. You could go kickboxing you could go for a daily jog around your neighbourhood. You can play a sport, ~~go~~ dancing is even a form of exercise. exercise releases endorphines, endorphines make you happy and the last time I

(Section C continued) checked being happy was a good thing.

So from all you've read do you think you need to change your lifestyle? ~~they~~ there are many ways you can do this by changing little things daily. how about or spend a whole hour playing video games you do half an hour of that playing football? or jogging. There are many sports clubs you can join down at your local community/sports center and its a great way to ~~add~~ meet new people. another

Another way to improve your lifestyle is to make the right eating choices say no to that pizza and make yourself a sandwich instead. eating healthy is the first of many good choices that will ~~be~~ be a healthy lifestyle. eating clean will also improve your skin condition and that might build up your confidence. If you eat right and exercise well you will feel good about yourself and thats one of ~~the~~ the most important things as a teenager in this generation, to love yourself and on that note im off to exercise and eat some fruit



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AO3i/ii: This fits into Band 5 in every respect. It relates well to its intended audience. It is clearly structured with a lively, original opening and a jaunty final sentence. It is well developed, arguing points along the way and using a varied and appropriate vocabulary.

AO3iii: Band 4 is more appropriate for this AO. Sentence structures are generally sound and varied but there are errors in agreement and the use of capitals is insecure. There are spelling errors, but not many, and they do not hinder meaning.



ResultsPlus
examiner tip

Candidates should make sure to leave enough time to write a developed answer and to check for errors at the end.

Question 12

The task of writing a review of a film or video game to post on a blog produced a spate of **very** lively and engaging pieces. Experienced gamers, bloggers and blog readers lapped this up, with many adopting a well-judged tone and style, using genre-specific vocabulary and making their chosen subject accessible to those of us who are not aficionados. Those who reviewed games, particularly, did so with enthusiasm and critical judgement.

Film reviews tended to be less successful, often containing much narrative description and rather less in the way of technical appreciation.

The quality of written communication, however, showed patterns similar to those shown in answers to Q11.

In writing tasks in Section C of the exam, candidates were able to combine a range of techniques. Nevertheless, most tasks tend to ask for a personal opinion to be presented and supported and candidates can prepare themselves by honing the appropriate skills.

This writer is also well versed in the topic chosen.

Write your answer to Section C here:



Games for gamers

Today I want to ~~talk~~^{talk} about a game on the Nintendo DS called, Harvest moon Sunshine island it is a simulation game where you pick to be a boy or a girl and you get washed away on an island with three other characters, one ~~with~~^{which} you ~~can~~ could marry later on.

The gameplay is amazing and the graphics even better. The touch screen is used well and still manages to give out a certain feel that the older games gave you which is good because most game lose that which is a big disappointment but Harvest moon is not one of those failers. ~~and~~^{Harvest moon} succeeds even more then pokemon ~~at~~ with the sheer amount of replay value and that is saying something.

(Section C continued) Every game has its weaknesses and unfortunately Harvest Moon has some of its own. At the start of the game it is really hard to start off and make a lot of money which can make the game tedious to players new to the series. ~~Also~~ The navigation system is not good either it is hard to find where you are going you can spend half a day of game time looking for the building you need to be in especially if you have never played this particular game before.

That being said it is still a fun play with over ~~ninety~~ ¹⁰⁰ one-hundred characters to meet and depending what you do more of in the game decides what villagers come to your town.

I recommend this game for anyone over twelve because it can be a ~~challenge~~ ^{challenge} for younger gamers but the colours could make any over the age of ~~10~~ ^{six} happy playing it if they don't really care about playing the game properly. I would highly recommend you pick up this game because it is hard to put down has bright colours and very fun you can explore, fish, farm and meet new characters you can even connect to your friends.

(Section C continued) ~~Use ing~~ useing the Nitendo Wi-Fi feature.

Thank you for reading and ~~have fun playing~~ ~~your~~
~~games~~ and hope you pick up this game.



ResultsPlus

examiner comment

AO3i/ii: In terms of ideas, a sense of purpose and audience and overall organisation this just squeezes into Band 5. The candidate is clearly familiar with the genre and has produced a review which tells readers exactly what they want to know.

AO3iii: Control of spelling and punctuation, however, is by no means assured. It was awarded a mark in Band 3 for this AO.

Paper summary

Based on their performance in Sections A and B (Reading) candidates are advised as follows.

- When answering the (a) questions, identify three aspects of the character named and write a PEE chain for each.
- When answering the Shakespeare (b) questions, comment on each line spoken by the characters and give **reasons** for each performance technique you suggest.
- When answering the Prose (b) questions, comment on at least three **language** features and the effects they create.
- When answering the (c) questions, identify clearly **one other part** of the text to discuss.
- Comment on the importance of the theme named in the question in this other part of the text, using CRISP to guide you.
- When answering the Prose (c) question, explain what the part you have chosen tells us about the **context** of the novel.

Based on their performance in Section C (Writing), candidates are advised as follows.

- Plan answers carefully, deciding what to write in each paragraph.
- Leave time to check for errors in work at the end.

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