

Examiners' Report
June 2016

GCSE English Language 2 5EN2F 01

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Introduction

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.

It was clear that candidates often enjoyed their study of the prose texts, and their own writing was often lively and focused, showing good ideas and suggestions.

In the Reading section (Section A) the overwhelming majority of candidates chose to respond to Question 5, 'Of Mice and Men'.

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

Examiners were impressed by:

- evidence that the candidates had understood the content and ideas in the chosen texts
- the ability of many candidates to select suitable examples of the writers' language, with a grasp of a range of language features, and to make relevant comments that related these examples to the ideas and themes of the texts
- writing on the chosen topic that was often quite lively and showed an appropriate form, a suitable register and the ability to engage well with the intended audience.

Less successful responses:

- showed an insecure grasp of language 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 sometimes without a sense of the correct form and register and lacked secure control of language or ideas.

Section A (Reading)

Part (a) (i):

The 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. Where candidates did not gain marks for identifying the three language features in part (a) (i), examiners commented that they could often find these in (a) (ii) which meant that candidates were focussing on language. Performance on this question did not necessarily correlate at all closely with their responses elsewhere on the paper.

Grammatical terms were not understood by all at this level and many examiners commented on this.

Part (a) (ii)

There were a number of responses which showed sound understanding of the extract. Weaker answers were brief or repetitive. 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 and responses seemed better than in previous series although there were missed opportunities to focus on language.

Part (b)

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

Section B (Writing):

There is an emphasis on transactional writing with scaffolding supplied by the bullet points. Examiners commented on how much they enjoyed marking these responses.

The majority of candidates offered, at their level, a good attempt to communicate their ideas in both tasks. The topics were accessible and candidates produced some lively responses to both tasks. Responses were of a broad range. Examiners commented on the enthusiasm of candidates for their chosen topic and that despite some weak language controls, candidates often presented their ideas with a clear awareness of audience and purpose. Lack of secure paragraphing was commented on by examiners.

Question 1

Touching the Void

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 they had not selected the correct question. Nevertheless, some candidates were able to select evidence from the text to show some understanding. Those who did attempt part (a) (i) and part (b) sometimes made successful comments on the language both in the given extract and their chosen extract. However some of the responses to part (b) tended to be narrative.

Question 2

Anita and Me

There were too few responses to this text to permit any general comment.

Question 3

Balzac and the Little Chinese Seamstress

There were too few responses to this text to permit any general comment.

Question 4

Heroes

There were not many responses to this text.

a)(ii) Examiners commented that many candidates mostly responded in a reasonably sound way. The passage provided a good range of language features and more able candidates were able to discuss them quite well.

Many were able to discuss how Francis felt about Nicole from her appearance and the similes of the knight and sentry. Many felt he was obsessed and creepy comparing his "trailing" and

"lurking" with stalking.

Weaker candidates tended to narrate and lose focus on language.

b) Candidates mostly made suitable choices of a second passage, e.g, meeting Nicole at the end. Candidates were able to explain the changed feelings towards each other based on the language. Another popular choice was the rape. More able candidates were able to use quotations to support points. Some examiners commented that there were some strong responses with a close focus on the text. Weaker responses tended to narrate and did not focus on language.

This is a successful response to Question 4(a)(ii).

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

The Language in the extract influences my view of how Francis feels about Nicole is beautiful. The author Robert Cormier uses the lexical choices "the most beautiful girl I had ever seen.", the adjective "beautiful" emphasises Nicole is attractive. Also, this connotes love at first sight, as he does not know her but still describes her as "beautiful". Therefore, these lexical choices suggest Francis has feelings for Nicole.

In addition, Francis sees Nicole as a holy person. The writer Robert Cormier uses the lexical choices "The pale purity of her face reminded me of the statue of st Thérèse", the adjective "Purity" emphasises Nicole is clean, does not have any deeds. Also, Francis compares her face to the "st Thérèse" which connotes Nicole is respected girl and Francis feels blessed to see her.

Moreover, Francis gets too attached to Nicole. The lexical choices "our eyes met and a flash of recognition passed between us, as if we had known each other before", the noun "flash" suggests he thinks he already knows her, even though he saw her the first time. Also, this emphasises Francis feels in love with her.

Furthermore, Francis wants to have a strong bond with her. The author Robert Cormier uses the lexical choices "I waited for Nicole to come down the

section A continued)

stairs so that I could get a glimpse of her and perhaps catch her "attention". The verb "waited" emphasises he cares for her and wants to speak to her but he feels shy because he wants her to give him "attention". Also, the adjective "glimpse" suggests he cannot live without seeing her face.

Lastly, Francis is ^{afraid} ~~affraid~~ to speak to Nicole. The author Robert Corimer uses the lexical choices "my mouth would instantly dry up and I would look away", the adverb "instantly" emphasises he cannot control himself, ~~as~~ ~~not~~ when he sees Nicole as if he is scared the fact that he would say something wrong and regret after. These lexical choices suggests he is shy and afraid to speak to her because he looks away when he sees her.



ResultsPlus Examiner Comments

This is a successful response, with clearly developed points and a focus on the impact of individual words.

References to the text support points effectively. Band 5, 13 marks.



ResultsPlus Examiner Tip

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

Question 5

Of Mice and Men

This was the most popular question and the majority of the responses were on this text.

Some examiners commented that candidates seemed to have responded better to this question than in previous series.

a)(ii) There were some reasonably sound responses to this extract with candidates making reasonably clear references to the writer's techniques and language choices.

In particular, candidates commented on Lennie's childlike behaviour – 'pleaded', 'tell me..'; Lennie being able to get his own way with George – 'craftily'; how Lennie was excited for the dream; how George and Lennie see themselves as different from other ranch workers – 'not us'; George losing patience; how George's voice became 'deeper' – there were different interpretations: it showed George's role as a stern father figure, that the dream isn't going to come true and also some said it showed George was determined for the dream to come true; how 'rhythmically' showed George had said the dream many times before so it was like a song; Lennie being smarter than he appeared as it was obvious he knew the dream off by heart and also with reference to 'craftily'.

Better candidates had a secure focus on language and the intended effects. Weaker candidates sometimes understood the text but were unable to make clear points and did not focus on language. Some candidates used (a)(i) as a step into the question but this only really worked if the techniques had been correctly identified in (a)(i) and one examiner commented that this approach was less successful.

b) Most candidates were able to choose an appropriate extract, most commonly Curley's wife's dream. This was particularly successful as candidates were able to explore Curley's wife's regret at not following her dream and now being stuck on a ranch with a man she doesn't love – 'coulda' been in the movies', 'I coulda made somethin' of myself', 'I don't like Curley'. Candidates tended to focus on the desire for material items with the repeated reference to clothes. Candidates commented on how her words 'tumbled out in a passion' and what this showed about her life. Candidates also often commented on the blame Curley's wife put on her mum.

Strong responses commented on the naivety of Curley's wife and how, even though she was in a better financial position than the ranch workers, she still wasn't content. Other choices included when Candy joins in on the dream and when George shoots Lennie. Most candidates found some sensible things to say about their chosen extract with some attempt to address language and techniques.

More secure responses were well-focused with some developed comments on language and techniques and comments on individual words. Weaker responses tended to be narrative and missed references to language. A small number of candidates used multiple extracts across the whole novella.

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

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

At the beginning of the extract Steinbeck writes "Lennie spoke craftily, tell me" this suggests to me that Lennie can get his way around George. The ~~word~~ adverb craftily implies that Lennie loves hearing about the dream so he wants to hear about it not because he believes the more you believe the more it will come true. Steinbeck is showing

(Section A continued)

that in 1930's America friendship is important as they isn't many friendships around it was seen as unusual, however Lennie always got his way with George because of how strong their bond is.

further along in the extract Steinbeck writes "with us it ain't like that. We got a future" this suggests to me that the dream is going to help

them make something of ~~the~~ their lives. The words "with us" implies that the dream has brought Lennie and George close, and maybe ~~this~~ the dream is the reason they are so close still as two men travelling together seemed unusual in the great depression, so the dream keeps them going. Steinbeck is showing that Lennie and George

(Section A continued)

aren't like everybody else, as they have a future and are going to try and complete this.

Towards the end of the extract Steinbeck writes "He laughed delightedly" this suggests to me that Lennie gets excited when talking about the dream. The adverb 'delightedly' implies that

Lennie is very happy but also showing the child-like side to Lennie. Steinbeck is showing that Lennie and George are unable to complete the dream without laughter and fun.

At the end of the extract Steinbeck writes "It ain't the same if I tell it" this suggests to me that Lennie would easily get frustrated if

that during the great depression it was hard for men to keep a stable friendship and to actually aim for something big because of the lack of money that was around.



ResultsPlus
Examiner Comments

There is sound understanding of the extract and the writer's ideas, with appropriate reference to the text to support the comments made. Band 5, 13 marks.



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.

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

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

In *Of mice and men* John Steinbeck uses language to convey ^{understandable} ~~relatable~~ thoughts from George and Lennie. Steinbeck conveys Lennie's delight that he receives from the dream with the adverb "delightedly" showing how much Lennie lights up when George tells him the dream like a bedtime story.

Steinbeck presents a sort of father and son relationship between George and Lennie as George is ~~always~~ trying to show Lennie he can be a bit more independent in this extract, this is shown when he says "you can do it yourself". The modal verb "can" shows how George wants Lennie to remember

(Section A continued)

things without his help.

When George tells Lennie "you can do it yourself" the noun 'yourself' shows that George is making the conversation personal with Lennie, like a father talking to his son.



ResultsPlus
Examiner Comments

The response shows generally sound understanding of the ideas in the text but within a narrow range. It is not sufficiently developed for the highest band. Band 4, 10 marks.



ResultsPlus
Examiner Tip

A wider range of points and more developed comments would have moved this response into Band 5.

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

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

When George tells Lennie about the dream, he gets really excited because he's never had something like that as his own. Lennie gets all worked up about having his own animals, for example "An' have rabbits." It's like he's still a kid sometimes, the way he reacts.

Also Lennie keeps egging George on to telling the story but they both know that Lennie knows the dream heart by heart.

(Section A continued)

When Lennie tells us part of the dream, he uses rhetorical questions, for example "But not us! An' why?" He doesn't give George any time to think about answering him.

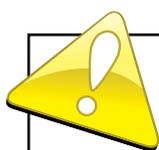
Even though Lennie keeps pestering George to tell the story, George always compares his and Lennie's, he always complements Lennie in a way, by saying "you got it by heart. you can do it yourself."

Also the writer uses a lot of adjectives like snapped, creaked, craftily, delighted and shouted. Maybe the writer wants us to know exactly what was going on.



ResultsPlus
Examiner Comments

The response covers some relevant points but within a narrow range. It fulfils all band 3 criteria, 8 marks.



ResultsPlus
Examiner Tip

A wide range of points from the extract should be covered in the response.

This is a successful response to Question 5b.

(Section A continued)

George never spoke about the dream. The word 'same' implies that Lennie would not believe the dream is possible if he was to tell himself about it, as he ~~believes~~ looks up to George so when George speaks about it then it seems more believable and able to happen. Steinbeck is showing that during the great depression it was hard for men to keep a stable friendship and to actually aim for something big because of the lack of money that was around.

(Section A continued)

(b) ~~Curtley's~~ →

Extract from end of section 5, page 96-97, Curley's wife's dream:

~~At~~ ~~the~~ ~~start~~ ~~of~~ ~~the~~
extract Steinbeck writes "was
gonna put me in the
movies" this implies to
me that her life all of a
sudden changed. The words
"was" implies that her
dream to be in the movies
never came true. Steinbeck
is showing that in 1930s
America dreams rarely came
true because the lack of
money to get you there.

~~At~~ ~~the~~ ~~start~~ ~~of~~
the extract Steinbeck writes
"he was gonna write to me.."
~~At~~ ~~the~~ ~~start~~ ~~of~~ ~~the~~
extract this
suggests to me that the
man Curley's wife was going

(Section A continued)

to write to her about being
in the movies, so her
dream continued. The words
'to me' implies that the man

was going to write directly to her nobody else so she keep her hopes up. Steinbeck is showing that Curley's wife kept her hopes up for too long.

In the middle of the extract Steinbeck writes "I never got that letter... though my ol' lady stole it" this suggests to me that her dream was never completed. The word 'never' implies that she was lied to by this man who got her hopes up. ~~so she did~~ she didn't want to believe this so she blamed the person who didn't want her to go. Steinbeck is showing that in 1930's america people would

keep themselves to themselves and not have nobody close, they would try and make there ~~self~~ self happy before any one else.

Towards the end of the extract Steinbeck writes "so I married Curley" this ~~suggests~~ suggests to me that she only married Curley because he was the only thing left that wanted her. The word 'so' implies ^{that she was never bothered,} she only married him for the sake of it because he had money and was able to support her. Steinbeck is showing in the Great Depression people would do anything to gain a little bit of wealth. As money was a big problem.

(Section A continued)

At the end of the extract Steinbeck writes "Curley's wife said angrily" this suggests to me that the effect of her dream not coming reality has made her a upset. The

adverb 'angrily' implies that she is getting frustrated with Lennie not paying full attention to her, so she is being a bit selfish to Lennie by taking it out on him. Steinbeck is showing that 1930s America was a very frustrating time as people never really socialised & meaning people would become lonely, no one to talk to about stuff.



ResultsPlus
Examiner Comments

The response is sound, with clear references to the text to support comments made. Engagement with ideas and language is sustained throughout the response. Band 5, 24 marks.



ResultsPlus
Examiner Tip

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

In Chapter 5 Curley's wife tells Lennie about her dreams and how she is not used to live the way she was living. She also says that she "could of made something of her self". Curley's wife her ~~drem~~ dream was to be a movie star "he was gonna put me in the movies" Curley promised her that he was going to put her in the movies and that she was a "natural" also the fact that she lived with her ol lady she thought that she was stilling the letter that came from ~~Curley~~ ^{the guy} so she ran away that's how she then married Curley but she still thought about her dream ~~bein~~ acting in the hollywood movies. "coulda been in the movies," this shows that if only she wasn't ~~staf~~ ~~st~~ ~~stake~~ there at ~~the~~ ~~the~~ the ranch she could of been living her dreams right now, she wanted to have her nice clothes that they wear and that she could of be living in them big hotels and had "pitchers" ~~was~~ of her she als wanted to be one of

(Section A continued)

them people that speak in the radio and that if she was rich it would cost her a cent because she would be in the "pitcher" and the fact that the guy said she was a "natural" she thought that all the clothes they wear would look really nice on her because she was a "natural". Curley's wife also tried to ~~show~~ prove to Lennie that she could act " she made a small grand gesture with her arm and hand to show that she could act " she tries to prove to Lennie that she can actually act. Curley's wife really wanted her to live her dream she never knew that she would end up living at the ranch and not being a movie star but then again back in the 1930s women won't be taken seriously because all they had to do was stay home and cook for their ~~had~~ husband when they come back from work their dreams won't be taken that seriously the men would just say stuff to them so that they can merry them and once they have their dreams and up not coming

(Section A continued)

true because they didn't care about how woman's felt. throughout the dream shows the effect of it that everyone had a dream and that it was up to you to make your own dreams come true you just had to believe in your self and make it happen without anyone's help the dream of Curley's wife shows that it's not going to happen because of the time they lived in and the fact that she lived in the ranch and she was the only girl there all the men there thought that she's always looking for ~~at~~ attentions which is true but it was only because she was the only girl there and she had nothing to do except sitting home and do nothing there fore she gets bored and she then feels the need to go and chat to other men on the ranch because for a woman that would be the only thing for you to do at that time.

Another reason is that Curley's wife still believes in her dreams because she

tells Lennie about her dreams and that's when us as a reader we get to know about her character and why she does some of the stuff she does like flirting with other men and she only tells Lennie about her dreams. She also says "angrily," "Don't you think of nothing but rabbits?" to Lennie ~~her~~, she says it's angry because she thinks that Lennie dreaming about the rabbits is kind of stupid because you have to dream big not to dream about rabbits. In this, we also see Lennie's dream the fact that he wants to be having rabbits so that he can pet them because he loves petting soft things such as rabbits. ~~and in~~ In chapter one that's also another dream for George and Lennie because they want to have their own farm and their own house their own place.



ResultsPlus
Examiner Comments

There is generally sound understanding of ideas and mostly clear references to the text. There is also a tendency towards narrative in places. Band 4, 18 marks.



ResultsPlus
Examiner Tip

Candidates should refer closely to the text to support comments made on the writer's language and its intended effects. Candidates should be careful not to slip into narration.

This is a response to Question 5b.

Candy dreams about moving off the ranch and into the dream farm with George and Lennie. The old man gets excited again because he's finally doing something again, finally off the ranch. Nobody will take a one handed old man because he can't do that much.

Candy was still upset about his dog being killed but as soon as he heard George and Lennie talking about the dream, he perked right up and an excitement burst out of the old man.

It made candy happy, it made him live for something again, maybe he would of died if this didn't come up, because before the dream he had nothing or no-one.

The way Lennie talks about the dream is so over the top, he get hisself worked up and in the end he never gets to make the dream happen.

(Section A continued)

Candy says to George and Lennie that if he dies then he will leave them all his money so that they could pursue their dream. For example, "I'd make a will an' leave my share to you guys in case I kick off, 'cause I ain't got no relatives nor nothing."

That proves how much Candy wants this to happen, he's got nothing left apart from that money. All he had was his dog and they killed that, no wonder why he wants to join their dream.

Lennie is really excited even when they mention it he gets worked up, and maybe it was fate that Lennie stepped it happening.



ResultsPlus
Examiner Comments

There is some understanding of the text but only one specific reference.
Band 3, 12 marks.



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.

Question 6

Rani and Sukh

There were too few responses to this text to permit any general comment.

Question 7

Riding the Black Cockatoo

There were no responses to this text.

Question 8

To Kill a Mockingbird

There were not many responses to this text.

Examiners who marked responses to Question 8 commented that they were generally very good and that these candidates could have been entered for the higher tier.

a(ii) Candidates commented on how Dill is boastful about being able to read – 'I can read'. Particularly strong responses explored what this might suggest about Dill beyond the fact that he was showing off. Many commented on Dill's physical appearance – 'I'm little but I'm old', 'snow white hair', 'cowlick' and 'duck fluff'. Points were also made about how he feels when questioned about his father and how Jem becomes more positive about Dill as the text continues – 'found acceptable'.

b) Examiners commented that responses to this part were strong and focused on language. Extracts chosen included when Dill dares Jem to touch the side of Boo Radley's house, Dill's response to the treatment of Tom Robinson in the trial, and Dill's running away from home to the Finches.

Question 9

End of year celebration

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

The topic was accessible and all candidates including the weaker ones had something to say. Many candidates had appropriate ideas. Some examiners commented that the prom was a prevalent choice but others were more imaginative. Other options included parties, theme park visits, and occasionally visits abroad. Better responses had a sense of audience and purpose with clear paragraphing often helped by evidence of planning. Generally candidates were aware of audience and purpose and were able to use an appropriate register with a range of rhetorical techniques. Some examiners commented that candidates seemed to enjoy the opportunity to demonstrate their ability to persuade. Some did not adopt the correct form and wrote a letter despite offering reasonably well developed responses.

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. Examiners commented on the lack of paragraphs in responses that were otherwise quite organised.

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

Better candidates were able to use accurate punctuation and spelling. Weaker candidates had problems with accuracy – missing basic

punctuation, poor spelling and grammar. Some candidates missed out full stops and capital letters despite being able to spell complex words. Some examiners did comment on improvements in spelling, punctuation and grammar this series.

This is a response to Question 9.

Hello, today I'm going to be discussing my idea for the celebration for finishing ~~studies~~ studies. My idea to celebrate is to allow us to go to a theme park as a group to enjoy the end of ~~our~~ ^{our} studies.

I think this is a brilliant idea as it is something we could all do together and it would be great fun for everyone. The only doubt I have of this idea is that some people might not like rides such as rollercoasters or heights so they wouldn't enjoy themselves.

This idea would be great as it would allow the students to have bonding time with each other before leaving. This could form friendship or make people closer. It's also something that most people

would enjoy because there are many different ride choices. For example ~~as~~ if someone was afraid of heights then they could go on the rides that don't go very high, also if someone didn't like water then they wouldn't have to go on the water rides. The options are endless.

I think this idea would be very popular as it's something fun for everyone to do together. Most of the boys would love the adrenaline running through their body as they go on scary rides and girls would just like spending time with their friends. So this is why I think you should consider my idea for celebrating us finishing our studies.

This is another response to Question 9.

Dear Mrs Reynolds,

It has come to my attention that the current year elevens in our school hasn't yet chosen an event for us to celebrate the end of our studies. ~~throt~~ I think many of the ideas being given in are reasonable, I think mine is most appropriate and here is why.

My idea is to hold a prom for year elevens in which we can all celebrate and have a great time with our peers which we may be seeing for the last time. I think this is an extremely good idea because many of my ^{fellow} peers agree with my idea and would also love to have a prom because it is a once in a lifetime experience!

Although this event would need some preparation, we all think it is worthwhile because ~~the major~~ over 75% of the year group would love to attend this event and the majority of us are willing to pay ~~at~~ a minimum of £20 to go towards the equipment, ~~at~~ food and refreshments needed for the event.



ResultsPlus Examiner Comments

There is a generally sound grasp of audience and purpose but persuasion is not strong. There is control but not quite the crafting of a band 5 response. Structure is clear and paragraphing is sound. Band 4, 12 marks. There are only occasional errors. Band 3, 7 marks.



ResultsPlus Examiner Tip

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

(Section B continued)

so ~~pu~~ that funds will not be a problem. Furthermore, it gives our year group a chance to express ourselves through our dresses and suits.

Whilst there are a few other ideas, I believe that mine is the best because almost every wants to go to a prom. Other students believe that we should have a dress up on the last day to celebrate. However, I don't think this is suitable because it doesn't seem special because it is similar to having a non uniform day which we have done for many years so we'd find it boring. The event would also distract other year groups in the school because it would take place during the school day so it would be very inconvenient. On top of that, it wouldn't attract people to our school unlike a prom. Many friends and family members will come to visit our school to watch the prom whilst a dress up wouldn't do any help.

In addition, I believe that there should be a day for shirt signing. This will ensure that everyone will have memories of the school and we'll all be able to connect with our peers throughout all of the school year. This is very convenient because there is no hassle or costs for this activity and we'll all be able to have fun. No one in our year wants to imagine the celebration of the end

(Section B continued)

their studies without fun. Do they?

I hope you take this letter into consideration and thank you for reading this letter.

Yours Sincerely,



ResultsPlus
Examiner Comments

Ideas are expressed and developed appropriately, although the response is presented as a letter. There is a clear text structure, with controlled paragraphing. Band 5, 14 marks. The writing is mostly accurate. Band 3, 8 marks.



ResultsPlus
Examiner Tip

Candidates should make sure they use the correct form for the task.

Question 10

Staying in education or training until 18

Examiners commented that responses for this question seemed to be better than those for Question 9. It was also the more popular choice.

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

The majority of candidates produced relevant ideas. There were some varying levels of formality but on the whole candidates wrote appropriately for the audience and used a letter layout. Ideas in favour of the rule tended to focus on acquiring more qualifications and being able to get a better job. Ideas against the rule centred on freedom of choice and students being bored and possibly disrupting lessons if they were forced to stay on in education. Quite a few candidates also commented on how crime levels would increase if this rule wasn't in place.

Better responses were able to give succinct arguments for and against, and often gave extremely insightful and thought-provoking reasons for their opinions. Weaker responses often lacked ideas, were repetitive or muddled or lacked register. Several examiners commented on the lack of paragraphs in otherwise organised responses.

AO4(iii): Spelling, punctuation and grammar:

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

This is a successful response to Question 10.

Dear David Kelly,

Even though education is so important and the right thing to stay onto for many, many, many students, some people just can't hack staying in education until they are 18. ~~They~~ Over 40% of students are kinesthetic learners and work better with hand on tasks. When many ~~people~~ students leave school, it would benefit them to go straight into work to get hands on experience on the job. My uncle for example, he was not the ~~cleverest~~ brightest spark at school, but he was ~~as~~ hardworking and enthusiastic and it benefited him to go straight into ~~employment~~ employment. This is the same for many other students don't you agree? Mr Kelly?

The students who are not as educated as other and may not pass vital exams such as Maths and English would have to do it again at college until they passed - This could be wasting time as they may never pass it - or they could

(Section B continued)

be at work doing hands on experience instead of trying to do something they can't get to grips with, Maths as an example.

In addition Sir, some students have work after school that only requires GCSE's. (My uncle had a ~~firm~~ company like this that only needed his GCSE's). Therefore they may not even need to go to college to get 'A Levels' or 'B Techs' as they have all they need with their GCSE's.

This law could change people's lives as they could be wasting time in further education. I do understand that many people need to or may be want go on to college, apprenticeships or university, but I am speaking out on behalf of the people that don't need to or want get a benefit from staying in some form of education until they are 18. Many people could be wasting their time staying in education until they are 18 because ~~that~~ they themselves do not know what career choice they want to go through. On statistics, after leaving school, over 67% of students do not know what career or profession ~~that~~ they want to do. Therefore going into the big wide world and having

(Section B continued)

experience at different jobs and careers, many then influence a young adult to then go to college or push themselves further into university.

Some people can't afford to be going to college as they need to be earning money to provide for their family and care after parents or careers that may be disabled or too old to work. Why are we not giving ~~young~~ students freedom of what they do after school? Why let them suffer because it benefits others? Why could we not give them a chance to thrive in the best environment for them.

I thank you for your time sir, I hope we can speak further and ~~get the young~~ give these young adults the best opportunities for them, whatever it may be, as our today is their tomorrow! Thanks again for listening to my voice about views from many students: also for hopefully taking this further - so students can pick the right decision, so they can have a brighter future.
kind regards,
your's sincerely.



ResultsPlus
Examiner Comments

This is an appropriate and sustained response, which has a clear sense of purpose and audience. Band 5, 16 marks. There is some control of a range of punctuation but there are errors. Band 2, 6 marks.



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 a response to Question 10.

Dear Mr Moreton,

I would like to say I agree with the requirements that young people should stay in education until they are 18. I think this will be helpful because they can get a better education to help with job opportunities. This will also stop young people from doing things that are bad and ending up in prison. They might also start relying on their parents too much. Further education might also prepare them better for the future as they will learn new things. Staying on in school could also give them a better chance of going onto university and getting a better job.

Thank you for your time.



ResultsPlus

Examiner Comments

The ideas are sometimes appropriate, although lacking in development and depth. There is some grasp of audience and purpose but the brevity of the response limits the evidence of control or crafting. Band 3, 8 marks. The writing is mostly accurate within a limited range. Band 3, 7 marks.



ResultsPlus

Examiner Tip

Candidates should develop their ideas sufficiently. Planning a response will help to develop appropriate ideas.

Paper Summary

On the whole candidates responded positively to the texts and tasks. They seemed well prepared for the tasks and made some attempts to comment on the writer's techniques, although not always successfully.

On the writing tasks, candidates responded enthusiastically to the topics, although some candidates did not develop their ideas sufficiently. Most candidates adopted a reasonably appropriate register. Many candidates were able to organise their ideas and structure their responses competently and there was some improvement in spelling although there are still problems with accurate punctuation.

Section A

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

- make sure they clearly identify the chosen word or phrase and correctly name the language features for part (a)(i)
- focus on the whole extract for part (a)(ii)
- carefully choose a relevant second extract for part (b) and make sure it is not too long or from several parts of the book
- keep focus on the task for part (b) – do not slip into narration
- keep focusing on the writer's language by selecting appropriate examples and try to comment on the writer's intended effects.

Section B

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

- plan their work
- write in the appropriate form and register with a clear sense of audience and purpose
- focus on expressing their ideas clearly
- organise their writing clearly and use appropriate paragraphing
- use punctuation accurately.

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>

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