

# Examiners' Report

## November 2015

GCSE English Language 5EN2H 01

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# **Introduction**

This report will provide exemplification of candidates' work, together with tips and comments for a selection of questions. The exemplification will come from questions which were the most popular choices for candidates.

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

Responses were expected to be re-sits on the whole but examiners saw some responses that were quite impressive on both sections.

Successful candidates:

- were able to select appropriate examples of the writer's language and demonstrate the ability to relate them to the writer's intended effects
- were able to select an appropriate passage from another section of the text and explore a range of language features successfully linking them to the writer's purpose and the ideas and themes of the text
- wrote in a lively way that showed an effective grasp of an appropriate register, together with the ability to engage well with the intended readership.

Less successful responses:

- showed an insecure grasp of language (for example, confusion over terms) or failed to support their points with appropriate reference to the text
- tended to make unsupported or undeveloped comments on language or relied too heavily on narration
- did not develop and sustain ideas and did not have secure language controls.

Overall, examiners felt that candidates had responded positively to the tasks and that the majority of candidates knew how to respond to the tasks. Examiners read many enjoyable answers to the two Writing tasks.

In Section A the overwhelming majority of candidates chose to respond to Question 5, *Of Mice and Men*.

## **Section A (Reading)**

There was a range of responses with some candidates producing detailed and focused responses. The majority showed clear understanding of the texts but sometimes lacked the ability to fully focus on and analyse the language of the extracts. Examiners did comment that there was sometimes confusion about the names of parts of speech e.g. adverbs and adjectives. For part (a) candidates generally engaged well with the given extracts, demonstrating sound understanding. Better responses were able to offer sustained analysis with a confident knowledge of language. In responding to part (b) candidates were mostly able to select an appropriate extract and focus on the writer's techniques.

However some examiners observed that this section was less well done than part (a) as some candidates tended to drift into narration. A few candidates used more than one extract.

## **Section B (Writing):**

Examiners did comment how much they enjoyed reading responses in this section and that the writing questions sparked real interest and elicited some strong, enthusiastic responses. The majority of candidates were able to write in appropriate styles and structure their responses effectively. Examiners, as usual, commented on problems with technical accuracy.

## **Question 1**

### **Touching the Void**

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

## **Question 2**

### **Anita and Me**

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

## **Question 3**

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

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

## **Question 4**

### **Heroes**

Examiners saw only a very small number of these responses.

- (a) Most of the responses showed a sound understanding of Francis's experiences at the club, particularly his observations of the effect of war on some of the other young men. Most candidates commented on some of the positive language at the beginning in the greetings. Many then went on to examine the underlying negativity e.g. 'stale and flat' to describe the beer as well as the hint of tensions in the club e.g. 'arguments' the Strangler had to settle and the violence of some of the language describing him. Sometimes the approach relied on narrative, with quotes used to forward the story, rather than for evaluation of language.
- (b) By far the most popular choice was the Wreck Centre. Most candidates explained the reason for its bad reputation and made some interesting choices in terms of language to evaluate. Most chose the passage that had previously been set for a part (a) question which worked very well. Most dealt with it very efficiently but there was a tendency to drift into narrative and describe various events that took place there rather than focus on the place itself. Another successful choice of passage was the attack at the village and candidates explored the contrasting tense/quiet, with the scrambling and scurrying of the attack.

## **Question 5**

### **Of Mice and Men**

- (a) The question on Curley was very accessible and candidates seemed to enjoy writing about him and his effect on the other characters. The focus on the question varied, with some candidates concentrating on their view of Curley and ignoring the aspect of 'his effect on the other men'. Successful responses developed interpretations of Curley with effective language analysis, often at word level, and thoughtful comments. Examiners commented that most candidates were able to make valid points about Curley, however some responses were quite undeveloped and limited. Weaker candidates tended to state that Curley was intimidating but stronger answers looked at Lennie's discomfort, George's immediate defensive tense reaction and Candy's cautious attitude. The most common comments were about Curley's high heeled boots, which provoked a range of interpretations about them being fashionable and meaning he could not be a worker as one cannot do farm work in high heels, for example, but most made valid connections to his lack of stature and status. Most candidates picked out 'coldly' and many explored the use of the same adverb to describe how George reacts. Lennie's helplessness and the way he 'squirmed nervously' were common points, as was the violence of the verb 'lashed'. Some were aware of the negative tone of 'calculating and pugnacious' but did not venture an interpretation of the words. Candidates who responded in more detail went on to explore Candy's reaction after Curley had gone, picking out 'quietly' and 'cautiously', showing the fear he instilled in him. However, there was some misunderstanding of 'handy' as meaning that he was a good worker and therefore was respected by the others as being a positive asset to the ranch. Some candidates used quotations to support content points but did not comment on language. One examiner noted that there was quite a lot of reference to context and candidates need to remember that this is not required.
- (b) There were some very strong responses that showed thorough and assured understanding of the character with developed and thoughtful points. One examiner commented that it was pleasing to see some strong personal response in the interpretations. The most popular choice of passage for this question was Curley's fight with Lennie. This passage provided a lot of material to work with and most of the responses were successful. A number of candidates simply recounted events, although one examiner commented that there were pleasingly few who just retold the story. Some candidates forgot to focus their answer on Curley and instead focused on Lennie. The animal imagery was frequently chosen for comment and there were some good comparisons made between the terrier and fish similes to show the drastic change in Curley. Most looked at how there is disdain for Curley from Carlson 'goddam punk' and how Curley is led to try and save face by picking on Lennie. There were some detailed examples of language to show Curley's strengths and weaknesses e.g. 'smashed' and 'slashed' / 'shrunken' and 'flopping'. Many used the example of 'exploded' to show his violent nature. The way in which Candy speaks 'disgustedly' was also commented on. They also discussed how Curley defers to Slim, pointing out that Slim is the 'God' character and when he calls Curley a 'rat' this is how Steinbeck wants us to see him too. A number of candidates showed sympathy for Curley but there were more who felt he got his comeuppance.

Quite a few wrote about the death of Curley's wife but some were less successful, as they didn't move much beyond commenting on his aggression and desire to shoot Lennie in the guts, showing he is violent, sadistic and revengeful. However, better ones looked more closely at details e.g. his authority over other men, the use of imperatives and his lack of care for his wife.

Some candidates adopted a very informal style of writing with comments such as 'Curley gives Lennie a dirty look' and 'The ranch workers take the mick out of Lennie', which is not really appropriate.

There were some quite brief responses to this section which cannot be successful given the larger mark allocation for this question. A few candidates used two or more sections of the novel to comment on and so penalised themselves.

This is an extract from a successful response to Question 5 (a).

The adverb "nervously" also depicts Curley as having a large amount of power over Lennie to the point of where he almost has control over Lennie's movements as he almost makes him work around him, just out of the fear that Lennie has for Curley. The use of the adverb "nervously" in relation to Lennie's movements implies that Lennie is almost a puppet and Curley is the puppet master because his effect on Lennie is so that almost that Lennie realises that Curley is in control of him shown through the way he moves. Also the term "nervously" can easily be related to fear, lack of control and ownership. And it is implied that Lennie is feeling all of these things with Steinbeck's use of the adverb "nervously". Which can all be related to the way he influences the audience with his use of language to depict Curley as being in power and having almost total control over Lennie, as well as being feared.

Once again Steinbecks use of verbs influences my view of Curley to make him seem aggressive and angry. For example "Curley lashed his body around" within the extract Steinbecks use of the aggressive verb "lashed" implies that Curley is extremely aggressive and angry. This is because the use of the verb "lashed" easily relates to terms such as anger, violence and aggression which all ~~reactions~~ influences my opinion of Curley. Considering the fact that Curley "lashes his body "around" depicts Curley as wanting a fight therefore he is getting ready to fight by facing his opponent quickly in an attempt to intimidate him. This tells me that Curley is extremely aggressive and is looking to make a point furthermore that people should be scared of him. This <sup>also</sup> makes me think that ~~on~~ the use of language shows us that Curley feels as if he has something to prove as if he is trying to earn peoples respect as well as fear by threatening people with fights.



### ResultsPlus Examiner Comments

The response is thorough and shows a thorough understanding of the writer's use of language and sustained reference to the text. Mark 11 out of 16, Band 4.



### ResultsPlus Examiner Tip

Notice how the response focuses on individual words and makes developed comments on the writer's intended effects.

This is the whole of a response to Question 5 (a).

Throughout the extract Curley is put forward as a threat to ~~intimidate~~ everyone on the ranch.

Toward the beginning of the extract the alliteration of 'big' 'high-heeled boots' is used to show some form of hierarchy. Curley wears them to intimidate everyone on the ranch as he thinks he is higher up and more important than everyone else. The use of the imperative 'Well, next time you answer when ~~you're~~ space to' is also used to show how Curley thinks he is more important than everyone else as he is ordering them around.

The repetition of 'Curley's pretty handy' is used to show how 'the swamper' is slightly intimidated or scared of Curley as the repetition of 'Curley's pretty handy' is used to show how 'the swamper' is defending him when George starts complaining about Curley.

The repetition of the ~~metaphor~~<sup>oxymoron</sup> 'big guys' and 'little guys', referring to Curley as a 'little guy' is emphasising how little he is physically and mentally, he is a small 'scrappy' person, but is also very small minded and instantly wants to pick fights with 'bigger' people just because they are bigger than he is because he sees himself as this important and better person who is higher up than everyone else.



### ResultsPlus Examiner Comments

There is sound understanding of text and ideas and some straightforward comments on the writer's language. Mark 5 out of 16, Band 2.



### ResultsPlus Examiner Tip

To improve this response there could have been a more thorough coverage of the extract with more focused and developed comments on language.

This is the last part of a successful response to Question 5 (b).

Furthermore, Curley's ~~the~~ portrayal is often linked with beasts and predators. For example, "the quote, "Curley stepped over to Lennie like a terrier" ~~at~~ likens him to ~~an~~ a violent animal. This suggests that he stalks his prey and is territorial, "like a terrier". The utilisation of ~~the~~ simile, "like a terrier" compares Curley to an animal and creates this image in the readers' mind. This ~~forgets~~ <sup>reminds</sup> the reader of Curley's violence and rage. Steinbeck does to highlight what is wrong with society and to force the reader to realise how bad the world is and <sup>how</sup> it needs to change.

Moreover, Curley is <sup>often</sup> described using violent language. For example, the quote "Then Curley's rage exploded. Come on, you big bastard!" is ~~an~~ violent language. This highlights Curley as violent and aggressive and suggests that he is uncivilised. This is further reinforced by his cross language at and dialect ("ya"). The use of ~~the~~ metaphor, "rage exploded" suggests to the reader that his rage has been building up until the explosion and forces them to compare it to other major events that involved explosions. As they almost always end in hurt <sup>disaster</sup> and grief, it reminds the reader of these feelings. Steinbeck uses this so the reader realises that history will repeat itself ~~and make~~ unless society changes.

Furthermore, Curley is once again described as weak when he fights Lennie as "we Curley was flopping like a fish on a line, and his closed fist was lost in Lennie's big hand." This shows that Curley exaggerates how good he is at fighting and is weak compared to Lennie. The use of a simile "flopping like a fish on a line" creates an image of helplessness in the readers' mind. This could either elicit sympathy

One one hand some  
or disgust towards Lennie from the reader, some may see Curley  
as a victim again and want to help him. This links to what  
Steinbeck wants to convey about society needing to change. On the  
other hand, some readers may see Curley in a light of disgust  
and see him as a despicable hypocrite. He constantly bullied Lennie  
and repeatedly challenged him to a fight, but when it came down to  
it, Curley was weak and, in a manner of words, could talk the talk, but  
couldn't walk the walk. This may remind the reader of someone and  
force them to despise Curley more as almost everyone knows  
someone like this. However, it still suggests to the reader that  
society needs to change and still highlights the problems such as  
Curley abusing his privilege.



**ResultsPlus**  
Examiner Comments

The response is perceptive and covers quite a lot of material. There is a fully developed focus on language. This fulfils all Band 5 criteria and so was awarded 24 out of 24, top of Band 4.



**ResultsPlus**  
Examiner Tip

Note the excellent focus on language analysis linked to the writer's ideas and how this reveals a perceptive understanding.

This is the whole of a response to Question 5 (b).

Although Curley may try to make everyone on the ranch fear him, not everyone is swayed by his verbal abuse and his attempts to look like a big guy. Carlson laughed, you God damn punk.' This declarative sentence used by Steinbeck shows Carlson is not fooled by Curley's attempts to look like the big guy. Carlson goes on to call Curley a God fool everyone with his attempts to make everyone fearful when he walks by.

Curley realises that he is becoming victim to the other ranch men, as they have all ganged up on him and are hurling abuse his way. The interrogative sentence 'What the hell? Although Curley has been subject to abuse from the others on the ranch, he is still feared by Lennie. He was too frightened to defend himself.' This shows he remembers how scary Curley was and how nervous Curley made him feel. This presents Curley as someone who will stick in the minds of others for all the wrong reasons.

When Curley becomes the victim everyone takes their opportunity to say what they think about him. 'Give fulla vaseline' he said disgustedly' the adverb of manner disgustedly shows Canary's true feelings and thoughts of Curley. This now presents Curley as the weakest of the group as he is being taken advantage of and became the one suffering.



## ResultsPlus

### Examiner Comments

An appropriate section has been chosen and there is sound understanding of the text, ideas and language. There are some elements of thorough understanding shown in comments made. Mark 10 out of 24, Band 3.



## ResultsPlus

### Examiner Tip

Always try to fully develop comments on the language the writer uses and its intended effects.

## **Question 6**

### **Rani and Sukh**

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

## **Question 7**

### **Riding the Black Cockatoo**

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

## **Question 8**

### **To Kill a Mockingbird**

Examiners saw only a very small number of these responses.

- (a) Candidates generally demonstrated a sound or better understanding of the incident in court and made good points about both of the characters with better responses also referring to Scout's comments as well. Comments were made about the calmness of Atticus at the beginning e.g. 'strolled' and 'slowly'. The contrast between Atticus and Mayella was explored with 'smiling' and 'resentfully' as examples. The difference in their speech styles was looked at closely e.g. 'Ma'am', 'acquainted' 'hafta', 'sass' and linked to their attitudes and relative status in Maycomb society.
- (b) There was plenty of choice afforded candidates by the question. Atticus's summing up was popular, as was Mr Gilmer's interrogation of Tom, both of which led to some confident and effective language analysis. The questioning of Tom Robinson and the contrast between his respectful language and Mr Gilmer's disrespectful language e.g. 'boy' was explored. Atticus's summing up speech was also effectively analysed, as it contains many linguistic devices. The repetition of 'all', the ironic simile 'as simple as black and white' and the use of emotive language e.g. 'evil assumption' were commented on. His lonely exit from the court was another choice. The passage describing the trial as a 'gala occasion' was also used but there were fewer points here. One examiner commented that responses were sometimes rather brief and repetitive.

## **Question 9**

### **What makes your school or college so good?**

Most candidates engaged enthusiastically with the task and many clearly understood how to sell their school or college.

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

The majority showed a clear awareness of audience and purpose and the responses were reasonably sustained with relevant ideas. Many candidates had a very good sense of an appropriate register and tone and many employed rhetorical devices such as list of three, alliteration and rhetorical questions to emphasise their points and involve and persuade the reader. Most managed to give a clear picture of their school life and some of the more engaging responses talked about specific areas of the school e.g. the 'chill room', canteen or sports hall. Much value was placed on extracurricular activities, especially unusual ones such as fencing. There was also frequent praise for individual members of staff, stressing their subject knowledge, sense of humour and inclination to spend extra time helping pupils. There were many examples of how the school had improved the pupil's prospects. Zero tolerance to bullying and a well-stocked canteen were also high profile assets! There were a few responses which focused on the ethos of the school. Many candidates used statistics, e.g. exam results, to support their points and there was extensive awareness of the importance of Ofsted reports. Some responses showed confusion over who was being addressed and there was frequent switching from parents to pupils. One examiner commented that it was a real pleasure to see how highly many students value the pastoral care they receive and the dedication of their teachers and that it was a shame that there is not a wider audience for their views. Another said 'I am now convinced that there are some very good schools out there!'

Weaker candidates tended to list facilities without developing ideas, although one examiner commented that there were not many like this.

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

There was some technically assured writing with a range of sentence structures and punctuation but sometimes extensive and ambitious vocabulary was not always matched by technical accuracy.

Examiners commented on the usual range of errors – comma splicing, lack of sentence control, problems with spelling (plurals and homophones) and problems with capitals.

This is the whole of a response to Question 9.

Are you stumped on what school to attend? I don't know why you would be because there is only one choice. Sandwell Academy! why would you not want to come here. This school has everything you could possibly want from great teachers to great facilities. Even ofsted agree the school is

'Outstanding.' It really does not matter what career choice you want because this school can cater for all your needs. And if you have sport or are behind on coursework you can do one of many session threes that are provided for you. If you work hard and pay attention in class you are guaranteed to do well in your exams. But it's not all constant hard work. With you when you get to your personal tutor group you get a twenty minute break and also breakfast is provided in the morning to get you going. So apply now!



### ResultsPlus Examiner Comments

This is a brief response which contains appropriate but undeveloped ideas which are reasonably clearly expressed. The response is generally accurate but there are errors. There are no paragraphs. Mark 3 + 3, Band 1.



### ResultsPlus Examiner Tip

Always try to make sure you have a range of relevant ideas and organise your work clearly with the use of appropriate paragraphing.

This is the first part of a response to Question 9.

Here at St. Aidans Catholic Academy, we make sure ALL ~~of~~ of our boys are ready for the future, not just by getting them the best exam results possible, but by making them excellent human beings who are ready for the world.

St Aidans has the best exam results in the North East, 99% of our 2015 students passed at least 5 GCSE A\*-C, this is ~~all~~<sup>only</sup> possible by our well trained staff who do everything in their power to support ~~to~~ All their pupils in the class and get the best out of them in every lesson. They make sure they are working, they make sure they are behaving, and most important of all, ~~not~~ make sure they are in a happy mood to be educated, we will support your child from the day he enters through our gates.

Also the reason we have such a good sporting reputation is because of our top of the range sporting facilities. We have a two yard sports hall, tennis courts, table tennis tables, a massive rugby field and lastly our brand new 4g astroturf pitch only accessible for our St Aidans Students.



**ResultsPlus**  
Examiner Comments

The ideas are effective and sustained. There is a secure sense of audience and purpose. A reasonable range of sentence structures is used and the response is generally accurate although there are some errors. Mark: 9 + 5, Band 3.



**ResultsPlus**  
Examiner Tip

Note the secure and sustained sense of purpose and awareness of how to address the intended audience.

This is the whole of a successful response to Question 9.

So why should you join MGS? As one of the thousands that have passed through the brick arches over the years, I can safely say how honoured I am, and how many would be, <sup>to be</sup> ~~to say~~ I am a part of this school. I have been offered so many incredible opportunities by MGS, many of which have been life-changing. Although they may work you hard, they do it in a fun and positive way, resulting in their 95% pass rate for GCSEs and A levels through to year eleven, and resulting in a GCSE qualification which will hopefully boost your future career. Each subject has a team of trained teachers which manage first class facilities to improve your educational experience and to reduce how boring a topic may be. The school has ten science, English and language rooms, three media rooms (with eight editing suites), nine tennis courts, two rugby pitches, two sports halls, one gym and FREE WIFI! We also offer a CCF which you are able to join in year 9. You have a choice of three areas, the Army, the Navy or the RAF, all of which offer trips and camps and an opportunity to enroll after leaving education.

We ~~may~~ <sup>are</sup> known as highly competitive academically as a school, however this doesn't weigh up to our competitiveness when it comes to sport. The ambition to strive in sport is very noticeable as soon as you join the school. With top facilities and many various sporting teams throughout the years, MGS competes among some small local competitions and have even appeared at national competitions, finishing 3<sup>rd</sup> in the national rugby sevens tournament for U16s in ~~two~~ 2014.

There is truly a slice of MGS for everyone, no matter what you're interested in, you will not be left out. I can't have seen myself at any other school but MGS and I wish to have affected you in the same way. I hope to see a large range of new faces next year, and I'll be head boy by then.



## ResultsPlus

### Examiner Comments

The answer is assured, with fully developed ideas and the sense of audience is assured and confident. The strong sense of audience and purpose puts this into the bottom of Band 5. There are occasional slips but overall the sentences are purposefully structured with sustained control of expression and meaning. Mark 13 + 7, Band 5.



## ResultsPlus

### Examiner Tip

Look at how the candidate has used a strong register and fully developed ideas in this response.

## **Question 10**

### **Should the voting age be lowered to 16?**

This was slightly more popular.

Examiners enjoyed reading these responses. It was clear that candidates engaged with the task – they all had something to say.

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

Better responses were lively, engaging and some were extremely well-developed and looked at alternative points of view in a considered way and argued their cases convincingly. As with Question 9, a range of rhetorical devices were employed to add emphasis and power to their arguments. Generally, the writing was lively but sometimes candidates struggled to sustain a formal tone and maintain clarity. Weaker responses presented valid ideas but lacked sufficient development of these. Candidates who chose this question often felt passionately about the issue - both for and against. Candidates seemed quite evenly divided between those who felt that it is only fair that they should have the vote at 16 as they have other responsibilities at that age and are affected by many government decisions and those who felt that young people of 16 were simply neither interested in politics nor mature enough to vote. Many were quite humorous in their views e.g. the candidate who wrote wryly that as young people 'cannot decide what they want for their tea, how can they decide who should run the country?' There were concerns that people would just copy friends or parents or vote for the party with the best looking candidate or silliest name for example. There were some heartfelt complaints about paying adult prices at 16 but not being considered old enough to vote. A few candidates took the voting age to refer to voting on television shows rather than in elections so there was discussion of The X Factor etc.

AO4(iii): Spelling, punctuation and grammar:

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

This is the whole of a response to Question 10.

Dear John Gute

as an ~~16~~ sixteen year old who is passionate about politics, I strongly believe that sixteen year olds should have right to vote. Significantly, only 64% of people whom are able to vote, actually vote. That is 36% of people who choose not use their right vote, yet 16 sixteen year olds that are responsible and wish voice their opinion are denied of this right.

It is unfair that our freedom of speech is taken away from us, simply because of when we were born. We should not be looked down upon because of our eye; We should not be discriminated because of our eye, however we should be able to vote.

Voting is important!

Amazingly, if people of my eye were able to vote, we could make a significant impact on our government and show a true reflection of our country, as so many important decisions about lives are decided for.

Let us have a voice!

yours



**ResultsPlus**

Examiner Comments

The ideas are appropriate and there is a clear sense of audience and purpose. The response is rather short but the register is quite strong. A reasonable range of sentence structures is used and the response is generally accurate although there are errors. Mark 6 + 4, Band 2.



**ResultsPlus**

Examiner Tip

Look at how this response could have provided a wider range of ideas to support the argument.

This is the whole of a response to Question 10.

~~This debate has been car~~ This debate has been revisited time and time again, but no real effort has been put into it. Should the voting ~~is~~ age be lowered to sixteen? In my opinion- Yes! It's the same old adults and politicians debating it, but nobody has actually asked the people it's going to affect. Surely, that's the first place to start, if I'm not mistaken.

For a start, we have all these politicians down in London making decisions about our education, telling us what needs to be done to improve it. If I'm entirely honest, they don't have a clue; are they the ones still at school? Are they the ones taking the exams? It seems so strange that we don't ever get a say in our education<sup>as</sup> the students in school's know it best right now, know it best. Not some old MP, who hasn't stepped foot in a school for fifty years!

Also, at sixteen years old, you can go out, get a job and earn your own money. ~~#~~ We are contributing to business and the working sector, yet we don't get a say or a vote that could affect our jobs, our wages and our employees. I'm sorry, but it's just delusional and it's not right. If you can legally work, why should you not be able to vote.

At sixteen years old, you are making massive life decisions, but voting is not one of them. Sixteen is the age of consent. Sixteen is the age you can work. Sixteen is the age you can gamble with lottery. At sixteen school's are asking you to decide your future. They're asking you to decide your A-Levels, if you want to go to University and ultimately your career choices. Voting can affect all of these things school ask you to do, such as university fees. At sixteen you can decide huge life choices. So why can't you vote.

Yes, I understand that some sixteen year olds can't choose what they want for tea and some of us choose inappropriate decisions, so you might ask, 'why should we have the right to vote?' Because, there is so much in today's society that affects sixteen and seventeen year olds, that we just do not have a say in. And you know what? We deserve that right!



### ResultsPlus

#### Examiner Comments

There is a strong consistent sense of audience and purpose in quite a lively response. There are a few slips in accuracy but the control is quite sophisticated and convincing. Mark: 14 + 7, Band 5.



### ResultsPlus

#### Examiner Tip

Note the strong and confident sense of audience and lively style.

## Paper Summary

While the re-sit nature of this examination meant that candidates' work was not expected to reach the highest standard, there were some very good responses. While the re-sit nature of this examination meant that candidates' work was not expected to reach the highest standard, there were some very good responses. The best candidates showed careful preparation and strong personal response to the prose texts, dealing clearly with the language of the given extract, as well as on the presentation of character and ideas.

In their writing, candidates demonstrated the ability to write with a clear sense of audience and purpose with effective ideas. Their responses were often lively and their ideas were often presented with enthusiasm.

Based on their performance on this paper, candidates are offered the following advice.

Candidates should ensure that in Section A (Reading), they:

- engage in a sustained manner with the writer's use of language and its effects
- choose an appropriate extract for part (b) that enables them to explore language fully in relation to the writer's presentation of ideas, themes or characters and not lose focus on the task
- avoid slipping into narrative instead of analysing the text especially in response to part (b).

In Section B (Writing), they should:

- address the audience, which was clearly specified in the two questions
- develop a range of effective ideas, presenting them coherently in a sustained response
- use a range of sentences, correctly punctuated, and check work for common 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**



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



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