

Examiners' Report
June 2013

GCSE English Language 5EN2F 01

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Introduction

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.

The responses of candidates had many strong features, as they are working with greater confidence.

Examiners were impressed by:

- 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 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, and failed to support their points by appropriate textual evidence
- relied too heavily on narration of events
- wrote reasonably about a topic, but without a secure control of language or ideas.

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.

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.

In Section B Question 9 was more popular than Question 10.

Despite advice given in previous reports, it was still the case that some candidates wrote the answer to the Writing Question immediately after their Section A response, whilst others wrote Section A(b) responses in the Section B (Writing) section of the answer book.

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. 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 and many examiners commented on this.

It is important that examiners can identify 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.

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 too brief or repetitive. It is important that candidates note the mark allocation and realise that very brief responses, for example a few lines, cannot possibly achieve the higher mark ranges. Some examiners commented on the incorrect identification of language features. Some better candidates were able to analyse the use of language at word level and comment on the writer's intended effects.

Examiners did comment that candidates generally engaged well with the given extracts although they often missed opportunities to focus on language.

Question (b):

Candidates were generally successful in identifying an appropriate extract for comment and better responses focused well on the writer's techniques. However, many examiners observed that this section was less well done than part (a)(ii) as candidates tended simply to re-tell the plot or generally drift into narration without the close focus on techniques that is required.

A few candidates ignored the rubric and wrote about the given extract rather than choosing a new one.

There is still some evidence of feature spotting when candidates write about language with little attempt to explain the feature.

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

Section B (Writing):

The majority of candidates offered, at their level, a good 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 a clear sense of audience and purpose.

There was little evidence of planning from candidates. It would really benefit weaker candidates to have an overall text structure and would help them to generate more ideas.

Question 1

Touching the Void

Many questions under this title were, in fact, responses to Question 5.

Where candidates did attempt this question many were able to attempt part (a)(i) and part (a)(ii) but could not identify another extract for part (b) which suggests that they had not selected the correct question. Those who did attempt part (a)(ii) and part (b) made some successful comments on the language both in the given extract (most were able to comment on the 'helplessness' of both the Japanese and Simon and Jon as witnesses) and their chosen extract (most commonly Joe's injury or when the rope is cut).

This is an extract from a response to Question 1(a)(ii).

"The two men plunged down, roped together, helpless." This shows that there was no hope and no chance of them surviving what had happened. This also shows that there was no point in climbing down to save them when they were already dead.

Also the writer makes you feel sorry for the climbers that had fallen because one of them survived the initial fall but ~~to~~ only ~~to~~ to die 5 minutes later from falling again. Maybe there could have been hope if the other climbers tried to help them ~~to~~ I know that he finally died because it says "the outcome was brutally final". The word final means that there is nothing left or you're finished but it could also mean you're dead.

Also the word 'helplessly' means that you couldn't help them or they couldn't be

helped either way it means they are going to die in the end. The writer most probably used this to make the look as though there were ~~like~~ frantically trying to live and to make them look vulnerable.



ResultsPlus
Examiner Comments

There is generally sound understanding shown. Mark 10 out of 13, band 4.



ResultsPlus
Examiner Tip

Closer focus on the writer's use of language by selecting and commenting on individual words and their effects would have been needed to achieve band 5.

Question 2

Anita and Me

There were very few responses to this extract and many were responses to Question 5. Those who did attempt this question were able to select relevant language features for comment for part (a)(ii) but were not able to identify an extract for part (b) which suggests they had not selected the correct question.

Question 3

Balzac and the Little Chinese Seamstress

There were very few responses to this text so comment is limited.

Those who did attempt this question produced good responses with some clear focus on language. There were a few really strong responses where candidates did not just focus on the reactions of the Little Seamstress but carefully considered the expected reactions of the State, society and medical profession.

The most common choice for part (b) was the dream or where the Narrator watches over the Little Seamstress while Luo is away.

This is an example of a candidate's response to Question 3(a)(ii).

3a(ii). Everyone would have been against The Little Seamstress's Pregnancy. It says "to save the child from disgrace in the eyes of the people as well as from Political and administrative Punishment". This shows that it would be frowned upon if people found out she was pregnant.

The Little Seamstress thought she couldn't live anymore. It quotes "I was able to convince her that jumping off the roof of her house in the hope of producing a miscarriage was a very bad idea." This shows that due to all the views of the people she ~~thought~~ thought this was the only way out.

I think that these laws ~~were~~^{were} very bad because the Little Chinese Seamstress was put in an impossible situation. It says "Eventually we decided

that I should go on a reconnaissance trip to the town of Yong Jing, where I would sound out the hospital for ways of getting help from the gynaecology. This shows that although her becoming pregnant would be condemned in the eyes of the people, there is always hope for people in this situation.

The extract makes me think that something should be done about the laws in China. It says "they couldn't go ahead and have the child before marrying, and the law prohibited abortion." This is unfair on pregnant ^{women} as they are offered no way out.



ResultsPlus Examiner Comments

There is generally sound understanding of the text with quite a strong personal response. Mark: 10 out of 13, band 4.



ResultsPlus Examiner Tip

More fully developed language comments would have been needed to push this into band 5.

Question 4

Heroes

Part (a) Candidates mostly responded in a reasonably sound way.

Examiners commented that candidates had good knowledge of the plot.

The passage provided a good range of language features and more able candidates were able to discuss them quite well. Better candidates understood the pun of Rec Centre and Wreck Centre. Some candidates were able to identify individual words for comment e.g. 'attacking' and 'drunken'. Stronger candidates were able to identify and discuss language features although examiners commented that there tended to be a lack of focus on language. Quite a few picked up that there was a lot of activity but that the work was not very well done. Weaker candidates often picked up on Larry La Salle and started simply to re-tell his story.

Part (b) Candidates mostly made suitable choices of a second passage. A popular choice was the table tennis tournament. More able candidates were able to discuss language but many examiners commented on the tendency to narrate and therefore candidates lost focus on the writer's techniques.

Many were able to talk about Larry's character or the relationship between Nicole and Francis, but barely mentioned the Wreck Centre.

Candidates who chose the rape scene generally had less success in responding to the question.

This is the beginning of a response to Question 4(a)(ii).

From the very start you can see that the people of frenetown already have their views on the wreck centre. ~~off~~ One person describes it as "a bad place". For example when Albert Laurier says "it's still a bad place". Showing ^{me} that before the wreck centre was open it already had a negative reputation. From this it gives me the idea that the wreck centre isn't an ideal place. From the beginning ~~you~~ can also see that Larry LaSalle is going to be influential to the story ~~as~~ by

the way he is described. For example
"Tall slim man, and "dazzling
movie-star teeth" using adverbs to
describe him, showing me a clear
and positive description of Larry
LaBalle.

From this I can also see that
the wreck centre had a lot of time
and effort put in from the very beginning,
using verbs, adverbs and adjectives
to describe the labour they was doing.

The next few days the men worked
frantically, scraping and painting using
the word frantically to make you
almost feel like you're there watching.



ResultsPlus Examiner Comments

The response shows sound understanding of ideas and the text with clear reference to the extract to support the comments made. Mark: 12 out of 13, band 5.



ResultsPlus Examiner Tip

Make sure to support all points made with clear reference to the text.

Question 5

Of Mice and Men

This was the most popular question.

Part (a) There were some reasonably sound responses to this extract with candidates making reasonably clear references to the writer's techniques and language choices. Comments on the tension between Slim and George, Slim's modesty and George's gratitude were often reasonably developed and there was some focus on language.

Stronger candidates were also able to comment on how George is seen to open up to Slim.

Better candidates had a secure focus on language and the intended effects.

These candidates discussed the light/dark metaphor, and identified the moment of tension between the two characters. They also identified the ability of Slim to enable the conversation and relationship to move on in a positive way. Most commented on 'proudly' and 'demanded defensively'. Weaker responses tended to narrate and their responses lacked any language comments.

Some candidates responded on George and Lennie's relationship. Other candidates used part (a)(i) as a step into the question but this only really worked if the techniques had been correctly identified in part (a)(i).

Part (b) Most candidates were able to choose an appropriate extract, for example Lennie's death or the opening of the novella and found some sensible things to say with some attempt to address language and techniques. More secure responses used a similar technique to their response to (a)

(ii) to produce well-focused responses with some developed comments on language and techniques. However, quite a lot of responses to this section tended to be narrative and missed references to language. Those who used Lennie's death tended to have better comments on language, sometimes on individual words, for example 'shivered' and 'stiffly'.

This part also seemed to enable candidates to comment, at times quite effectively, on how other characters reacted to George (Candy, Curley and Slim).

Again some candidates lost focus and wrote about Lennie. Some chose

the fight scene with Curley. Here candidates struggled to find enough material to comment on George effectively. Likewise, the scene where George and Lennie enter the bunkhouse and meet Candy and Curley, and also the scene where George and Lennie meet the boss, seemed to provide less material and candidates tended to find less to say.

Some candidates used multiple extracts across the whole novella.

There were some quite brief responses to this section which cannot be successful given the larger mark allocation for this question.

Some examiners commented on a mis-match in the level of response to (a)(ii) and (b) with a clear focus on the text and language in (a)(ii) but a lack of reference to the text and techniques in (b). This might suggest poor time management or a lack of ability to focus on the second part of the task. Some also commented that some responses to part (b) were better than part (a).

This is a response to Question 5(a)(i)

Example 1: Slim

Feature: Noun

Example 2: Instantly

Feature: adverb

Example 3: Clang

Feature: onomatopoeia



ResultsPlus

Examiner Comments

The candidate scored 3 out of 3 for this response, correctly identifying 3 language features.



ResultsPlus

Examiner Tip

To obtain full marks, candidates should clearly identify the word or phrase and correctly name the language feature being used. If a phrase is chosen, the word or words referred to should be clearly underlined.

This is a response to Question 5(a)(ii).

~~In section 3~~ Slim and George Relationship from this extract is a happy friendship because when they go into the bunk house Slim says "I would of had to drowned most of 'em anyway. No need to thank me about that" This shows that Slim cares about making ~~the~~ George happy by giving Lennie one of his pups.

After that George replies with "It wasn't much to ~~you~~ you, maybe, but it was a hell of a lot to him." This implies that George is greatfull for what Slim has done for Lennie.

Slim said to George "Maybe he ain't that bright, but I never seen such a worker." This shows that Slim and George can talk about anything with out them fighting and that Slim is impressed with the work that Lennie does.

Near the end of this extract Slim says to George "Fenpshaw you an him string along together"

Slim thinks that it is funny two guys travel together and George replies to that "what's funny about that" This shows that Slim and George can talk to each other about anything.



ResultsPlus Examiner Comments

There is some understanding of the text and the writer's language. Mark: 8 out of 13, band 3.



ResultsPlus Examiner Tip

Try to develop comments on the writer's language and its intended effects.

This is a more successful response from the middle section of a response to Question 5(a) (ii).

Slim is curious to find out more about George and is interested in his past. 'funny how you two string along together.' This shows that Slim has an interest in George's and Lennie's lives. George is defensive about this and responds with 'Whats funny about it?' This proves that George is not too keen on giving away information too quickly and is wondering what Slim was implying. Slim backs up his question and George explains how he met Lennie. Slim is 'receptive' towards George and waits patiently for him to stop talking. This shows that Slim is polite and courteous to George which proves he is respectful of George. Another example of this is how 'slim neither encouraged nor discouraged him.' This is an example of how Slim is not rude to him because of the respect he has for him. A reason for this level of respect could be to do with his modesty. George is a very modest guy 'An I aint so bright neither.' This shows that George isn't as cocky and arrogant as Curley and the rest of them, which could be why Slim respects him so much.



ResultsPlus
Examiner Comments

The candidate covers a range of relevant points in a sound response. Mark: 13 out of 13, top band 5.



ResultsPlus
Examiner Tip

Candidates should pick out individual words or short phrases to comment on, and focus on the writer's techniques and the effects that these have on the reader.

I will be writing about George's relationship with Lennie on pages 4 and 5.

Near the bottom of page 4 Lennie says to George "Were we going, George?" and George says "Jesus Christ you're a crazy bastard" This shows that George is a bit angry with Lennie.

George says to Lennie that "Might just as well spend all my time tellin' you things and you forget 'em and I tell you again" This shows that George cares about Lennie because he keeps on telling him things and he does not give up on George. On the top of page 5 Lennie says to George "I tried and tried" said Lennie "but it didn't do good at remember about the rabbits, George" Lennie this shows that Lennie remembers something George said to Lennie.



ResultsPlus
Examiner Comments

There is an appropriate choice of extract but the ideas are limited. Mark: 9 out of 24, band 2.



ResultsPlus
Examiner Tip

Try to comment on a number of examples from your chosen extract to develop your response.

This is an extract from the middle section of a successful response to Question 5(b).

After this, Steinbeck makes George feel rushed and also makes the readers feel rushed at the same time, 'There were crashing footsteps in the brush now! George turned and looked toward them.' Just by simply writing 'now!' with an exclamation mark, it makes us feel nervous and tense and wondering if the main, respected, honest, caring, friendly character would actually do this, to Lennie.

When Steinbeck writes 'The hand shook violently,' it makes us change our views on George and everything we learnt about him but we know that he's doing this for Lennie and not against him. George the father figure, the friend to Lennie. The adverb 'violently' makes us see that, see that George is fighting away all his emotions just to end the suffering to Lennie.

As George shoots Lennie, it makes us feel somehow numb inside, that he actually shot him, 'George shivered and looked at the gun.' This quote after the shooting makes you feel sorry for George. The adjective 'shivered' creates an image of this shaken up, broken person that had shot his best friend so that the pain and suffering that

happened, disappears and goes away.



ResultsPlus

Examiner Comments

There is sound understanding in a clear response with a range of sound points supported by clear references to the chosen text. The candidate begins to make comments on language at a word level although these are not always correctly identified. Mark: 24, top of band 5.



ResultsPlus

Examiner Tip

Note how the candidate has selected appropriate quotations and clearly explained the effects of individual words and phrases.

Question 6

Rani and Sukh

There were a small number of responses to this text in this series.

Part (a) Examiners commented that the extract was accessible to all candidates. Better responses were quite detailed with some reasonable comments on language. Weaker candidates were able to make some relevant comment. Examiners observed that the understanding of Punjabi traditions had been well taught.

Part (b) Rani being locked in her room was the popular choice for the second extract. This was sometimes well handled with the focus on Divy and Rani. Better responses included the attitude of the father as well.

This is from the middle section of a response to Question 6(a)(ii).

Furthermore, the reader understands Rani's attitude towards her parents ~~bei~~ by the way she thinks. For instance, "I felt like I was living in an open prison" This suggest Rani is not ~~compr~~ comfortable at her own home and that she does not agree agree with the way she is treated. Also, this suggest that Rani disapproves of her parents rules. The most important phrase is 'open prison' because if Rani is comparing her home to a prison ~~suggests~~ this suggests Rani has not got a respectful attitude towards her parents. The reader understands ~~this~~ that she has not got a respectful ~~attitud~~ attitude towards her parents rules by the way she thinks.



ResultsPlus Examiner Comments

This is generally sound response with mostly clear reference to the extract to support the response. Mark: 11 out of 13, band 4.



ResultsPlus Examiner Tip

A more developed response to language would push this into band 5.

Question 7

Riding the Black Cockatoo

There were very few responses to this text so comment is limited.

Many of these responses were well answered with word level analysis. There were some weak responses with limited points and development. The popular choice for the second extract was when John was talking to his class about Mary.

Question 8

To Kill a Mockingbird

There were a small number of responses to this text.

Part (a) Most candidates were able to comment on Atticus's refusal to shoot the dog, his care for others and the suspense, and were able to make relevant comments about the language. There was some good understanding of Atticus's character shown. Weaker responses lacked detail and development of ideas.

Part (b) The most common choice of extracts were the court scene and the lynch mob and some candidates responded in detail. However, examiners commented that responses lacked a strong focus on language.

This extract is from the early part of a response to Question 8(b).

In this part of the novel, we see a very emotional side of Atticus which is very rare throughout the novel. We start to see a darker side of Atticus. A quote to support this is "You are the last person I thought would turn bitter over this". Atticus becomes very bitter after just dealing with the Tom Robinson case. We don't see Atticus turn bitter in any other part of the novel. "they might as well learn to cope with it" is a quote where Atticus becomes bitter directly to the children which is a strange thing but shows that the Tom Robinson case has hit Atticus hard.



ResultsPlus Examiner Comments

The chosen extract is appropriate and the comments made show generally sound understanding of the writer's ideas and language. Mark: 17, band 4.



ResultsPlus Examiner Tip

Comment on the effect the writer's language has and try to develop your comments fully.

Question 9

Role Models

The majority of candidates chose this question.

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

This question worked well, even for the least able candidates. Engagement with the subject matter was apparent, with most candidates being able to respond at some level and explore/explain the idea of a role model and discuss their chosen role models. The topic was accessible and all candidates, including the weaker ones, had something to say. Common choices were family members, sports personalities (especially David Beckham) and other celebrities.

Better responses had a sense of audience and purpose with clear paragraphing, often helped by evidence of planning. The bullet points also helped the candidates to structure their responses. Many candidates wrote with enthusiasm and conviction. Weaker responses did not have a strong or consistent sense of audience and purpose and sometimes weak language controls. Weaker responses tended to be brief, often lacking paragraphs and clear development of ideas. These responses often lacked a clear sense of audience and purpose with some candidates writing a speech or a letter. Some candidates misunderstood the concept of role models. There was little evidence of planning from candidates. Having an overall text structure would really benefit weaker candidates and would help them to generate more ideas.

A04(iii) (Spelling, punctuation and grammar).

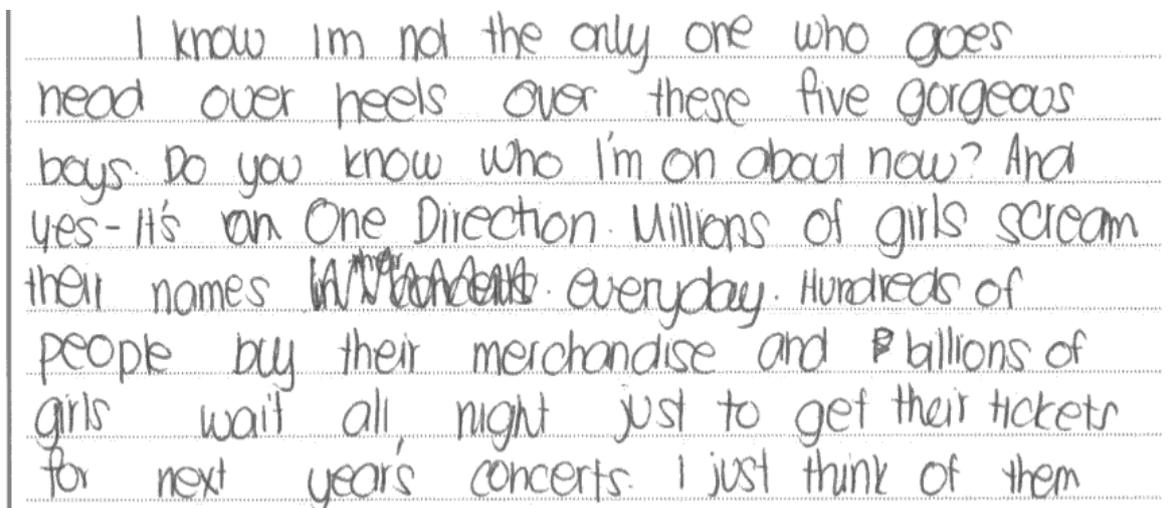
At the top of the range, candidates often used punctuation marks accurately such as exclamation marks and question marks. However, on weaker scripts spelling and punctuation were often poor. Also many examiners commented that there were problems with sentence structure, comma splicing, lack of full stops and some random use of capital letters.

The poor use of full stops and capital letters was a significant issue in the majority of responses.

The handwriting of a few candidates was very difficult to decipher.

Some examiners did comment on improvements in spelling and grammar as well as better use of paragraphs.

This is an extract from the middle of a response to Question 9 about One Direction.



I know I'm not the only one who goes head over heels over these five gorgeous boys. Do you know who I'm on about now? And yes - it's ~~an~~ One Direction. Millions of girls scream their names ~~in the streets~~ everyday. Hundreds of people buy their merchandise and ~~B~~ billions of girls wait all night just to get their tickets for next year's concerts. I just think of them

as my role models. and inspires me to think big.
These are just a few characteristics
of role models. They give people the strength to
carry on. Encourage us to do Greater things
and hope that dreams will come true with the
help of determination and perseverance. The members
of one direction all have different personalities but
what binds them together as one is teamwork.
They bring out the best in each other which
is why they are good role models.



ResultsPlus

Examiner Comments

This is a clear response which has a sense of audience and purpose and is quite lively. Mark: 16, top of band 5.

The writing is mostly accurate with occasional slips. Mark: 8, top of band 3.



ResultsPlus

Examiner Tip

Candidates should think carefully about the register they choose so that their writing has a clear sense of audience and purpose.

This is from the opening of a response to Question 9 about Morrissey.

EVERY BODY NEEDS A ROLE MODEL.

Most teenagers always have a boy or girl
celebrity who they look up to and adore.
Whether it be a relative, friend or
film star. Everybody needs a role model.
~~It~~ In this article I'd like to describe
and tell you about my chosen role
model. Ever heard of the smiths? Morrissey?

This charming man? No? Well please keep reading and you'll see why I've chosen Morrissey as my role model. ~~The Smiths were a Excellent Band in my view~~ In my eyes, role models are very important in your day-to-day life or even throughout your whole life. A role model will help how you view things. Role models could inspire your appearance by getting you fashion ideas through ~~your role model~~ their style. Depending on



ResultsPlus

Examiner Comments

There is a generally sound grasp of audience and purpose with generally appropriate ideas. Mark: 10, band 4.

The writing is generally accurate with some errors. Mark: 5, band 2.



ResultsPlus

Examiner Tip

Think about how to demonstrate a secure sense of audience and purpose by using a range of writing techniques.

Question 10

Make a difference day.

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

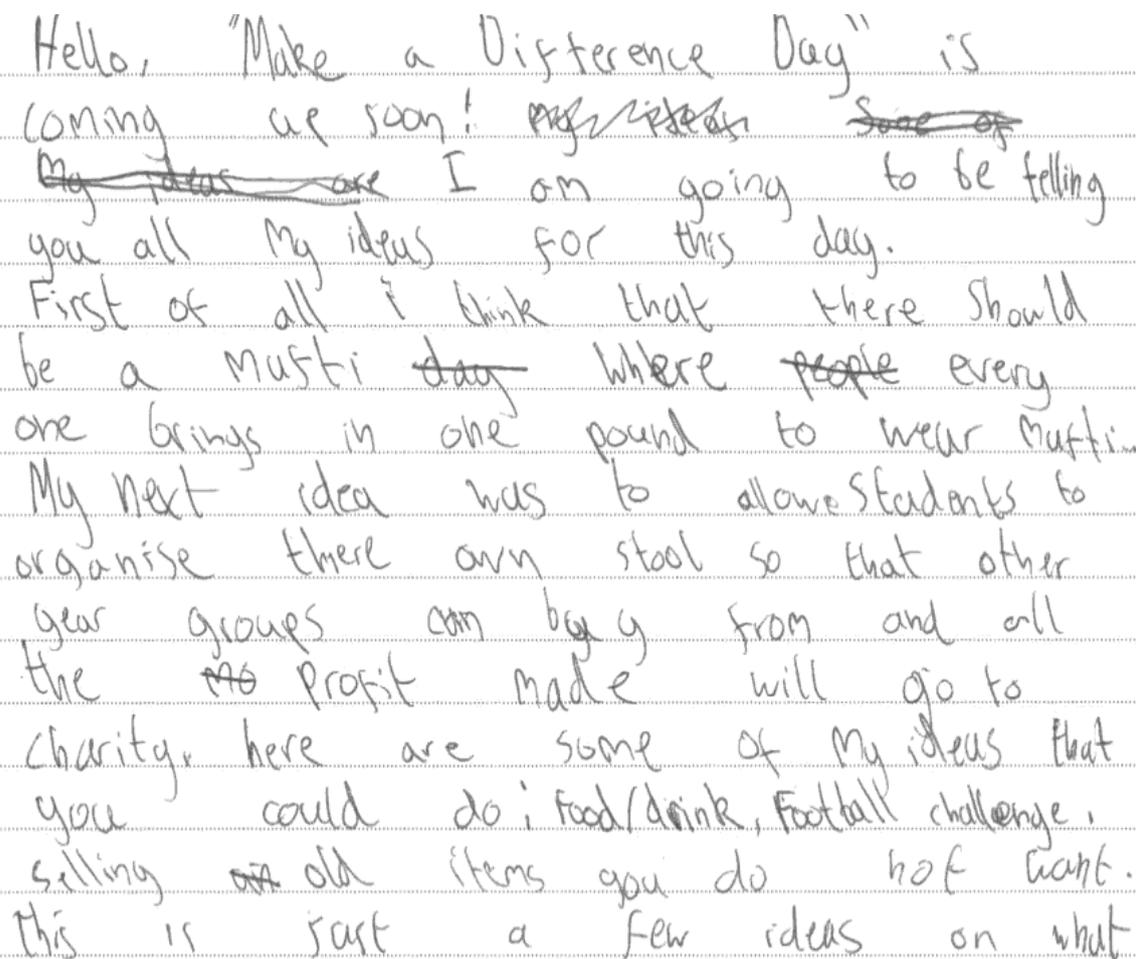
Candidates who chose this question often had clear ideas for the day although the weaker responses tended to be rather like a list. Popular choices for activities were cake bakes, mufti day, with sponging teachers being the most popular. Many used their experience of fund raising events to good effect. Better responses were original in content with a lively, chatty style. Examiners commented that there was some evidence of good speech writing skills, not just in the greeting and sign off but also in the use of rhetorical questions, lists of three and direct address. Better responses used the bullet points to help them structure their responses. Some candidates struggled with the second bullet point – 'what you would hope to achieve'. Weaker responses often lacked a sense of audience and purpose and had poor language controls. Examiners also commented that there were problems with organisation, with responses lacking planning and development. There were some very brief responses which did not develop their ideas sufficiently.

Examiners commented that responses to this question tended to be shorter and less developed than those to question 9.

AO4(iii): Spelling, punctuation and grammar:

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

This is a candidate's response to Question 10.



Hello, "Make a Difference Day" is coming up soon! ~~my ideas~~ ~~some of~~ ~~my ideas~~ are I am going to be telling you all my ideas for this day.

First of all I think that there should be a mufti day where ~~people~~ every one brings in one pound to wear mufti.

My next idea was to allow students to organise there own stall so that other year groups can buy from and all the ~~no~~ profit made will go to charity. here are some of my ideas that you could do: food/drink, football challenge, selling ~~an~~ old items you do not want.

this is just a few ideas on what

you could come up with.
First of all ~~the~~ we need to spend as
little money and raise as much as
possible. I ~~of~~ have set a target of
one hundred pounds hopefully we
can smash this!



ResultsPlus

Examiner Comments

The ideas are sometimes appropriate but not fully developed. Mark: 7, band 3.

The writing is sometimes accurate but there are errors. Mark: 4, band 2.



ResultsPlus

Examiner Tip

Candidates should plan their responses so they have enough to say and should organise their writing into paragraphs.

This is from the beginning of a more successful response to Question 10.

Well first of all can I just thank you
all for coming in nicely and for joining
me today. So today we will be speaking
about a day/event that coming up soon
in our school year, which we call
"Make a Difference Day". Many schools
and colleges contribute to the hundreds
of pounds produced on this one special
occasion. Us as a school are planning
to not only give money to 1 charity,
No! we want to split the money between
2 or 3 charities. Even though the money
each charity will receive is lower than

The total of money we will raise, each and every penny will be a great help to those who need it the most.

What charities to choose? That is the question! Well that is up to you as students. We have come up with 5 different charities to choose from, on the piece of paper you will see under your chairs. On this piece of paper ~~tick~~ tick of 2 charities you would like to raise money for. The ~~2~~ 2 charities with the most votes wins.

No matter what charities you choose it will make a huge impact on someone's life around the world. People in poorer countries (LEDC's) need as much help as they can get. The money we raise will go towards everyday things that we take for granted. People need this money to live another day, how would you feel? How would you live? YOU can make the difference from life and death! For me knowing that I could change someone's life forever makes me the happiest person alive, just knowing I did whatever I could and gave whatever I could to make people's lives that tiny bit better!

| So please think about that. |



ResultsPlus
Examiner Comments

The ideas are appropriate and there is a clear sense of audience and purpose. Mark: 14, band 5.

The writing is generally accurate with some errors. Mark: 6, band 2.



ResultsPlus
Examiner Tip

Notice how the candidate has adopted a suitable tone to address the audience.

Paper Summary

Candidates engaged well with the ideas and themes of the texts studied. They seemed better prepared for the tasks and made some attempts to comment on the writer's techniques, although not always successfully.

On the writing tasks, the enthusiasm with which some candidates wrote was evident, although some candidates did not develop their ideas sufficiently. Candidates' ability to organise their ideas and structure their responses was commendable and there was an improvement in spelling, punctuation and grammar.

Section A

Based on their performance in this section, candidates are advised to:

- make sure they clearly underline the chosen word/phrase and correctly identify the language features for part (a)(i)
- focus on the whole extract for part (a)(ii)
- carefully choose a second extract for part (b) and make sure it is not too long
- keep focus on the task for part (b) – do not slip into narration
- keep focusing on language and techniques and how effective the language is in influencing their views of the writer's presentation of ideas and themes.

Section B

Based on their performance in this section, candidates are advised to:

- plan their work
- write in the appropriate register with a clear sense of audience and purpose
- focus on expressing their ideas clearly
- try to develop their ideas so their responses are not simply a list of points
- focus on accuracy in spelling, punctuation and grammar
- give themselves time to check through their writing for errors.

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>

Ofqual



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