

Examiners' Report
November 2012

GCSE English Language 5EN2F 01

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Introduction

After two years of the new GCSE English Language specification, with its new form of language-based questioning on extracts from long texts, this was an additional examination series (November 2012). The unusual nature of this series clearly affected the nature of the intake: entry was limited to those candidates retaking the qualification after certificating in Summer 2012 and thus the entry numbers were relatively small. The low numbers who answered on a number of the texts mean that this report is unable to make general comments in those cases, because there was too little evidence to hand. As candidates had sat the Summer 2012 examination, they demonstrated greater familiarity with the rubrics and layout of the examination.

This report will provide exemplification of candidates' work, together with tips and comments, for those questions where we saw a significant number of responses.

The specification in English Language, now into its third year of examination, consists of three elements:

- Unit 1: English Today - 20% (controlled assessment)
- Unit 2: The Writer's Voice - 40% (examination)
- Unit 3: The Spoken Language - 40% (controlled assessment).

Unit 2 is assessed for skills in **both** reading and responding to prose texts **and** candidates' own writing.

The examination includes what was, when the specification was first examined in 2011, a new form of language-based questioning on extracts from long texts. In the Reading section (Section A) many candidates chose Question 5, on *Of Mice and Men*.

In Unit 2, candidates must answer two questions, as follows:

- one reading response to EITHER an extract from a Different Cultures prose text OR an extract from a non-fiction text
- one writing task for a specified audience expressing opinions and analysing ideas on a topic relevant to students' experience.

The Assessment Objectives for the paper are:

Section A: AO3: Studying written language

(i) Read and understand texts, selecting material appropriate to purpose, collating from different sources and making comparisons and cross-references as appropriate.

(ii) Develop and sustain interpretations of writers' ideas and perspectives.

(iii) Explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects and engage and influence the reader.

Section B: AO4: Writing

(i) Write to communicate clearly, effectively and imaginatively, using and adapting forms and selecting vocabulary appropriate to task and purpose in ways that engage the reader.

(ii) Organise information and ideas into structured and sequenced sentences, paragraphs and whole texts, using a variety of linguistic and structural features to support cohesion and overall coherence.

(iii) Use a range of sentence structures for clarity, purpose and effect, with accurate punctuation and spelling.

Examiners are looking above all for signs that candidates are responding thoughtfully to the language and ideas of prose writers and are communicating clearly on the selected writing topic.

The responses of candidates had many strong features. Examiners noted:

- positive evidence that the candidates had understood the content and ideas in the chosen texts
- the ability of many to select suitable examples of the writers' language, with a grasp of a range of language features, and to offer relevant comment that related these examples to the ideas and themes of the texts
- writing on the chosen topic that showed an appropriate form, a strong and suitable register and the ability to engage with the intended readership.

Less successful responses:

- showed an insecure grasp of language (for example, confusion over terms) or of ideas
- failed to support their points by appropriate textual evidence
- wrote reasonably about a topic, but without a secure control of language or argument.

Overall, the response of candidates was a pleasing one to examiners. It was clear that candidates had often enjoyed their study of the prose texts, and their own writing was often lively and focused, showing good information and suggestions.

Question 1

Question 1: 'Touching the Void'

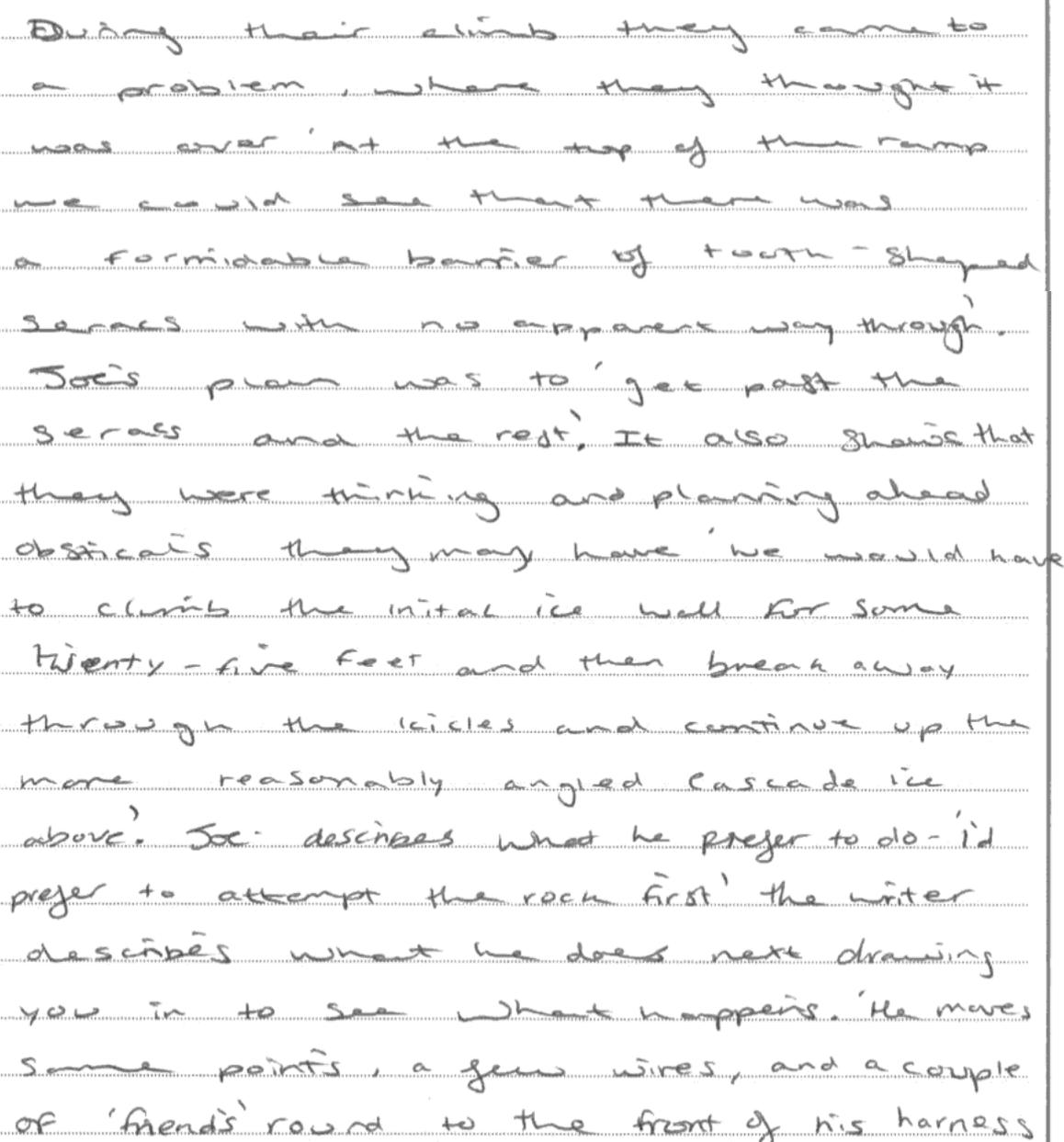
(a)

Those candidates who attempted this question generally found that the extract contained much suitable material, and some therefore were able to produce a full response. Candidates were able to extract the detail needed and reveal a sound understanding of the text and the writer's technique.

(b)

Candidates made some appropriate choices for extracts which dealt with Joe's preparations for the big climb, but some then produced a narrative response, mainly retelling the plot, rather than giving a focus on the language.

This is a section of a part (b) response.



During their climb they came to a problem, where they thought it was over. At the top of the ramp we could see that there was a formidable barrier of tooth-shaped seracs with no apparent way through. Joe's plan was to 'get past the seracs and the rest'. It also shows that they were thinking and planning ahead. Obstacles they may have 'we would have to climb the initial ice wall for some twenty-five feet and then break away through the icicles and continue up the more reasonably angled cascade ice above'. Joe describes what he prefer to do - 'I'd prefer to attempt the rock first'. The writer describes what he does next drawing you in to see what happens. 'He moves some points, a few wires, and a couple of 'friends' round to the front of his harness

before edging left to start of the rock wall.
The writer goes on describing how they
are going to climb it and says how
Joe watches Simon. 'I watched Simon
carefully' ~~the~~ the writer adds what Joe thinks
what may happen
↑ 'if Simon fell.'



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Examiner Comments

The choice of second extract is a good one, and the candidate covers the bullet points. The quotations are rather lengthy, but they do illustrate the comments on the localised difficulties of the climb. The response was awarded 15 out of 24, just into Band 4.



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Examiner Tip

Greater reference to how the language is used would have been needed to take this into Band 5. Think about the length of the quotations you are going to use and keep to key words and phrases.

Question 2

This text was offered by too few candidates to permit any general comment.

Question 3

This text was offered by too few candidates to permit any general comment.

Question 4

(a)

Candidates were able to select appropriate points from the text especially about Francis' appearance and Enrico's pain. However, some focused on one of the two men rather than picking out points about both.

(b)

Candidates mostly made appropriate choices, but some then produced a response which was mainly narrative rather than maintaining a strong focus on the language.

Several chose the passage with Francis on the banisters and commented on the text well.

This is the whole of a candidate's response to part (a) (ii).

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

In the first paragraph the writer describes Francis, in his description of Francis he evokes the reader to feel sorry for him by showing that Francis does not understand what why things are happening to him 'for some reason, my hair began to fall out' this demonstrates the connection of emotions between the character and the reader, it allows chance for the reader to sympathise with Francis.

The writer then says about how Francis feels about looking at himself, by using the phrase 'make myself look a my cares' this demonstrates the problem Francis has with his 'new' appearance, 'make myself' this shows that he is uncomfortable to look at himself again making the reader feel sympathy.

The writer as shown above constantly uses sympathy to make the reader understand

The problems that Francis faces mainly then are about his appearance, for example 'my hair began to fall out', 'I make myself look', 'when my gums stop shrinking'.

The writer then brings Enrico into the equation at first we see that Enrico is somewhat comedic and trying to help Francis with his problems. But then we learn the darker truth about Enrico we learn about his pain and again the writer uses ~~some~~ sympathy to connect to the ~~the~~ reader.

The writer uses quotes like 'he talked so much to cover up the pain.' this ~~shows~~ shows problems of pain what Enrico suffers.

The writer then makes us pity Francis by the ~~the~~ use of 'I am no hero' this shows shows that Francis mentally struggles with the idea to back this up ~~the~~ he uses 'I turn away in disgust' showing there is some thing major playing on his mind something ~~straining~~ straining him away from the truth.

In conclusion of this I find that the writer uses his language to ~~emotionaly~~ connect the reader to Francis.



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Examiner Comments

The candidate includes the physical and psychological problems faced by Francis as well as the pain endured by Enrico. Quotations support the points made, although sometimes the language could be explained more fully and there is some repetition. The answer received a mark of 11 out of 13, a secure Band 4.



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Examiner Tip

Think about how fuller comment on the language the writer uses, and the effect of this, would have taken this to Band 5.

This is part of a response to 4 (b), focusing on the extract from Chapter 16 where Francis goes to visit Nicole at St Anne's.

(4b) In Chapter 16, page 99, Francis has thoughts of how he was going to greet Nicole. 'Maybe it was foolish of me to think that we would hug or even shake hands.' By using the quote 'hug' suggests that Francis still likes Nicole. Francis thought about hugging her meaning ~~she~~ ^{he} still has affection to her.

In chapter 16, Francis mutters about what he said to Nicole. 'So have you.' Francis forgets what to say because he is nervous and lost his thoughts.

Francis makes a judgement on Nicole. 'You don't sound fine.' The evidence is written in italics. This suggests that he is thinking to say it but he does not. Francis is trying to care for Nicole again.

Francis tells the news to Nicole about Larry. 'He's dead, you know.' By using the quote 'dead' suggests that Nicole is happy that he is dead. Francis wants to tell the news because he still cares for Nicole.

Francis makes ~~the~~ ^a thought and asks Nicole to be ~~his~~ his girl. 'To see if maybe you could still be my girl.' By using the possessive pronoun 'my' suggest that Francis wants to ~~be~~ be Nicole

to^{oo} be his girlfriend. The evidence is written in italics. This shows that ~~from~~ Francis is thinking about saying it but he knows that he can not say that, because their relationship has gone down hill.

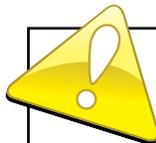
On page 101, Francis has still affection on her by using the quote 'I wanted to see you'. By using the verb wanted suggests that Francis has not seen Nicole in a while. Francis wants to go back the way it used to be in the past.



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Examiner Comments

There is a generally sound explanation of how the writer uses techniques, with relevant textual support. The candidate distinguishes between thought and reality, but at times the expression is a little unclear. The candidate was given a mark of 15 out of 24, at the lower end of Band 4.



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Examiner Tip

Make sure that you express your points as clearly as you can, so that the examiner knows exactly what you are trying to say.

Question 5

This was a very popular question, with this text having been studied by the majority of candidates entering the examination.

(a) (i)

Performance on this question was variable, with some sound knowledge being shown but also insecurity over grammatical terminology – for example, verbs and adjectives were at times confused. A few responses copied the example given in the question, and could not receive credit for this. Some candidates failed to underline the words within the sentence that they quoted, and hence did not identify the language feature clearly enough.

(a) (ii)

This extract enabled many candidates to show at least a reasonable grasp of the way in which Curley is characterised. The majority of the answers met the band criteria towards the higher end of the mark scheme. There were some answers which did not directly answer the question or lost focus on the question during their responses. However, the stronger responses answered the question appropriately, using relevant quotations, and commenting on, for example, the difference between the two animal similes used to describe Curley – that of the terrier and that of the flopping fish.

The stronger candidates closely considered individual words used and focused on how the writer created effects.

Some, however, did not go beyond this and consequently merely spotted techniques without commenting on their impact. Some considered what the behaviour of other characters showed about Curley as well. This could be a helpful approach, but it did mean that a number tended to drift away from the question, for example, considering what Lennie's reactions to the events showed about Lennie, without then referring this to how it portrayed Curley.

(b)

There were two popular and appropriate extracts identified by candidates: the point in the text when Curley was first introduced; and the aftermath of the death of Curley's wife, and Curley's reaction to it. There were strong responses which closely considered the language used in the extracts and considered what they showed about Curley. The strongest candidates also considered why the writer had used particular words.

Where responses were less successful, this was sometimes because the candidate chose too long a passage and did not maintain focus.

This is the whole of a candidate's response to 5 (a) (ii).

The language in this extract influences my view of Curley as a cruel and fierce man. I know this because Steinbeck says 'Curley was balanced and poised' this shows that he had fought before and therefore had an advantage. The phrase flopping like a fish is a simile and it describes Lennie's power which he ~~is aware of~~ and Curley are unaware of. As Curley is the son of the boss of the ranch, George is afraid of the consequences that could happen. I know this because Lennie says 'I didn't want to hurt him.'



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Examiner Comments

This is a very limited and undeveloped response. The candidate was awarded 4 marks out of 13 in Band 2.



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Examiner Tip

To go beyond Band 2 the candidate would have needed much more detail about the extract, looking carefully at more examples of the language used by the writer and its effect.

This exemplar shows a candidate's responses to 5 (a) (i) and to 5 (a) (ii).

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

Example 1: "Frightened"

Feature: This is an abstract noun

Example 2: "Huge paws"

Feature: This is a metaphor

Example 3: "Yelling"

Feature: This is a verb

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

At the beginning of the extract, this is the first time we meet Curley. "Curley glared at him" this shows he likes to intimidate others and ^{leaves} ~~makes~~ a strong impression on the audience. "Like a terrier" here the writer has used a simile to compare him to a dog. although he is small, he is also scary and aggressive at times. Curley has a short temper. "Curley's rage exploded" this shows he likes to use his power to show whos in charge and picks on guys bigger than him on the ranch. "The next minute Curley was flopping like a fish" this time the writer has used another simile to compare him to a fish who got caught by a cat. "his closed fist was lost in Lennie's big hand" this ~~of~~ ^{reader} gives the ~~and~~ a imagery on their physical features and shows the difference in strength. "his lost fist in Lennie's paw" this refers back to the cat and fish which shows that the cat has won. "his struggling had become weak"

this shows although he left a strong impression, he can not win the fight he started. "Looking in wonder at his crushed hand" at this point, Curley is in a state of shock and is confused in some way. "He stood crying" this shows the great amount of pain he was feeling and realised he could not do anything about it. "shrunk" this shows he is feeling small because Lennie has his hand in a grasp. "Come on, ya big... I'll show ya who's yella" this shows he likes to provoke others and look down on them.



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Examiner Comments

The candidate was awarded 2 out of 3 marks for 5 (a) (i). The full answer to 5 (a) (ii) shows a sound understanding of the given extract, with clear reference to the language: it received a mark of 13 in Band 5, at the top of the expected range.



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Examiner Tip

Note the detailed nature of the response, as in the way the similes are not only quoted but explained clearly.

B) In Section 2, Steinbeck introduces Curley for the ~~first~~ first time "A young man came into the bunkhouse; a thin young man with a brown face, with brown eyes and a head tightly curled hair." ~~Ste~~ Steinbeck uses the adjective "brown" a few times, he has "brown eyes" and a "brown face" this suggests that Curley works outside the bunkhouse. The adverb "tightly" when describing his hair is used ~~the~~ this could suggest to the readers that he has a tight personality and could be where Curley gets his name.

Curley asks ~~if~~ if they've seen his dad "Seen my old man?" Curley ~~doesn't~~ ^{hasn't} ~~noticed~~ ~~the~~ ~~new~~ ~~ranchers~~ because ~~he doesn't care who they are,~~ ^{is not paying attention to who's in the room} also "His eyes passed over the new men and he stopped. He glanced coldly at George and then at Lennie." the adverb "coldly" gives us the impression that Curley does not like George and Lennie, especially Lennie.

Steinbeck shows the readers Curley's tough side ~~His glance was at once~~ "His arms gradually bent at the elbows and his hands closed into fists" Curley sounds like he is ready

to fight after "his hands closed into fists" like an animal ready to attack. He closes his fists just after looking Lennie, ~~so~~ he must feel threatened by him somehow.

~~Lennie feels~~ Steinbeck shows Lennie's discomfort "Lennie squirmed under the look and shifted his feet nervously." the adverb "nervously" suggest that Lennie is uncomfortable with Curley staring at him, ~~also~~ he also "shifted his feet" ^{this describes his} ~~he sounds~~ like a little boy who is in trouble, Curley is making him uncomfortable and nervous.



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Examiner Comments

This is a clear Band 5 response, scoring 21 out of 24. It has a range of points and the candidate works with the language. The answer shows what we learn about Curley through how others react to him.



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Examiner Tip

Think about including a wide range of examples, making sure that all points are closely supported with evidence if you wish your answer to be securely in Band 5.

When Curley glances coldly at George and Lennie it portrays he is not very welcoming to new people. This is also developed into the reader's mind as 'his arms gradually bent at the elbow and his hands closed into fists. He stiffened and went into a slight crouch.' Steinbeck is portraying to the reader that Curley is always suggesting violence and wanting to be feared. This then can make the reader think that Curley could be trouble with in the novel due to his negative attitude and behaviour.

The use of "Let the big guy talk," shows that Steinbeck is wanting Curley to come across as angry and fearless on the other hand it could also suggest to the reader that he chooses the ~~biggest~~ biggest person to talk to as he may feel intimidated and wants to show that he is not afraid and will stand up for himself.

"That's the boss's son," he said quietly. This piece of dialogue portrays that Curley now treats people the way he does and tries to intimidate them for he knows he can get away with it and his dad will always be on his side if anything goes wrong. As well as this the swamper talks quietly as he says this also mentioning, "Curley's pretty handy. He done quite a bit in the ring. He's a lightweight, and he's handy."

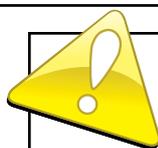
The use of repetition of 'handy' shows that the swamper is scared of Curley and does not want to get on the wrong side of him.



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Examiner Comments

This is a very appropriate extract to choose and the comments are in the generally sound range. At times the analysis could be a little more developed if the response was to reach Band 5. This answer was awarded a mark of 19.



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Examiner Tip

Make language points as full as possible, picking out key words.

Question 6

This text was offered by too few candidates to permit any general comment.

Question 7

This text was offered by too few candidates to permit any general comment.

Question 8

(a)

Those candidates who attempted this novel generally offered reasonable comments. Some failed to recognise the respect being shown to Atticus but did identify Scout's confusion at the events in the courthouse, although this was not the precise focus.

(b)

Candidates made good choices of passages - the shooting of the mad dog, the Halloween attack and the incident at the jail house being the most common. Responses kept a good focus on the text.

This is the whole of a candidate's response to Question 8 (b).

b) The mad dog scene is very dramatic. Scout is ~~definitely~~ very shocked to see ~~her father~~ Atticus kill a dog with a gun. 'The rifle cracked' and 'He didn't know what hit him' show that it is a dramatic moment as the writer has used short sentences. This makes me feel that Scout is shocked to see her dad kill a dog.

Scout looks at Jem. 'Jem was paralysed' The writer has shown that even Jem is surprised by Atticus shooting the dog. Scout has to pinch him to get moving. The writer shows that Scout seeing Jem paralysed makes her frightened as well.

~~About~~ The writer shows that Scout is looking at her dad differently. 'He walked quickly, but I thought he moved like an underwater swimmer.' AS she is eight years old, she sees things a lot different and describes her dad like that. Also it is a simile, this ~~shows~~ makes me think ~~think~~ that Atticus is moving very slowly.

The effect this now has on Scout is that she now knows that Atticus can do something. Miss Maudie says, 'Still think your father can't do anything? Still ashamed of him?' Then Scout says 'Nope'. This shows that Scout now knows Atticus is good at something as he has the best shot in Maycomb.

This ^{part of the novel} ~~extract~~ also has another effect on Scout, at the start of the chapter, Scout, the narrator, says 'Atticus was feeble: he was nearly fifty'. This ~~had~~ has an effect on Scout as Scout didn't think that Atticus could do anything anymore. 'Our father didn't do

anything'. This shows that Scout felt shocked when Atticus shot the dog.

Miss Maudie tells Scout and Jem, 'Don't go near him, he's just as dangerous dead as alive.' Dangerous is an adjective and describes the dog as it is mad and dangerous. This makes it dramatic as Scout had no idea about the dog and makes her scared because the dog is deadly even though it is dead.



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Examiner Comments

The 'mad dog' episode is an appropriate choice, and there is a generally sound range of points, covering a variety of techniques. At times, the response is a little repetitious, but textual reference is mostly clear, with comments that focus on individual words. It was awarded 16 marks out of 24, placing it in the Band 4 range.



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Examiner Tip

Make sure that you avoid repeating the same points - plan a succession of points.

Question 9

Social Networking

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

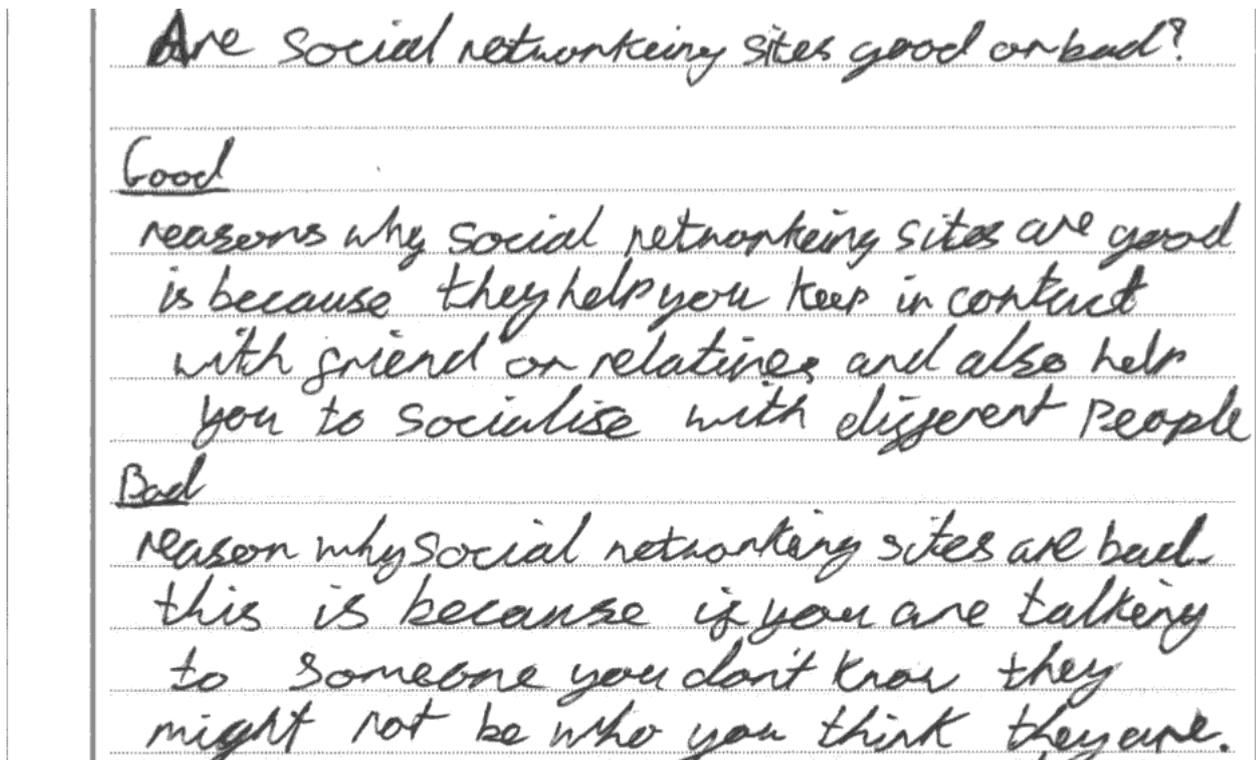
The topic engaged candidates and most who chose this task had something to say. There were some lively and quite well focused responses, with some candidates having a clear understanding of audience and purpose and how to demonstrate it. The question enabled them to respond in detail with a range of ideas. Successful answers considered the audience of the writing and used an appropriate tone and range of vocabulary. Stronger responses also used focused paragraphs with developed detail. There were some responses which did not engage with the audience and were less successful. Others gave a basic response on a few simple points - usually the positive element of easy contact with family and friends, wherever they were, and the negatives of 'stranger danger', especially paedophiles, and the ugly phenomenon of cyberbullying, of which many had personal or vicarious experience.

Overall, answers reflected the popularity of using sites such as Facebook and Twitter, but examiners were struck by the extent to which many candidates were aware of the risks and drawbacks. Organisation of responses which dealt with both 'pros and cons' proved challenging for some.

AO4(iii) Spelling, punctuation and grammar:

A minority of candidates did not write in distinct paragraphs, which often reflected a lack of clear planning. Use of correct punctuation was variable, not least at sentence level: in some cases, candidates omitted full stops or capital letters. Subject/verb agreement was noted as a common problem.

This is the whole of an answer to Q9 on social networking sites.



also your account could get hacked and someone could access all of your personal information.

Although you can have fun with your friends you don't know who you're really talking to. So if you plan to meet up with someone online always tell someone where you are going and what time you will be back.

And when talking to a new person make sure you do not give out any personal information about yourself or your friends because they may not be who you think they are.



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Examiner Comments

This relatively short answer shows some awareness of the good and bad points about social networking, although the answer is not fully developed. There is limited control of sentence structure, and errors of spelling, punctuation and the use of capitals are found. The answer was awarded 7 marks out of 16 for AO (i) and (ii) and 3 marks out of 8 for AO (iii).



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Examiner Tip

Before answering, plan your argument carefully: think about the intended audience and make sure you include sufficient points to support your views.

This is the start of a candidate's answer on social networking sites.

Social Networking Sites! You all use facebook and twitter don't you? Nearly everyone does, it's good for communication, seeing what people are up to, following celebrities and sometimes a good catch up! I admit it, I am a keen user of both facebook and twitter but not till recently did I really think about it...

I would say that twitter was more interesting than facebook as you have certain groups aimed at certain things and can see what celebrities are up to from their own phones as such. Therefore, twitter has been branded as 'revolutionary' 'exciting' 'clever' and 'interesting' by many critics but I believe facebook is more useful. It's so easy to download facebook on to your phone these days, you can send an unbox to a friend over facebook with a click of a button, post a photo if instantly if you want to share with your friends what you have just captured. Yes, in some ways it is interesting but do you ever find yourself sitting there flicking through 'status' you saw about an hour ago?



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Examiner Comments

Audience, form and purpose are very secure throughout this quite sustained answer. The strong register and the structured points put this at the top of the range, with mostly very accurate technique. It was awarded 16 marks out of 16 for AO (i) and (ii) and 8 marks out of 8 for AO (iii).



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Examiner Tip

Make sure that you choose an appropriate register by thinking about what kind of writing you are being asked to produce.

Question 10

Programme Proposals

A04 (i) and (ii) Content and ideas:

The effectiveness of candidates' response was variable. This was a question which invited the use of imagination, and some creative and unusual ideas emerged. The best responses often demonstrated an understanding of what is involved in commissioning a show. They often closely followed the bullet points in order to structure their response and adopted an appropriate tone for the audience. Where the writing was less effective, the content was more predictable, with candidates basing their ideas on existing shows and offering little in the way of innovation. Weaker answers showed some misunderstanding of the task.

A04 (iii) Spelling, punctuation and grammar:

Accuracy was a problem in all but the best responses. There were many errors with sentence demarcation. Use of capital letters was also a problem, with some candidates not using any and others using them randomly. There were problems with spelling in some responses, commonly in homophones and some basic vocabulary. Examiners remain surprised that candidates who show the ability to spell complex technical terms so often trip up with familiar vocabulary.

This is a section from the middle of a candidate's response to Question 10, on ideas for a new TV programme.

Will the show be ^{both} educational ~~to~~ and appealing to ~~young children as well as~~ ~~the~~ older children as on TV now there are not very many TV shows for older kids ~~and~~ ~~I think~~ Another reason is will the TV show ~~it~~ be ~~as~~ able compete with shows like 'Corrie' and 'Eastenders'

My ~~ideas~~ ^{ideas} for a TV show ~~are~~ ^{is} ~~are~~:
The TV program ~~could~~ ^{should} be based on real life problems, such as bullying, ~~Fostering~~ ~~and~~ or even relationships as many children go through bullying or have a relationship with someone or another ~~a~~ real life problem could be family

problems as many children have family problems such as ~~for~~ parents fighting or going through a divorce.

The contents of the show should be appealing to older children who face these problems mentioned and should show the child that they can find help to deal with the problems.



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Examiner Comments

The candidate focuses on the task and presents a number of ideas in a generally appropriate way but without full development.



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Examiner Tip

Look at how you can develop a strong line of argument in order to reach Band 5.

This is the first half of a candidate's response to Question 10, on making proposals for new TV programmes.

Dear Reader, I am writing in response to your article regarding our ideas for future television shows.

The Genre of the television show I would like to see is comedy as I enjoy humour and like to quote many funny phrases. I believe there aren't enough stand up comedy shows to choose from, and so I am often

left watch repeats of previous shows.

Some of things I would very much like to see on this show include: celebrity guests, quizzes and home clips of various pranks/jokes. I believe those things would make the show appeal more to different individual people because there are hundreds of thousands of people that enjoy watching their favourite celebrities on the television, and so this would instantly increase public attraction. There are also people out there like myself who enjoy getting involved in the shows they love which is why I believe that many people would enjoy watching a quiz because watching that show would be turned into a family activity. Finally my reason for



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Although the candidate mentions a comedy show, the exact nature of the programme is a little imprecise, as quizzes and celebrities are also to be included. However, there are generally appropriate ideas, with a clear structure addressing the bullet points. The candidate shows some technical control, but some of the sentences are rather loose. Spelling is mainly accurate. The answer received 11/16 for AO4 (i) and (ii) and 6/8 for AO4 (iii).



ResultsPlus Examiner Tip

Make sure that you construct all your sentences well, and allow time to check through at the end.

Section Summary

Section A (Reading)

Question (a) (i):

This is intended as a short, starter question, both getting candidates going and enabling them to focus on specific language features, either grammatical features such as parts of speech or devices such as imagery or sound effects. Candidates may paraphrase if they are not sure of the precise technical term. Most candidates followed the rubric in offering their own examples from the given extract from their chosen text; some lost a mark by copying the one given as an example. There was again a full range of marks, with comparatively few gaining 3 marks.

It is worth repeating advice to Centres about this question which Centres should note for the future. The first is that candidates should not spend time on elaborate attempts to explain or comment on their chosen features. Secondly, examiners must be able to tell which words are meant: **underlining is the simplest way to show this, as in the example given.** Most candidates are now doing this, but some still write a complete phrase or sentence, so that the examiner cannot be sure which word is intended. **Centres should ensure that this is a short, simple task that gives candidates confidence but does not delay them unduly.** If they are confident in naming the parts of speech, they should find it straightforward.

Examiners noted again that many candidates showed a fairly sound knowledge of language terms, but it remains uncertain in the minds of many, who often find it particularly difficult to differentiate adjectives and adverbs, although other confusions are also common.

A significant number of candidates fared better when giving examples of figurative language such as simile, metaphor, and personification. They were also generally good with devices such as alliteration and repetition.

Question (a) (ii):

After comments made on previous series, it is gratifying to note that the considerable improvement in focus, length and relevance in candidates' responses has been maintained. Very few candidates are now unsure whether to place their responses in part (i) or (ii) and there is much more consistency in this respect.

Question (b):

The great majority of candidates are identifying a single extract clearly, by subject, chapter or page number, and are confining themselves to that extract. However, others do still draw their examples from different parts of the text and hence lose focus. A number of candidates are still writing considerably less for part (b) because of failing to identify a suitable passage of the right length: since this part of the question demands an element of decision-making for candidates, it is important that they be trained in finding appropriate examples which give sufficient scope for writing about the particular character or theme that is the focus of the question.

Section B (Writing):

The picture is similar to that for the summer, in broad terms. Very few candidates did not attempt this Section at all; the majority offered, at their level, a solid attempt to communicate their ideas. Candidates had the opportunity to offer personal views on topics which were relevant to them. The stronger answers were differentiated from the weaker both technically (at the top end, meaning was communicated clearly, with sound spelling, punctuation and grammar) and in terms of the capacity to sustain and develop a point of view or argument, following the rubric to focus on form, purpose and audience.

Paper Summary

The greater familiarity with the demands of the examination noted in the summer was again evident. Almost all candidates responded to the texts and tasks with at least some sense of engagement. Stronger candidates dealt precisely with the language of the extract they were faced with and concentrated on how effectively this communicated the author's purpose and methods. Candidates showed, at their different levels, an understanding of the ideas and characters in the texts studied.

In candidates' writing there were many signs of a willingness to sustain a line of analysis or argument.

Weaker candidates did not always sustain their responses: for example, they commented appropriately on the first part of an extract but did not consider the full text.

In Section B, the strongest candidates attempted to find a suitable register for their writing, and the best did so with some style and accuracy.

To improve their performance, candidates should:

in Section A (Reading):

- in part (a) (i), give short, precise examples, underlined where necessary, and identify language features correctly, for example by understanding the parts of speech and their functions
- in part (a) (ii), use language examples from the whole extract that have a clear influence on their views of the effect of the writer's presentation of ideas and themes
- in part (b), make sure that they can choose another appropriate extract to discuss, of similar length to the extract given for part (a), focusing on a single section of the text.

in Section B (Writing):

- write clearly for the audience, which was clearly specified in each of the two questions
- continue to practise writing accurately and legibly, checking their work afterwards for spelling and punctuation errors.

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