

# ResultsPlus

Examiners' Report

June 2011

GCSE English Language 5EN2H 01

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## Introduction

This report will provide exemplification of candidates' work, together with tips and comments, for Questions 1-10.

This was the first examination of the new specification in English Language. This consists of three elements: Unit 1: English Today - 20% (Controlled Assessment); Unit 2: The Writer's Voice - 40% (this examination); and Unit 3: The Spoken Language - 40% (Controlled Assessment).

Unit 2 is assessed for skills in **both** reading and responding to prose texts **and** candidates' own writing. The examination included a new form of language-based questioning on extracts from long texts. In addition, many new Centres were sitting the examination, and candidates were mainly from Year 10. In the Reading section (Section A) many candidates chose Question 5, 'Of Mice and Men', but all texts received responses. In Unit 2, candidates must answer two questions, as follows:

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

The Assessment Objectives for the paper are:

### **Section A: A03: Studying written language**

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

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

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

### **Section B : A04: Writing**

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

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

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

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

The responses of candidates had many strong features. Examiners were impressed by:

- evidence that they had understood the writers' ideas
- the widespread ability to select pertinent examples of the writers' language, with a grasp of a range of language features, and to offer comment that related these examples to the ideas and themes of the texts
- personal writing that showed a strong and suitable register

Less successful responses:

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

Overall, the response of candidates was a pleasing one to examiners. It was clear that candidates had often enjoyed greatly their study of the prose texts, and their own writing was often fresh, vivid and imaginative.

## Question 1

Section A:

Question 1: Touching the Void

(a) From the small number of responses, there were some effective answers on this gripping non-fiction text. One mid-range candidate, for example, made effective points and referred to language examples aptly.

(b) The choice of an appropriate second section of the book was made by most candidates. They could usually draw on either the speakers' words or description to show a grasp of the climbers' complex emotions. Appropriate examples were given to illustrate Simon's strong feelings in the different section selected.

This is a paragraph from the middle of a candidate's answer to Q1 (a), on the given extract from the text which deals with Simon's feelings as he faces telling Richard about Joe's death.

It is noticeable that Simon is reluctant to tell Richard that Joe is dead. It is as if Simon is waiting for Richard to ask before he shares the news. "Perhaps my face told him". Simon doesn't want to tell Richard what happened but after being questioned, he answered that "Joe's dead". Simon conveys that he is scared of Richard's reaction. He also appears to be very nervous towards telling about what had

happened. The reader will empathise with Joe as he uses the technique of voice and dialogue to convey what his thoughts and feelings are.



### ResultsPlus Examiner Comments

The extract makes use of short, embedded quotation; it shows thorough understanding. This is a Band 3 response.



### ResultsPlus Examiner Tip

When making important points, be sure to develop these as fully as possible, in order to qualify for a higher band.

## Question 2

Question 2: Anita and Me

(a) Although there were some effective responses to the question about the thoughts and feelings of the girls, focusing for example on the writer's use of colloquial language, some candidates seemed to find this question quite challenging – perhaps they struggled with the density of the passage. The tone of the text (the honesty and humour) appeared slightly lost on some of the candidates, who sometimes lacked a close focus on the thoughts and feelings of the girls. Several referred to the description of the 'psychedelic minidress', though one candidate suggested that 'psychedelic' meant 'very tight and revealing'.

(b) Some candidates struggled with choosing an appropriate extract to make sufficient useful points about how the experience affected Meena. However, some focused on the scene with Sam denouncing the cause and being backed up by others in the crowd; a good choice, but not always handled with sufficient precision. Some sound comments and language choices were included by a candidate who focused on the sweet-stealing episode. One candidate used the scene of her grandmother's arrival, when the family is reunited, very effectively to look at the impact on Meena's attitudes to her culture, seeing this as a defining moment or turning-point.

(a) This extract is the second half of a candidate's response to the 2 (a) question about the girls' thoughts and feelings.

Meena describes Fat Sally's lips like  
a goldfish and comments about her  
~~psch~~ psychedelic minidress, psychedelic meaning  
very tight and revealing. She also  
mentions that, ~~ex~~ that is

why she did not recognise them,  
this shows that she is quite surprised  
by what they are wearing and did  
not think ~~may~~ fat sally and sherry  
were into those type of clothes.



### ResultsPlus Examiner Comments

This response lacked a close focus on the thoughts/feelings of the girls, although some generally sound understanding was shown. It qualified for Band 1.



### ResultsPlus Examiner Tip

Look closely at the characters, and how they responded and behaved in the scene described. Make sure that you read the extract carefully, highlighting points that will be helpful in your answer.

(b) This is an extract from the first part of a candidate's response to the (b) question, on the arrival of Nanima.

Chapter 8 pg 203-205

b. Meena is affected by many experiences throughout this novel which enable her to change & grow up. One example of this is at Nanima's arrival, on page 203, when her family come together & reunite. This moment in the book really affects Meena, bringing her at one with her culture. Meena is used to keeping her culture quiet so it felt strange to hear Punjabi under the stars. The pathetic fallacy of it being at night relates to the fact it is secretive, however at the same time, it was a turning point for Meena as she finally feels comfortable letting her culture out in the open. You can tell she is still uncomfortable about it, using adjectives like 'strange' to show her reaction.

Meena then goes on to say 'It was an indoor language'. This is use of Juxta position to show how times are changing <sup>through</sup> <sup>use of</sup> the opposites of indoor & outdoor.

Another example of Juxta position is when Meena describes ~~talking in~~ 'the volume going up when they spoke English' and 'the volume becoming a 'conspiratorial whisper' when speaking punjabi. The verb whisper shows how quite they have to be & how hidden they are about their culture, showing how Meena is noticing these things much more & becoming a lot less naive about Racism & growing up.

Meena ~~knows that~~ becomes very observant, noting that many changes going on were because of Nanima. She realises 'her two worlds have collided & mingled so easily' and this is all because of Nanima. This metaphor symbolises Meena's ~~exception~~ acceptance of her culture & how she has used this to mature & become less naive. This epiphany is such a joy to



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### Examiner Comments

The candidate's response shows perceptive understanding of the chosen extract, the arrival of the influential figure of Nanima. It makes a variety of points and uses plenty of evidence, developing ideas. This is an excellent piece of writing, therefore placed in Band 5.



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### Examiner Tip

Look closely at the perceptive points which the candidate is able to draw from this extract, and note the technique in referring closely to the text and choosing a range of language features for discussion.

### Question 3

Question 3: Balzac and the Little Chinese Seamstress

(a) Those candidates who attempted this question were able to illustrate from the extract given aspects of the character of the Little Seamstress and her father, focusing, for example, on the detailed description of her appearance and on the father's importance and status.

(b) Candidates were able to choose a relevant extract relating to the Seamstress's life, and quoted appositely in support of their choice. For example, one candidate focused on the episode from early in the book where the Little Seamstress discovers Luo's illness, with apt comment on the writer's use of sensory images - 'we could hear the rush of a mountain torrent' - and on the use of speech and dialogue.

(a) This is the closing part of a candidate's response to Q3 (a), focusing on the description of the Little Chinese Seamstress.

Furthermore, the writer uses figurative language such as similes. A quote to support this. "The tailor lived like a king" This suggests, he lives like he is a higher status and also ~~is~~ he can get what he wants when he wants. The effect on the reader, is that ~~get~~ <sup>because</sup> he is being referred to a high status

person, you can understand what his life must be like.



#### ResultsPlus Examiner Comments

The answer did not include full coverage, but contained some examples of language that were picked out clearly. The mark awarded for the answer was 4/16, which places it just into Band 2.



#### ResultsPlus Examiner Tip

Make sure that you do not repeat your points: a clear plan of what is to go into each paragraph can help to avoid this.

## **Question 4**

Question 4: Heroes

(a) Responses to the extract from 'Heroes' were at least sound or generally sound. They could often have been improved by more exploration of the language used. However, candidates usually seized on the similes used by Francis ('Hunchback of Notre Dame... gargoyles'). Some made assumptions about the effect of the injury on Francis's character, not always fully justified from the text.

(b) The choice of extract for their second part proved challenging for some candidates. The focus was often on the opening pages, which worked well where candidates were able to look beyond the harrowing account of Francis's physical appearance.

## **Question 5**

Question 5: Of Mice and Men

Q5 was a very popular question; responses to language aspects of the text were often full of insight.

(a) Many candidates were confident in identifying language features, though they often struggled to explore their resonance. As usual the good candidates knew how to look at language and there was lots of evidence of PEE. There were some insightful comments on Slim but the extract did allow all to pull out the obvious, such as "prince", and comment on it. Apart from the 'rule of three' not many commented on specific language features. There was the usual spotting and mixing up of simile and metaphor, not to mention adjective and adverb.

(b) Some of the most successful answers were on the character of Crooks, which enabled candidates to explore the language of the novel in great depth. On the whole candidates demonstrated a really confident understanding of the text and of how Steinbeck presents the characters. Candidates' own choice of extract was usually the indicator of whether the answer was good or not. Some candidates failed to select one character which meant that their answer lacked detail. A particular pitfall seemed to affect some of those who chose to explore the opening passage of the novel, as they then blurred their attention between Lennie and George. Many candidates also focused on Lennie's strength, but found it harder to comprehend his innocence.

Some started off saying they were going to look at a particular scene but often ended ranging more widely and, as they did, the focus on language could become lost as the answer drifted into a character sketch, after starting off with reasonably short quotations, e.g. about Lennie as a bear or horse, but then losing focus.

Those who chose Crooks kept focused on Section 4, the obvious choice; the best of these analysed the opening couple of pages really closely, which gave them more than enough material.

(a) This is the start of a candidate's response on the extract giving insight into the character of Slim.

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

a) In this extract Slim is presented as someone with a lot of authority. "His word was taken on any ~~matter~~<sup>subject</sup>" shows that every body thought of him as ~~an~~ an authoritative figure. Also he is described as "royalty", "Prince of the ranch" and "moved with a majesty" ~~which~~ which we can see he is ~~also~~ both thought of and acts like Royalty. This is mostly ~~likely~~ <sup>likely</sup> to do with his skill at his work. We can tell this from where he is described as "master crafts man." Also the word "capable" is used frequently to describe the things that he could do.



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**Examiner Comments**

The candidate makes good reference to language used to explore the character of Slim. The handwriting is sometimes unclear but the answer is thorough. This is a Band 3 answer.



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**Examiner Tip**

Aim for clarity both in your handwriting and in the points you are making.

(a) This is from the middle of another candidate's response on the character of Slim.

Slim's appearance is intricate and refined. His face is described as 'ageless' suggesting that he might ~~be~~ could be a rather mysterious character, ~~and~~ moreover, when his voice is said to have 'overtones' of 'understanding beyond thought', this could show ~~what~~ how sensitive of he is, making him seem kind and approachable. The description of his hands, also, give ~~a~~ the impression that he ~~is~~ is a rather sensitive character by saying they are ~~so~~ delicate ~~as~~ in their action ~~as~~ as those of a temple dancer; however, the words 'large and lean' prevent him ~~q~~ from seeming feminine.



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Examiner Comments

The candidate refers to evidence clearly; the answer makes a good number of assured points, and works through the extract systematically. This is a good Band 4 response.



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Examiner Tip

Look closely at how the answer makes its points and supports them very well with good use of the text and convincing vocabulary.

(a) This is the start of another candidate's response to the question about Slim.

① John Steinbeck portrays the character Slim as a sort of god 'he moved with majesty'. In this extract we see Slim is understanding to George. Unlike 'the boss' and Curley Slim completely understands that Lennie and George travel together to support and look after each other, but when George is answering for Lennie The Boss thinks George is exploiting Lennie "I said what stake you get in this guy? You taking his pay away from him?" This just shows that Steinbeck wanted us ~~to~~ to see the harsh cynical minds of ranch workers because they automatically assume the worst. "Oh, so it's that way." That's what Curley says when



**ResultsPlus**  
Examiner Comments

The candidate's response goes off the point and loses focus on the passage. However, it makes some sound comments on Slim. This is a Band 2 response.



**ResultsPlus**  
Examiner Tip

Compare this response with the others on the character of Slim, and see where this one could have been improved to reach a higher Band.

5 (b) This is an extract from near the start of a candidate's response to part (b), choosing the character Crooks for comment.

Crooks' character is introduced in his room. His bunk has been made separate from ~~at~~ the main bunkhouse due to his race. The room ~~is situated~~ ~~in a little~~ 'little room' is situated in a 'little shed', the use of the word 'little' implies Crooks' lower status. ~~and~~ The shed ~~that~~ he lives in is infact the harness room, which ~~is~~ was originally not meant for human habitation, ~~the~~ this demonstrates that Crooks is being treated like an animal. The surroundings in Crooks' room introduce ~~the~~ Crooks' character more than Crooks himself does. The so-called 'bunk' is ~~actually~~ actually a 'long box filled with straw', ~~and~~ which could also add to the impression that Crooks is seen as an animal rather than a human.



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#### Examiner Comments

The candidate gives good detail of the habitat of Crooks (who was chosen as the second character); there is good comment on racial prejudice and on Crook's reading. Overall, the answer is confident and assured (Band 4 descriptors) but also at times discriminating, which pushes it into Band 5. There is strong awareness of Steinbeck's crafting.



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#### Examiner Tip

Look at how the candidate links the status of Crooks closely with his physical surroundings.

## Question 6

Question 6: Rani and Sukh

(a) The answers on the extract from the novel which was provided were generally sound or better, with a few at the top end of the range. Some candidates tended to retell the extract or sidestep the question. However, the most effective responses dealt well with Sukh's attitudes, focusing on how he used 'negative language' to describe aspects of the culture such as 'timid, shrinking violet type'.

(b) Even the better responses sometimes struggled to engage with the use of language, although they often showed sensitive cultural awareness. One candidate, however, who chose the (appropriate) extract of Billah's murder showed thorough understanding, and analysed the importance of the extract well.

(b) This is the first part of a candidate's answer to Q 6 (b), looking at the incident where Billah is killed.

Punjabi traditions is a main theme of the novel. In this part Billah is killed because of it. 'Dragged my izzat through the mud' izzat is the main part of story and it means honour which is another theme of the book. The writer uses the word 'dragged' <sup>and mud</sup> to make it sound dirty and that his izzat has been ruined because of Kulwant and Billah affair. The writer uses negative language 'You whore' to show how raged Harbhajan is that his honour has been destroyed. 'There is no place for laws where a father's izzat is concerned' shows how important the father's izzat is and that <sup>there is</sup> nothing any ~~one~~ <sup>one</sup> can do to stop him from killing Billah. The tradition



### ResultsPlus Examiner Comments

This is a top Band 3 response. The extract dealing with Billah's murder was an appropriate one to choose, and the candidate's response is a thorough one, showing sustained understanding.



### ResultsPlus Examiner Tip

Note the strong awareness of cultural themes, which help to demonstrate a thorough understanding.

## Question 7

Question 7: Riding the Black Cockatoo

(a) Few responses to this text were seen by examiners. One commented on a thorough and assured response that explored text and language, and this indicated that the language in this text could be analysed sensitively, as when a candidate wrote that the author 'uses a variety of simple and complex sentences to draw the audience in' and commented effectively on emphatic repetition ('it meant... it meant').

(b) There were a number of possible extracts to choose to shed light on the changes in the narrator's attitudes. One example chosen was the ceremony to hand over the aboriginal skull Mary. Candidates could focus on how differently John now felt and his newly-found sense of pride in his fresh understanding of the Aboriginal people.

(a) This is a candidate's response to Q 7 (a), on John's attitudes to Aboriginal culture.

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

John's attitudes towards ~~aboriginal~~ Aboriginal culture was ~~dependent~~ negative due to the way he was brought up. 'Yet in a strange way that was how I was brought up to see indigenous Australians, as some sort of ~~museum exhibit~~ an ability that ~~set somewhere on~~ the He then talks about how he was ment<sup>2</sup> feel about the ~~aboriginig~~ aborigine's, 'Black. The negative images embedded in our language go back centuries'. John uses a variety of ~~sentences~~ ~~and~~ simple and complex sentences ~~through~~ throughout the second paragraph to draw the audience in, he also uses a variety repetition to create an on going list 'It meant caribou....' 'It meant woodoo....' He then starts to go into more detail about he's personal thoughts and ideas ~~the first person~~ talks in the first person to make the speech sound friendly and open to everyone 'In fact I can't believe im writing this at all.'

### ResultsPlus Examiner Comments

The candidate's response makes generally sound and relevant points on racism; however, the answer misses the opportunity to comment in depth on some of the language. The answer overall was Band 1.

### ResultsPlus Examiner Tip

This answer makes some generally sound points, but note how little of the extract which is given is used, and think about ways to raise this to a higher Band by commenting in greater depth.

## Question 8

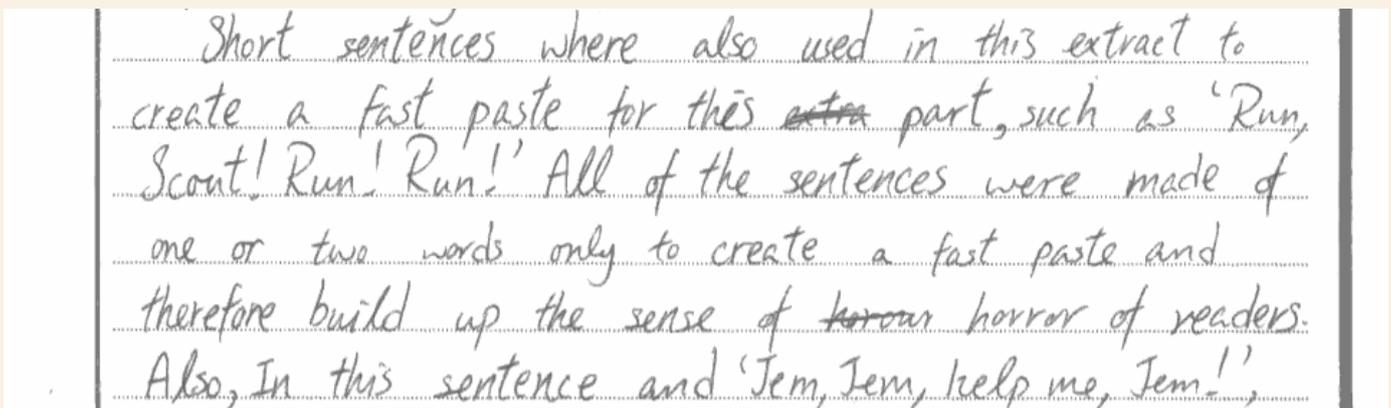
Question 8: To Kill a Mockingbird

This was the second most popular choice. A variety of responses was evident.

(a) This section offered candidates the opportunity to explore language features such as rhetorical questions, repetition, short sentences for dramatic effect ('Run! Scout! Run!') and onomatopoeia. Most also appreciated the idea of how the fact that Scout was blinded and imprisoned added to the terror. The strongest candidates engaged with the extract in detail and analysed how tension had been built by the author's choice of language.

(b) Choices of suitable events of importance in the novel were wide-ranging, with some highly significant events being chosen and others which were less so. One which worked well for some candidates was the gang's arrival at the prison seeking to kill Tom Robinson, and the crucial role played by the children and their response to Atticus's commands. Others focused on the trial itself, commenting effectively on the language of the prosecutor, Gilmer, in trying to put Tom in the wrong.

(a) This extract is taken from the middle of a candidate's response to Q 8 (a), focusing on Scout's terrifying experience with 'Shuffle-foot'.



Short sentences were also used in this extract to create a fast pace for this ~~extra~~ part, such as 'Run, Scout! Run! Run!' All of the sentences were made of one or two words only to create a fast pace and therefore build up the sense of ~~horror~~ horror of readers. Also, in this sentence and 'Jem, Jem, help me, Jem!'

exclamation marks are used ~~to~~ to tell that they are screaming. ~~instead of~~ ~~And people~~ The use of punctuation builds ~~a~~ more tension and makes readers think it's a terrifying experience of Scout. In both of the ~~two~~ two sentences above, and other places such as 'He was running, running towards us...', repetition was used. ~~This creates a~~ Words repeating enhances the sense of fear of Scout's and influences readers to feel nervous and ~~so~~ ~~as~~ it might make some readers feel as if they were at the ~~see~~ scene as well, which can level up the tension.

Violence was also used in this part to create a sense of horror and terror. The words 'crushed', 'ripped', 'scuffling', 'kicking' etc. are used to present violence in the scene.



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**Examiner Comments**

The candidate's response was detailed and assured. It made a number of good language points on the given extract. This is a Band 4 response.



**ResultsPlus**

**Examiner Tip**

Look at the way the use of short sentences is analysed at the start of this extract.

This is taken from the middle of the (b) answer, dealing with the arrival of the lynch mob, of the candidate whose work on part (a) has been given above.

'killing'. Also, the gang of men were described as 'stranger' by Scout. The word 'stranger' creates a sense of mystery and tension. Also the writer used 'Hot embarrassment shot through me...' instead of 'went', the writer used 'shot through' implying violence, <sup>through</sup> guns etc to build ~~on~~ up serious and the theme of death.

Atticus Furthermore, Atticus commanded Jem instead of asking Jem: 'Go home, Jem,' 'Take Scout and Dill home.' This suggests that Atticus was ~~re~~ very serious and knew it was too dangerous for them. Also, The length of the sentence suggest the same. Also, Atticus repeated the command and told Jem again 'Go home, I said'. By repeating it, readers can sense that Atticus might be a bit angry ~~and but~~ and is concerned about their lives, therefore repeated the command. This suggests to readers that the atmosphere is serious and tensed.



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**Examiner Comments**

The candidate's response makes a full response to the extract on the lynch mob: there are some assured comments, which is securely into Band 4.



**ResultsPlus**

**Examiner Tip**

Look closely at the way to embed quotations into the response, which is demonstrated effectively here.

## Question 9

### Question 9: The Olympic Games

#### Content and ideas:

Candidates were often aware of the importance of putting forward a sustained line of argument and using persuasive devices. The better responses crafted their writing for the appropriate audience and purpose and often had a clear personal voice. Humour was used to good effect.

Many of the views expressed were strongly expressed and enjoyable to read, with candidates using a number of intentional techniques to engage with the subject and the audience. However, after investing much energy into the start, they often found it hard to sustain the response at a high level after the first couple of paragraphs. There were good signs of clear planning, to produce well-structured responses which considered form, purpose and audience.

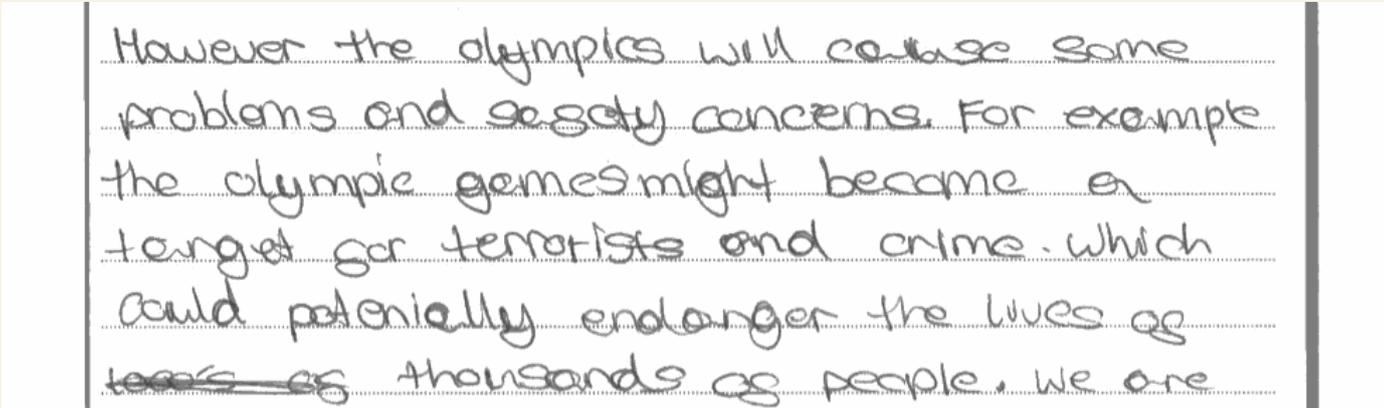
The question did allow candidates to enthuse about their favourite sport. The best had cogent arguments, and often considered points for and against, with an attempt to achieve a balanced point of view. There was some fundamental misunderstanding of what the Olympics were; candidates with no basic knowledge would have been better to choose the more open-ended alternative question, where they could choose their topic to suit their knowledge. One examiner, slightly disappointed at the top end, wrote: 'I came across many answers with a clear sense of purpose, some development, clear paragraphs and some reasonable vocabulary. But no va va voom!'

Many candidates showed awareness of the possible impact of the recession and of escalating costs, as well as the congestion the Games would bring, but not all developed a convincing line of argument. A frequent device, and clearly a taught approach, was to introduce statistics or interviews with young people to back up points.

#### Spelling, Punctuation and Grammar:

One examiner commented: 'I was impressed by the spelling, punctuation and grammar of many candidates, though I did mourn the general absence of the apostrophe.' Others were more critical of sentence construction and quite basic spelling errors.

This is taken from the final part of the response of a candidate to Q9, on the 2012 London Olympics.



However the olympics will cause some problems and safety concerns. For example the olympic games might become a target for terrorists and crime. which could potentially endanger the lives of ~~thousands~~ of thousands of people. We are

also putting a large amount of money into the olympic games, which could be risky if we do not receive enough revenue from the games.

Overall however i think the olympic games will truly benefit the younger generation and help them to become well aware of the marvel, that is the olympics.



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#### Examiner Comments

The candidate presents a range of ideas in a sustained response with appropriate implications for the 'younger generation'. The response has balance and a conclusion. Technically, the spelling is significantly flawed. Paragraphing is fine, but sentence punctuation poor. This is a Band 3 response.



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#### Examiner Tip

Note how the overall mark can be depressed by technical weaknesses: always try to leave time for a final check of accuracy.

This extract is from the answer of another candidate, taken from near the start, on the Olympic Games.

## Tickets

Only one in eight tickets released to the British public went to individuals. The rest were corporate or for special guests. If they are expecting more youths to be involved in sports then why were there not more tickets or ~~discount~~ discount prices? We asked some youths, who regularly attend the local sports centre for a variety of activities, what they thought of this. 15 year old Alice responded that there was "unfair ticket prices" and she wanted to have guarantee that she would get to watch her favourite sport. On the other hand, 16 year old Tom claimed that "it's the nearest it's going to be for a while so I'm not going to miss any opportunity to go and see it". This is a common view shared by lots of people, yet not many teenagers.



### **ResultsPlus** Examiner Comments

The candidate uses titles and sub-titles effectively, and this helps create a good structure for a newspaper article. The candidate expresses opinions in an assured way. The overall response was given Band 4 and Band 2.



### **ResultsPlus** Examiner Tip

Make sure that you think about what audience and medium you are writing for. If it is a newspaper article, think about the methods used by journalists to create interest.

## Question 10

Question 10: on a modern invention

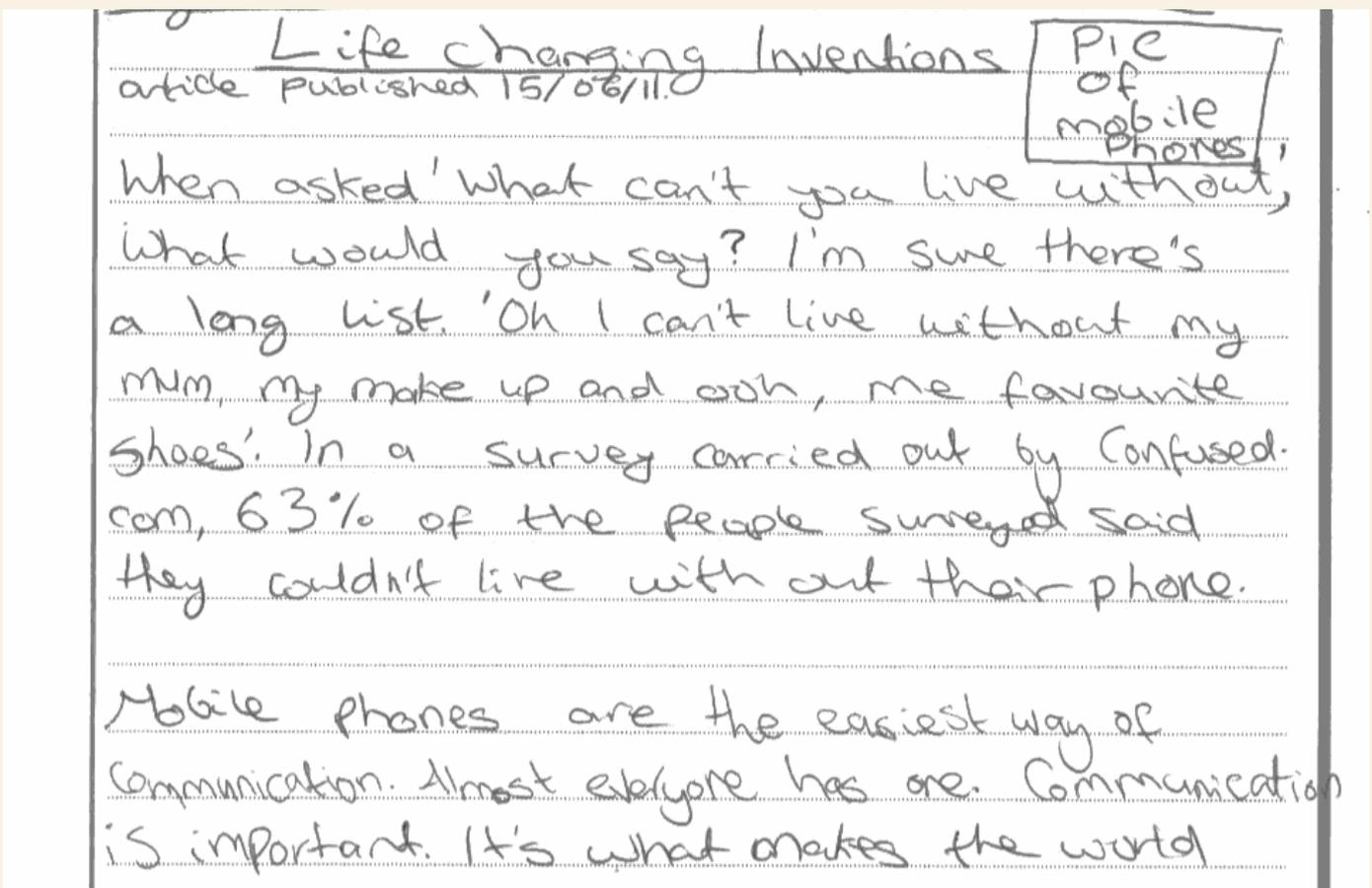
### Ideas and content:

Many candidates produced really strong and entertaining responses to this question. At its best examiners described the writing as wonderfully uninhibited and ambitious. Some made more sensible choices than others or dealt with them more effectively. For instance, some of the many who tackled vast topics such as the internet and computers ended up with rather woolly responses to the actual question, though often parading vast amounts of technical know-how. Some of the best answers were on the more specific inventions, such as the toaster or aeroplanes. The most frequent subject was the phone in all its forms, but especially the mobile phone, especially the newer factotum smart phones. One examiner enjoyed an excellent tongue in cheek one on the Hoover.

### Spelling, Punctuation and Grammar:

Examiners made similar points as for Question 9. Some noted that the same candidate could spell correctly all manner of technological terms, while tripping up on 'they're, there and their'.

This is the first part of a candidate's answer to Q10, focusing on the invention of the mobile phone.



go round. We don't live next door to everyone we know, so calling them is a quick way of getting in touch. Letters take far too long and not everyone has a computer to access emails (or you just can't be bothered to check them). Mobiles also have a wonderful feature called text messaging. Cheaper



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### Examiner Comments

This is an effective start to an answer about the mobile phone. It has a persuasive register. The candidate employs varied sentences and communicates strongly – it describes a range of functions clearly, with assured crafting (Band 4) and mostly very sound technical features (Band 2).



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### Examiner Tip

Think about a strong start that engages your reader immediately: the use of a direct question is one device for achieving this.

This is a section from the middle of a candidate's answer to Q 10, dealing with the invention of the laptop.

Doctors call it genius. With hospitals becoming more pressurized, ~~do~~ it puts on more stress for the world of medical sciences. However it is a relief to know that laptops provide a quantum leap of ~~use~~ usefulness and help to ~~maintain~~ <sup>give to</sup> increase the quality of aid and welfare ~~of~~ the people. Laptops provide <sup>hundred times</sup> a more accurate over-view of an injured patient than ~~a~~ the average war-time nurse! It is so accurate in this field that laptops are becoming the focus of the research provided to find the cure <sup>for</sup> to cancer — which was not possible, say, fifty years back.

Musicians call it inspiring. ~~With It~~ The genre of music changes yearly and ~~people are the~~

population welcomes new types of music with open arms. A large number of people are getting interested in ~~the~~ the electronic field of music. A century ago, ~~half the~~ over half the sound-effects we hear today on the radio would not have been <sup>remotely</sup> possible to produce! However, laptops have basic programming softwares that music producers can use to experiment with different sounds...  
Definitely inspiring.



### ResultsPlus Examiner Comments

The candidate chooses laptops as the world-changing invention. The writing has a strong register, with effective use, for example, of rhetorical questions. There is variety in the use of sentences. The candidate offers a detailed argument with fully-developed ideas and examples. (a secure Band 5). Language is varied in a confident, assured way. There is mature control in the structure of sentences and sophisticated text organisation. The writing is technically very competent, too, earning it overall (Band 3: the top band for the writing control).



### ResultsPlus Examiner Tip

Note the use of short sentences at the start of each new section - this is a confident way to show the reader that you are moving on to a new point or topic. Think about the various signs that this is a top quality answer, including vocabulary, detail and sentence structure.

## Paper Summary

Overall, the response of candidates was a pleasing one to examiners. Candidates had responded well to writing about the prose texts, showing understanding of such aspects as setting, an event, ideas, characters, relationships and themes.

To improve their performance, candidates should:

- when dealing with the given extract from the prose text, focus on the specific demands of the question and draw on as much of the extract as possible to make their points
- show a clear grasp of language features and their influence on your views
- choose a second extract with care, making sure that the examiner can see which extract is meant, for example by giving page numbers, chapter number or clear identification of the extract
- write your answer to Section B, the Writing task, in the correct section of the answer booklet
- in their own writing, pay attention both to the need to write in an appropriate style (eg magazine article) and in clear, accurate English.

## Grade Boundaries

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

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



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