

Examiners' Report  
January 2012

GCSE English Language 5EN2F 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at [www.edexcel.com](http://www.edexcel.com). For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at [www.btec.co.uk](http://www.btec.co.uk).

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Alternatively, you can speak directly to the subject team at Pearson about Edexcel qualifications. Their contact details can be found on this link:

[www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices)

## ResultsPlus

### Get more from your exam results

#### ...and now your mock results too!

ResultsPlus is Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance, helping you to help them more effectively.

- See your students' scores for every exam question
- Spot topics, skills and types of question where they need to improve their learning
- Understand how your students' performance compares with Edexcel national averages
- Track progress against target grades and focus revision more effectively with NEW Mock Analysis

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). To set up your ResultsPlus account, call 0844 576 0024

### Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk) .

January 2012

Publications Code UG030391

All the material in this publication is copyright  
© Pearson Education Ltd 2012

## Introduction

This is the second examination of the new GCSE English Language specification, with quite a new form of language-based questioning on extracts from long texts. Since the June 2011 series, there have been changes to the layout of the answer booklet to counteract candidates' failing to answer in the right section. In addition, the examiner's report had drawn attention to the importance of answering in the correct section. These factors undoubtedly considerably reduced the number of problems of this kind. However, it was still the case that some candidates wrote the answer to the Writing Question immediately after their Section A response.

On this tier, candidates were required to identify three specific language features from an extract and then analyse the language more widely, following a series of bullet points. They also had to select an extract for detailed analysis. For the writing task, there was an emphasis on transactional writing, again requiring candidates to follow a series of bullet points.

In the Reading section (Section A) the overwhelming majority of candidates chose to respond to Question 5, 'Of Mice and Men'. This no doubt reflects both the popularity of 'Of Mice and Men' and its familiarity to teachers.

### Section A (Reading)

#### Question a) (i):

This short starter question requires candidates to focus on specific language features, either grammatical features such as parts of speech, or devices such as imagery or sound effects. Most candidates followed the rubric in offering their own examples from the given extract from their chosen text; a few lost a mark by copying the one given as an example. There was a full range of marks, with comparatively few gaining 3 marks; these mostly showed accurate knowledge of the appropriate technical terms. However, their performance on this question did not necessarily correlate at all closely with their responses elsewhere on the paper. Grammatical terms are clearly not understood by all at this level. It is worth commenting that, if they do persevere, not only will students have learnt something important about how language works, but they will have gained a straightforward three marks, and will be able to make use of this knowledge to make points under (a) (ii) as well.

In summer, the report offered some pointers about this question that Centres should note for the future. These are repeated here, since some candidates again went astray, though far fewer. The first is that too many candidates on (a)(i) wasted time with elaborate attempts to explain or comment on their chosen features, despite the example given. This meant that they often started answering (a)(ii) in advance.

Secondly a mixture of grammatical, literary and textual features was at times offered in a 'hotchpotch' of examples that were far too long to support the particular identification. For instance, there were answers to Question 5 which suggested simultaneously that "You guys ever bucked any barley?" was an example of an adjective, a colloquialism and a question.

Finally, it is important that examiners can tell which words are meant by giving a single word or phrase and indicating clearly the word or words intended, otherwise examiners cannot give credit to the responses.

**NB When they are copying out a phrase or sentence, candidates should underline the chosen example, e.g. turned slowly: adverb.**

#### Question a) (ii):

Despite the fact that candidates had the opportunity to refer directly to the given extract, not all candidates dealt well with this question, although there were a good number of responses which showed a sound command of the extract. Weaker answers were again too brief or repetitive. It is worth repeating the following points made in the summer:

- Candidates must note the mark weighting: there are 13 marks for this question, and an answer of from seven to ten lines, sometimes shorter than the (a)(i) response, cannot possibly achieve a high mark.
- Candidates should be aware that the wording of questions follows a recognisable format, so they should know what to expect; this year, some showed signs of ignoring or failing to understand the wording.
- Candidates should benefit greatly from being given, as with (a)(i), rigorous practice in answering extract-based questions.
- Whilst they were often able to find their own extracts, some candidates slipped into narrative accounts. It is important to ensure that there is comment on language techniques used in relation to ideas presented in the text and on how language is used effectively.

#### Question b):

Candidates often produced generally sound accounts of their chosen character. Because of the mark weighting of the question, this compensated to a large extent for weaker (a)(ii) answers.

Candidates generally followed the bullet point guidance. Mostly, the 'other' part of the novel could be clearly identified. Better answers focused on the 2nd bullet that required interpretation – the weaker simply copied large amounts of narration or physical description. A few ignored the rubric and wrote about the given extract rather than choosing a new one.

It was pleasing to note how many candidates at this level had a sound appreciation of the ideas/themes of the novels.

Finally, in this section, a grasp of language features was not necessarily a pointer to understanding character/events/themes. Candidates often had insufficient command of expression to link the two coherently.

#### Section B (Writing):

The majority of candidates offered, at their level, a solid attempt to communicate their ideas in both tasks. The stronger answers were differentiated from the weaker both technically (at the top end, meaning was communicated clearly, with sound spelling), and in terms of the capacity to sustain and develop a point of view or argument.

## **Question 1**

### **Touching the Void**

- a) Those few who responded on this text offered some reasonably focused answers, concentrating on the characters' emotions.
- b) Candidates mostly chose an appropriate second section of the book, with the 'rope' extract being a popular choice. Candidates could usually draw on either the speakers' words or description to show some grasp of the climbers' emotions.

## **Question 2**

### **Anita and Me**

- a) This text was not selected by many candidates, but those who did attempt it often answered with focus and mostly showed a reasonable grasp of Meena's relationship with her parents.
- b) Candidates often found it difficult to select and write clearly about a second passage. They often focused on the excerpt where Meena's mother appeared to show less understanding of her than her father.

## **Question 3**

### **Balzac and the Little Chinese Seamstress**

This text was not chosen by many candidates. However, some showed a reasonably sound grasp of the narrator's feelings for the Little Seamstress.

## **Question 4**

### **Heroes**

- a) The small number of candidates writing about this book mostly responded in a reasonably sound way.

The passage provided a good range of language uses and responses were able to focus on them well, especially the simile of the tumour. Many candidates displayed a good knowledge of the text. Stronger candidates were able to identify and discuss language features related to Francis' feelings.

- b) Candidates mostly made suitable choices of a second passage. They were therefore able to write well about how their chosen extract showed Francis' feelings, although they did not always explore these feelings.

This is a candidate's response to (a) (i) and the start of (a) (ii) on Question 4.

Example 1: 'Come on in, the door's not locked'

Feature: ~~dialogue~~ dialogue

Example 2: No Response.

Feature: Short Sentence

Example 3: eyes sunk into the sockets like in the <sup>Plymouth</sup> newsfeed at the

Feature: Similie

Write your answers to Section A Questions (a)(ii) and (b) here:

4a ii)

Firstly ~~this~~ extract in the third paragraph Cormier ~~uses~~ uses a short sentences "But Larry Lasalle is not innocent." he has done this as he is trying to emphasise how much Larry Lasalle is not innocent but guilty so he has used a short sentence to make this stick out.

Secondly ~~Cormier~~ Cormier has used Similies to describe how badly Lasalle has change "eyes sunk into the sockets like in the newsfeed at the Plymouth"



### ResultsPlus Examiner Comments

The candidate scored 3/3 for part (a) (i), with three language features correctly identified. For part (a) (ii), the mark awarded was 10/13, Band 4. For part (a) (ii), the candidate's response was generally sound, but points could have been developed more clearly.



### ResultsPlus Examiner Tip

This is exactly what is required for part (a) (i): the three features should be identified clearly and the text quoted in such a way that is easy to see which words are being referred to. If a longer phrase is quoted, the key word or words should be underlined.

This is the second half of a candidate's response to Q4(a) (ii), with the focus on Francis's feelings on meeting again with Larry.

Francis could also be scared of killing Larry LaSalle "... I touch the bulge in my pocket to verify the existence of the gun." This shows that Francis only thought of doing ~~this~~ what he is about to do, but then he checks for the gun is in his pocket, to show that it is reality and not a dream.

Even though Larry LaSalle is fragile and weak Francis remembers he is on a 'mission'. "We shake hands. At the last minute, when it seems we might embrace, as old friends and comrades, teacher and pupil, I pull away." When they meet again for the first time in a long time ~~they~~ Francis almost forgot why he was there. And were they "might embrace" he pulls away, coming back to reality and remembering what Larry LaSalle did to Francis. So Francis ~~doesn't~~ hates Larry but when he comes to meet him it doesn't seem real that he is about

to kill ~~himself~~ him so because he has had memories with him as well then he has a ~~is~~ civil respect for him as well.



**ResultsPlus**

**Examiner Comments**

The candidate's response included a fairly sound response to the extract provided. Understanding was mostly secure and there were reasonable references to the text.

It was awarded 10/16, just into Band 4.



**ResultsPlus**

**Examiner Tip**

Make sure that your answer does not become a re-telling of the story, by focusing on exactly what the question asks.

These are the final two paragraphs of a candidate's response to 4(b), focusing on the table tennis match between Francis and Larry.

Francis is also affected by this as he wants to win against Larry Haselle as the writer uses an onomatopoeia to build up tense we see this when "The noise of the crowd receded, diminished to a hush broken only by the plopping of the ball on the table," The word "plopping" is the onomatopoeia which builds up tense what makes Francis want to win and makes the crowd think that Larry Haselle is not telling Francis win.

Francis feels that Larry is a hero by letting him win but also making Nicole think that he was her champion. He is also affected by Larry let him

win what made him a champion to the crowd by them  
shouting his "name endlessly" but also not-nicole saying  
"My Champion"



**ResultsPlus**

**Examiner Comments**

This response was given a mark of 15/24, just into Band 4. The candidate has chosen a suitable extract, and has shown a generally sound grasp of the significance of the passage. Although points remain focused, their development is somewhat lacking in places, and the explanation of points could be clearer.



**ResultsPlus**

**Examiner Tip**

Keep in mind the third element of the 'point, evidence, explanation' approach, by making sure that your quotations are not left hanging in the air. A clear comment on the words of Nicole at the end could have helped raise this response to the highest Band.

## Question 5

### Of Mice and Men

This was a very popular question.

a) There was much reasonably sound response to this extract. An examiner noted that it 'was a well-chosen extract in that it was full of tasty morsels for candidates to feed on. Better candidates had no problems finding lots of relevant points supported by quotation/example. Even much weaker candidates who had been taught properly were able to find something to say. The extract also proved a good springboard for Q5(b).' Many candidates were able to discuss the language and how it related to hopes and dreams.

Candidates could usually spot some language techniques, but weaker responses often failed to move beyond rather general comments such as: 'this draws the reader in' or 'this keeps the reader interested.' However, candidates sometimes linked language and ideas appropriately, as in the comment that, "...His voice was growing warmer..." shows that George, as well as Lennie, is becoming excited about the dream.'

b) This produced some sound responses to well-chosen extracts. Candidates who had been prepared had little trouble in identifying a dream elsewhere (often Curley's wife's dream, though others included Crooks' account of his situation when speaking to Lennie, and the final conversation between George and Lennie) and treating it sympathetically. Most showed some understanding of the themes, ideas and relationships.

This is the response of a candidate to part (a) (i) of Q5, dealing with the hopes and dreams of George and Lennie.

Write your answer to Section A Question (a)(i) here:

Example 1: "Got a kitchen, orchard, cherries, apples, peaches"

Feature: List

Example 2: "Buck no harley"

Feature: Alliteration

Example 3: "Got a little win'mill."

Feature: Adjective



**ResultsPlus**

**Examiner Comments**

The candidate produced three different and relevant answers to the question identifying language features, and gave accurate responses. This merited the full marks available for the question, 3/3.



**ResultsPlus**

**Examiner Tip**

Note how clearly the three examples of language features are set out: one with a single word; one with initial letters underlined to show the alliteration; and one with the word 'little' underlined, to make it clear which is the adjective.

This is a paragraph from the middle section of the response by one candidate to Q5 (a) (ii), on the hopes and dreams of George and Lennie.

Secondly Steinbeck uses 'repetition' to influence our views on George and Lennie's dream. Steinbeck has wrote 'Damn right, I could' 'you god, damn right, I could'.

So by Lennie saying this to George it's making us think that something's going to happen, because Lennie is saying this for emphasis. Lennie really wants his dream of his own rabbits to pet on the ranch to come true.



**ResultsPlus**

**Examiner Comments**

This candidate was awarded 10/16, just into Band 4 for the overall question. The response was one which demonstrated a generally sound grasp of how language conveyed ideas: in the passage quoted, the comment on 'repetition' is relevant but would need rather fuller development for the highest Band.



**ResultsPlus**

**Examiner Tip**

Indicating points clearly ('Secondly...') acts as a useful signpost to the reader and shows an orderly approach to the question.

This is the opening section of a candidate's response to part (b) of Question 5, looking at the conversation about dreams between Lennie and Crooks.

In another part of the novel they talk about the dream but this time is not George and Lennie. It's Lennie and Crooks.

It starts of says about rabbits and  
crooks dont beleave it he thinks that  
lennie is nuts.

'were gonna have rabbits an'a berry patch'  
'your nuts'.

Crook goes on saying that every one  
has the same dream but none of  
them ever get it.

then candy comes and joins in and  
says that hes also going with george  
and lennie.



### ResultsPlus

#### Examiner Comments

This is not a very fully developed response, and the opening shows the signs of rather too general an approach, with a tendency to describe rather than comment.

However, it is an appropriately chosen extract, with the attitudes of Crooks seen to contrast with Lennie's naive perspective. It was awarded 6 out of 24, which takes it to the lower end of Band 2.



### ResultsPlus

#### Examiner Tip

Try to make sure that your opening is a strong and well-expressed one, showing a clear grasp of the chosen extract.

This is the closing part of a candidate's response to part (b) of Q5, this time looking, more successfully, at the dreams of Curley's wife.

In my opinion I think Curley's wife is threatened and terrified of Curley, because she could go and do her American dream if she really wanted to, but I think she's scared of the consequences. Curley's wife uses short sentences in this quote, which tells us that there isn't a lot to say about him other than 'he aint a nice fella'.

Lastly, ~~she says~~ in the book Curley's wife says, 'So I married Curley'. This may come across to the reader that Curley was the last option in her life and she had nothing else to do ~~with her life~~ and that's the only reason she married him. In my opinion Curley's wife is lonely and just wants to be famous and loved by people, however people see her as someone who wants attention. I think even Curley don't love her and she don't love Curley. She only went with him because he told her she ~~is~~ could be famous, but it hasn't happened, so she doesn't even trust him. Also she's known as

'Curley's wife' which shows she has a lack of importance and doesn't even deserve a name.



**ResultsPlus**

**Examiner Comments**

The concluding section of the answer makes a reasonable attempt to interpret Curley's wife's story, especially her motives in marrying Curley. It received a mark of 14/24, at the top of Band 3.



**ResultsPlus**

**Examiner Tip**

Keep using short embedded quotations to make sure that your response is deeply rooted in the text.

## **Question 6**

### **Rani and Sukh**

a) This is another minority text in candidates' choices in the January series. Some responses displayed a good understanding of the novel and were able to answer with a focus on the language techniques. Candidates often wrote well about themes and settings, for example the family feud.

b) Many candidates responded appropriately, but others found it difficult to choose a passage for (b). Many candidates displayed some confusion about the characters, for example their sexes. Some presented an overview of the family relations but failed to focus on a specific extract.

## **Question 7**

### **Riding the Black Cockatoo**

a) Very few candidates attempted this text. Some who did proved quite knowledgeable, with good quotations and discussions of the relationship between white people and the aborigines.

b) There were a number of possible extracts to choose, with some opting for the contrasting scene in the park with the journalist. Sometimes there was more comment on racism than there was on language that was used to express this theme.

## **Question 8**

### **To Kill a Mockingbird**

- a) The candidates were mostly able to answer this reasonably, proving able to choose relevant quotations and comment on these. Mostly they showed an understanding of the relationships in the family.
- b) Candidates varied in their ability to respond to this question, with some having trouble pinning down a single section of this long novel to focus on.

## **Question 9**

### **Traffic Accidents**

AO4 (i) and (ii) Content and ideas:

Overall, the question was popular and accessible: many candidates recalled (or invented) incidents of local road accidents that gave colour to their responses. Some adopted the role of a parent, which sometimes added to the conviction of their letter. One examiner commented: "Many candidates had clearly been taught how to write a formal letter. This showed in the ability even of weaker candidates to show a sense of organisation and propriety."

Answers, even at the lower end, were mostly relevant to purpose and audience. Most candidates used the bullet points to structure their answers. Paragraphing tended to follow this structure and was more in evidence, according to some examiners' reports, than in previous series.

Differentiation depended largely on the extent to which candidates developed their material. Lower band answers often lacked paragraphing and the closure appropriate to a letter. An examiner commented that answers meriting marks in the top band comprised a significant minority: they exhibited the ability to vary both sentence structures and vocabulary, as required by the descriptors.

The obvious difference between mid-range and higher band answers was the ability to link paragraphs into a cohesive whole.

Some weaker candidates misunderstood the question and wrote in a generalised way about how traffic accidents might be avoided.

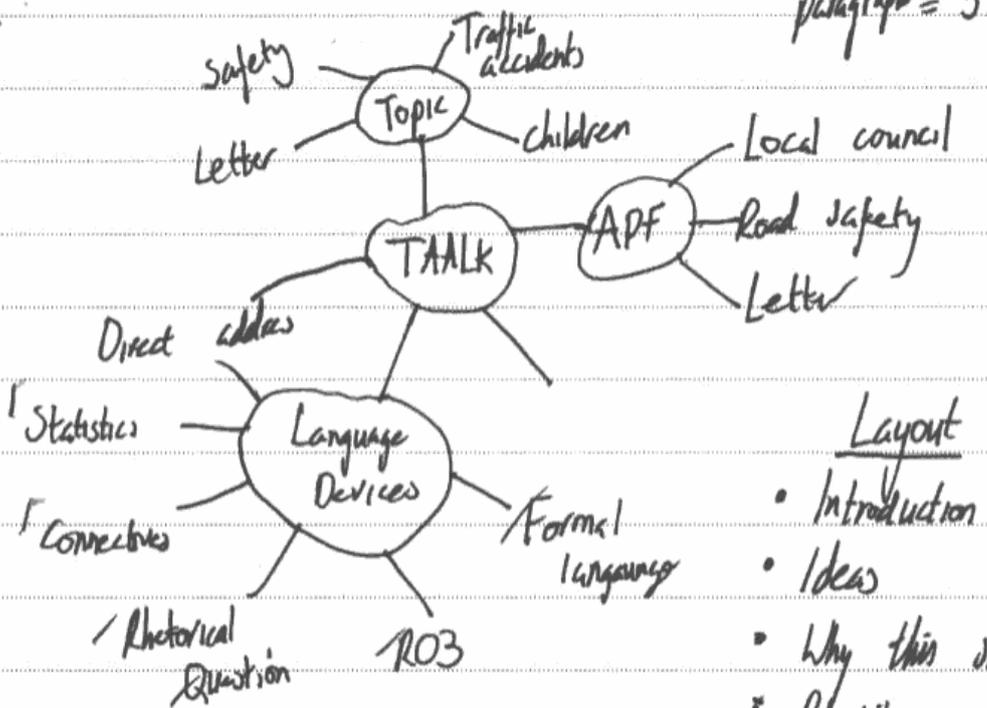
AO4(iii) (Spelling, punctuation and grammar):

At the top of the range, candidates often accurately used punctuation marks such as exclamation marks. However, on weaker scripts spelling and punctuation were often poor, and there was much misunderstanding of sentence structure and, in particular, what constitutes a written sentence.

This is the introductory plan and opening part of a candidate's response to Q9 on Traffic Accidents.

Write your answer to Section B here:

Plan



Dear local ~~author~~ Council

I am writing to you today to suggest ways of introducing road safety. The reason I feel road safety should be introduced is because I feel there are ~~too~~ too many people getting killed, seriously injured, or almost being hit.

RO3

Rhetorical question

Can you live with the guilt of someone dying or almost dying everyday?

nickna

Firstly, I would like to suggest ideas I have for stopping accidents from happening on our road. The first idea I have is to put in speed bumps. The speed bumps

will reduce speeding down the road and will decrease about  
50% of road injuries. Secondly, I would also like to suggest  
speed cameras. Cars will slow down as they know they  
will get in trouble. Finally, I suggest that road safety is  
taught to children so they do not just run straight  
across a road without looking.



## ResultsPlus

### Examiner Comments

The candidate begins by showing a well-organised approach to planning a response to the question, with a number of useful checkpoints. The writing is well focused on practical solutions, and ideas are expressed clearly.

The candidate was awarded a secure Band 5 mark of 15/16 for content and ideas and 7/8 (again, top band) for the quality of the writing.



## ResultsPlus

### Examiner Tip

Note the use of a 'mind mapping' plan, which clearly helped the candidate to organise thoughts.

This is the opening of another candidate's answer to the same question, Q9.

Dear local council,

I am writing to you on a serious note about ~~some traffic~~ a number of traffic accidents that have been happening involving children on the London road (the A20). This is a serious issue as you may understand and I hope you take my ideas into consideration.

I believe as this issue is so serious that the first at most important thing that needs to happen on the London road is the speed limit has to be reduced, as ~~a~~ currently it is forty ~~miles~~ miles per hour and i ~~think~~ believe it should be reduced to thirty. This will reduce chances of innocent

children being run down by thoughtless drivers as each cotastrophy met happens children get more and more scared of going anywhere near the road.

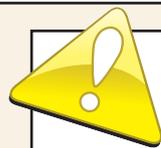


**ResultsPlus**

**Examiner Comments**

This opening section is again quite soundly organised, with the writing showing awareness of purpose, although not structured quite as strongly.

The overall response secured 10/16 for the content and ideas, which takes it into Band 4, and a mid-range mark of 5/8 for the quality of the writing.



**ResultsPlus**

**Examiner Tip**

Note how small technical errors can reduce the mark out of 8 for accuracy and quality of writing: for example, 'beleave', 'at' for 'and' and the use of lower case for upper in 'I'.

This is a middle section of another candidate's response to the same question, Q9 on Traffic Accidents.

What I think is the best solution  
would be to introduce road safety

and to also ~~be~~ bring pedestrian crossing  
this is not the best option.  
I think its good all of the  
traffic problem because small buses  
would get more passing trade  
and the markets would benefit so  
ever benefits,



**ResultsPlus**  
Examiner Comments

This section of the candidate's answer shows an awareness of the need to look for practical ways of solving the problem, and the suggestions are relevant. However, expression is not always fully clear in places.

The response was awarded 6/16 for content and ideas (top of Band 2), but only 2/8 (lowest band) for the accuracy and quality of writing.



**ResultsPlus**  
Examiner Tip

In this answer the mark for the accuracy and quality of writing (out of 8) was reduced by the fact that in places the meaning could not easily be deciphered, e.g. 'so ever benefits' at the end of the extract.

Leave time to check your work.

This is taken from near to the end of the candidate's response to Q9 on Traffic Accidents.

My third point is employing people to go into schools and talk to young children about road safety. Did you know out of the 49 incidents last year 42 of them were children which is a massive number. I think this would benefit Sevenoaks because it means there are more jobs available and it offers children the support and advice they receive. Going into schools, clubs and even their homes would allow them to understand how dangerous the road can be. I spoke to India Wilson (a 11 year old) who attends Sevenoaks Primary School) "I don't feel as if I have enough knowledge about road safety, I worry about crossing the road and getting hurt" as you can see India feels very strongly about the situation. In my personal opinion I think this would be a fantastic idea and could benefit all.

My fourth and final point is ways in which you can help!! Obviously donate money to people like Roger Grayson so that he and his team can ensure the ultimate road safety. Also raise awareness with the problems that affect Sevenoaks as a community. So please Michael <sup>read</sup> my letter - thank carefully and help save lives.



### ResultsPlus Examiner Comments

The response has a sense of audience and register. The candidate was awarded a secure Band 5 mark of 15/16 for content and ideas and 7/8 (again, top band) for the quality of the writing.



### ResultsPlus Examiner Tip

Think clearly about whom your letter is addressed to and how to set it out properly so that it achieves the right impression.

## Question 10

### Changing life as a teenager

AO4 (i) and (ii) Content and ideas:

Examiners reported that the majority of responses were of reasonable quality, but that, despite the prompts on offer, candidates in general found their responses to this question more difficult to organise. They would often have benefited from a clear, simple plan before they began to write.

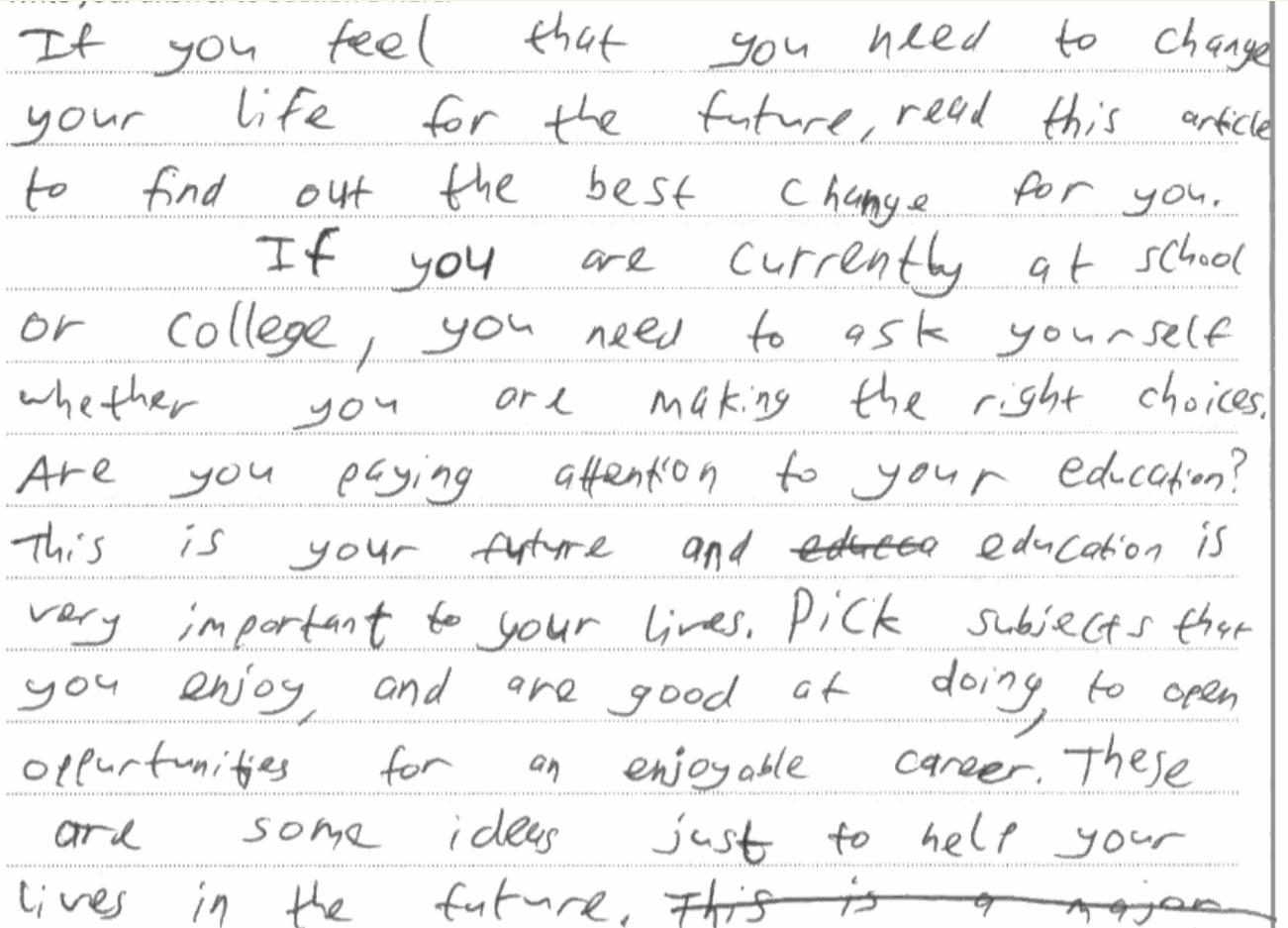
One examiner commented: 'The task seemed to limit some candidates with regards to audience and purpose. A number of candidates wrote *about* teenagers rather than *to* them. Whilst ideas were generally appropriate the candidates did lean towards giving advice on how to survive school rather than what changes to make in their lives.'

Some responses failed to understand what was asked of them for this article. However, there were some lively responses offering very sensible advice on the importance of revision and also on family life. Some candidates responded quite well to the question and were often able to extend their answers, with a good appreciation of reasons why change might be beneficial. Most of the ideas were generally appropriate and followed the guidance well.

AO4(iii) Spelling, punctuation and grammar:

Similar points were made by examiners to those on Question 9.

This is the opening section of a candidate's response to Q10 on 'Changing life as a teenager'.



If you feel that you need to change your life for the future, read this article to find out the best change for you.

If you are currently at school or college, you need to ask yourself whether you are making the right choices. Are you paying attention to your education? This is your future and ~~educe~~ education is very important to your lives. Pick subjects that you enjoy, and are good at doing, to open opportunities for an enjoyable career. These are some ideas just to help your lives in the future. ~~This is a major~~

These changes will benefit your life. ~~The future is about~~ The future is where the rest of your life is based.



### ResultsPlus

#### Examiner Comments

The response starts with an immediate address to teenage readers, inviting them to read on. The register is quite soundly sustained.

The overall mark for the answer was 12/16 (securely in Band 4) for the content and ideas, and 7/8 (Band 3) for the accuracy and quality of writing.



### ResultsPlus

#### Examiner Tip

When writing for a specified audience, try to put yourself into the mind of your readers, and address what you feel would be their interests and concerns.

This is a section from the middle of a candidate's response to Q10 on 'Changing life as a teenager'.

things you will ever have to do! I've got a few tips to help you revise, or even just get a good night's sleep!

- Turn your phone off before going up to bed.
- Set a time that you want to start revising and sit somewhere quiet.
- See your friends over the weekend but use ~~Sunday~~ Sunday to revise.
- Go to sleep earlier and wake up earlier.

We all know at this age you want to go out and party! But too many ~~teenage~~ teens are getting drunk and getting seriously injured. No one wants to nag you, we just want you to know the dangers! I interviewed 18 year old Sarah on her experience with alcohol:



### ResultsPlus

#### Examiner Comments

The response is a generally sound one, which makes a number of relevant points and addresses the subject in an interesting way.

It was awarded 11/16, a Band 4 mark for the content and ideas, and 7 out of 8 (Band 3) for the accuracy and technical skills.



### ResultsPlus

#### Examiner Tip

Note the way the candidate has used bullet points to set out the points and has also introduced the imagined words of a teenager, to help create a sense of teenage reality.

This is the closing section of a candidate's response to Q10 on 'Changing life as a teenager'.

friends or family. Also, the way they spend their free time like going out more or doing more sport.

Changes at school or college can change your life like meeting new friends or people or taking a new subject that you're really keen on. University can change your life, if you get

really good grades it can change  
the way you live your life.

Having a good relationship with  
Mom or dad, even brothers and  
sisters can change your life, having  
a boyfriend or ~~girlfriend~~ girlfriend  
can ~~maybe~~ make you want  
SRLTU down and get a job

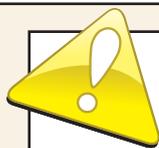


**ResultsPlus**

**Examiner Comments**

The response is generally of sound quality and presents reasonable proposals. The writing has a sense of audience and purpose.

The overall response was awarded 10/16 (at the lower end of Band 4) for its content and ideas, and 5/8 (mid-range) for technical quality.



**ResultsPlus**

**Examiner Tip**

This response is hard to read in places. Make sure that you provide answers that are clear and easy for the examiner to make sense of.

## Section A

Some candidates failed to put a cross in the box to indicate which question they were answering. If this was the case, the answer was marked in the 'rubric' section of Section A.

Remember to identify clearly the question.

## Section B

Some candidates failed to put a cross in the box to indicate which question they were answering. If this was the case, the answer was marked in the 'rubric' section of Section A.

Remember to identify clearly the question.

## Paper Summary

To improve their performance, candidates should:

- keep answers on section A, part (a) (i), to brief examples with underlined words to identify the feature;
- show a clear grasp of language features and how effective the language is in influencing your views;
- focus on the demands of the question and write as fully as possible on all areas of the extract;
- choose a second extract that is clearly defined and identified - one that is not too long to permit close examination of detail;
- write the answer to Section B (the writing task) in the correct section of the answer booklet;
- in their own writing, pay attention to the need to write in an appropriate style (e.g. magazine article) and in clear, accurate English.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>



Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UG030391 January 2012

For more information on Edexcel qualifications, please visit

[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  
.....



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Rewarding Learning