

Examiners' Report
June 2013

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.

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.

The responses of candidates had many positive features.

Examiners were impressed by:

- evidence that the candidates had a much stronger focus on language features and the ability to relate them to the writer's intended effects
- the ability to select an appropriate passage from another section of the text and to explore a wide range of language features, successfully linking them to the writer's purpose and the ideas and themes of the text
- writing on the chosen topic that showed a strong sense of audience and purpose using an appropriate register to engage the audience effectively.

Less successful responses:

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

Overall, examiners felt that candidates had responded positively to the tasks. It was clear to examiners that the majority of candidates engaged effectively with the texts and there was a stronger focus on language features and the writer's intended effects.

Candidates' writing was often lively and focused, with evidence that centres had worked hard to develop skills of writing in an appropriate register for specified audiences.

In Section A, the overwhelming majority of candidates chose to respond to Question 5, *Of Mice and Men*. This no doubt reflects both the popularity of *Of Mice and Men* and its familiarity to teachers. In Section B Question 9 was more popular than Question 10.

Section A (Reading)

Examiners commented that there was evidence that candidates had been prepared well and there was evidence of the good use of prepared extracts for part (b). There seemed to be a more secure focus on language and its effects than in previous series and a general sense that candidates knew how to respond to the tasks. However, some examiners commented that candidates are still producing longer responses to part (a) and thus limiting their achievement for part (b) which has more marks. Other examiners commented that it was pleasing to see that candidates did know that part (b) should be a more developed response. Some comment was made about incorrect identification of language terms and unsupported/speculative comments made by candidates.

Part (a):

Examiners commented that there was a stronger focus on language features in this section and most candidates were able to select relevant details and comment on the writer's language and its effects.

Examiners did comment that candidates generally engaged well with the given extracts.

Part (b):

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

Some examiners observed that the extract chosen was sometimes too long limiting the candidate's ability to focus closely on the task.

Comment was made about some shorter responses to part (b) and suggested this may be because candidates spent too long on part (a).

Section B (Writing):

Examiners did comment how much they enjoyed reading responses in this section, especially to Question 9.

The majority of candidates were able to write in appropriate styles and structure their responses effectively although examiners did comment on a lack of adventurous vocabulary and ambitious punctuation.

There were some brief and undeveloped responses which examiners felt might have demonstrated bad time management (i.e. spending too long on Section A).

Question 1

Touching the Void

There were not many responses to this question.

Part (a)

There were some reasonable responses but opportunities to comment on language features were not always developed. The sense of 'helplessness' was mostly clearly identified. There was some confusion over the interpretation of 'no communication' suggesting the two teams disliked each other.

Part (b)

Responses were less assured, sometimes beginning well but unable to sustain analysis. Examiners commented that responses tended to be narrative. Most candidates chose Joe's accident and the subsequent events (cutting of the rope) for their own extract.

This is an extract from a response to Question 1(b) focusing on how tension and suspense are created.

A great tension is created in this extract by the use of language. The readers are kept in suspense ^{when reading} ~~when he has read~~ it and seeing that not even Joe knew what had happened. He is asking himself, "Had he lost control?", which clearly shows his confusion and lack of information toward what happened. This question is followed by short sentences to build up pressure, suspense, "I tried braking again. Nothing.", he is starting to feel fear, panic but tried to think clearly though. Even though he was trying to think clearly, Simpson still had a grain of doubt. "He's trying to be quick... that's all. I knew it to be true, but there was still something wrong.", Joe used ellipsis to show his uncertainty about what was happening, he was assuming that Simpson ~~was~~ tried to be quick, but somewhere in his mind, there was still something wrong.



ResultsPlus Examiner Comments

There are comments in the response that show a thorough understanding of the chosen extract and how the language conveys ideas. The response was awarded 13 out of 24, a band 3 response.



ResultsPlus Examiner Tip

With a slightly stronger interpretation and more detailed focus on language, this response could have moved into band 4.

Question 2

Anita and Me

There were not many responses to this question.

Part (a)

Some examiners commented that there were good responses to the extract and that the richness of the extract elicited these high quality responses. Effective comments were made on 'the elephants' legs', the 'Cheshire Cat' and 'syrupy gloom'. Less successful comments were made on the 'octopus'. However, other examiners observed that some candidates found it difficult to comment on atmosphere and some responses were quite weak, offering little beyond identifying the atmosphere as 'scary'.

Part (b)

Again there were some successful responses with an appropriate choice of second extract (most commonly the first description of Tollington, the arrival of Namina or the village fete), but some candidates failed to focus on atmosphere and setting. Although many candidates were able to identify appropriate examples of language, few were able to comment very effectively on how language was used.

This is an example from the opening two paragraphs from a Question 2(a) response.

② When looking at the Big House garden all you can see is "a thicket of tree trunks, solid and scaly as elephant legs". This shows that the trees have been here for a while as they are well established and comparing them to an elephant shows they are tall and fat and have a large solid trunk like an elephant does. The writer uses this to say that it is a large garden but by comparing it to an elephant shows that it is strong and takes over the area.

"A syrupy gloom" is used to describe the darkness beyond the first few rows of tree which are lit up by the fair that is nearby. This suggests that the garden is thick of vegetation and you can get stuck like if you were stuck in Syrup or chewing gum on the floor. It suggests that when you enter there is no way out as it is a constant struggle to get through. The writer uses this to show that it has an eerie atmosphere

and by using "housed a child-eating monster" tells you that it is not safe to enter and that you could get hurt.



ResultsPlus
Examiner Comments

The response demonstrates assured understanding and refers to the writer's intentions when commenting on language. The mark awarded was 12 out of 16, a band 4 response.



ResultsPlus
Examiner Tip

Note the pertinent selection of references to support the points made and remember to refer to the writer's intended effects.

Question 3

Balzac and the Little Chinese Seamstress

There were very few responses to this text.

Part (a)

The majority of responses were detailed and effective although one examiner commented on some weak/brief responses. Most candidates showed a sound understanding of the possible consequences of the pregnancy and of the narrator's affection for the Little Seamstress. Better candidates were able to analyse the political situation and its effects on the characters.

Part (b)

The majority of candidates chose an effective and appropriate extract (the most popular was the nightmare) and responded in an assured and confident manner. There were some candidates who struggled to comment effectively on the writer's use of language. Again there was one examiner who commented on some undeveloped responses.

This is the whole of a response to Question 3(a).

a) Gijie makes it very clear that Ma's reaction to the Little Seamstress's (LS) pregnancy is one of "hopeless [ness]". Gijie has emphasized this by using a superlative - "there was not the slightest chance of her being allowed to keep the child anyway." The colon is used to display the point as a separate, definitive statement.

Likewise, Gijie influences the reader's view of the situation by making them think that "the dictatorship of the proletariat" was completely against them. They are described as the "long arm of the law" - this personification makes the "law" seem even more menacing and "all-seeing".

Moreover, this may be the reason why the LS appears to be ashamed of her pregnancy. We are led to believe that she keeps it well "hidden under her red...

“Jumper”. This sentence is slightly ironic considering that the colour “red” is a ^{recurring} recurring motif; it symbolises communism, hence this quote can be interpreted as the LS hiding her pregnancy under the very nose of the communist regime.

Also, Gijón depicts the LS as upset and panicked about the abortion. The narrator tells the reader that “her body [was] convulsing with stifled sobs”. The choice of word here is interesting - “convulsing” sounds rather dramatic and violent. This hyperbolic language reflects Ma’s reaction too; he’s just as ^{sublimely} worried as she is. In addition, the ~~alliteration~~ ^{sublimely} of “stifled sobs” reiterates the fact that the LS wants it kept a secret.

Towards the end of the extract, the audience’s view of Ma changes slightly as we see him taking action. The narrator writes “I should go ^{on} a reconnaissance trip” showing that his ~~loyalty~~ ^{loyalty} to the LS is unwavering and his reaction to the pregnancy is to help. “Reconnaissance” is a continuation of the “secret agent” metaphor and has connotations of courage and action.



ResultsPlus Examiner Comments

This is a succinct response which is impressive in its coverage of the material. Mark 16 out of 16.



ResultsPlus Examiner Tip

Look closely at the way this candidate has embedded quotations into well-made points which reveal a perceptive interpretation.

Question 4

Heroes

Part (a)

Examiners commented that candidates showed strong engagement with the text and that there were successful responses with detailed comments on language. Candidates commented successfully on the 'haphazard' approach to the renovation, the 'mildew' and the fallen sign, but not many commented on the pun of the Wreck Centre's name. Interesting comments were made about foreshadowing. More successful responses commented on the impact of Larry LaSalle's arrival. Some responses lacked analysis and explanation.

Part (b)

Candidates mostly made suitable choices of a second passage. The most popular choices were the table tennis tournament and the rape scene. More able candidates were able to discuss language, but examiners commented on the tendency of some candidates to narrate and therefore lose focus on the writer's techniques. Examiners observed that candidates were able to analyse language techniques for part (a) but seemed to drift into narrative on part (b).

This is the whole of a candidate's response to Question 4(b).

b) In chapter 7 you can see that the children find the Wreck Centre an enjoyable place and ~~they find~~ ~~this is~~ shown when Cormier writes 'excitement ran high through the Wreck Centre' and I can see that it means a lot to the young people. This chapter shows how important the Wreck Centre is to Francis in particular. He says things like 'triumph' and 'blood pumping joyously in my veins' which show me how much the Wreck Centre means to him. Francis relies on the Wreck Centre as a release from reality, as do ^{some} the other young people.

The Wreck Centre is a place of excitement and fun and the young people rely on it as they lead rather simple lives.

they become part of the Wreck Centre and seem to treat it as a second home, and this all shows how important the Wreck Centre is to the young people. Very important.



ResultsPlus
Examiner Comments

The extract chosen is appropriate and the response is generally sound but undeveloped. It received a mark of 3 out of 24 marks, a band 1 response.



ResultsPlus
Examiner Tip

The answer would need more development and detail to qualify for a higher band. Think how the points made could have been supported with further evidence and detail.

Question 5

Of Mice and Men

This was the most popular question. Examiners commented that they saw the full range of responses to this question.

Part (a)

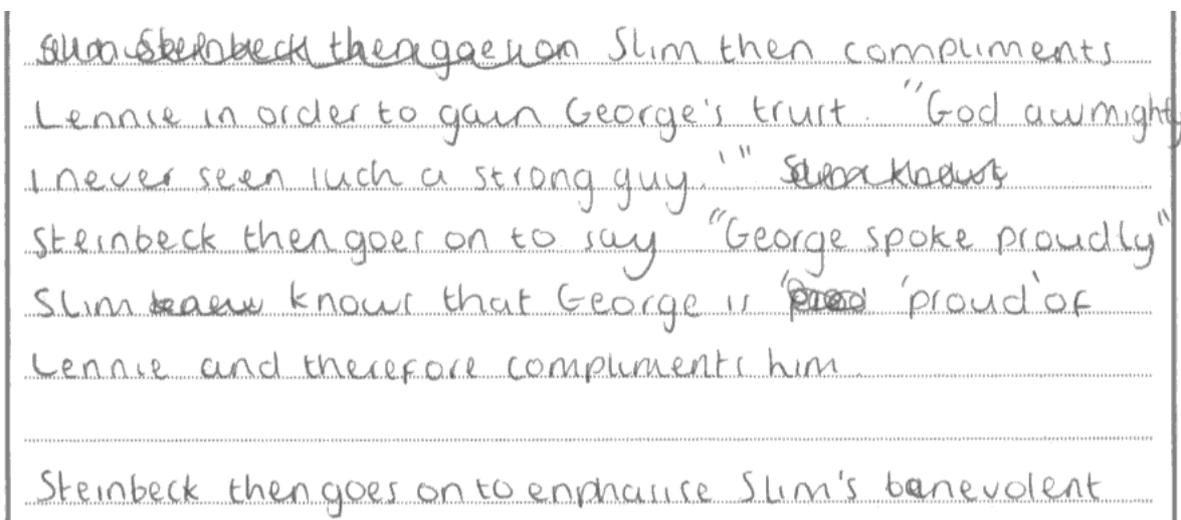
Candidates responded positively to the given extract and there were some interesting and developed interpretations of the text. Successful responses developed interpretations of the relationship with close analysis of Steinbeck's language choice. Examiners commented that there seemed to be a clear understanding from candidates that language was the focus of the task. There was some detailed and thoughtful analysis of light and darkness in the extract. Most candidates were able to comment successfully on 'defensively' and 'proudly', showing a confident understanding of how George felt protective of Lennie. Some candidates misunderstood the word 'confidence'. Less successful responses tended to describe the characters rather than focus on the relationship and made limited comments on language. Some candidates wrote about George and Lennie and there were some candidates who misinterpreted the characters and their relationship.

Part (b)

Most candidates were able to choose an appropriate extract, for example the first introduction of George and Lennie or Lennie's death. Those who chose the discovery of Curley's wife's body struggled to make points about George's character as did those who chose the fight scene. Successful responses were able to keep a firm focus on George, and those who chose Lennie's death often identified a range of complex emotions. Most were able to comment sensitively on George with focus on words such as 'violently' and 'shakily'. Weaker responses tended to be narrative and struggled to find features relevant to George's character and missed references to language. There was some use of lengthy quotations with no explanation. Some candidates chose very long extracts or several extracts for comment. There were some quite brief responses which cannot be successful given the larger mark allocation for this question.

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

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



From Steinbeck then goes on Slim then compliments Lennie in order to gain George's trust. "God awmighty I never seen such a strong guy." ~~Steinbeck~~ Steinbeck then goes on to say "George spoke proudly" Slim ~~knows~~ know that George is ~~pro~~ 'proud' of Lennie and therefore compliments him.

Steinbeck then goes on to enphause Slim's benevolent

characteristics. "It was Slim's calm invitation of confidence" This shows the reader that Slim respects George, thus emphasising his role as the protagonist. However ~~George~~^{George} ~~sees back~~ then says, "What's funny about it?" George demanded defensively." The adverb 'defensively' suggest George took Slim's words the wrong way, which show the reader that although George likes Slim he proceeds to stick up for his companion, Lennie.

We are then given a prime example of George's respect and admiration for ~~the~~ Slim. "George fell silent.

He wanted to talk." The fact that George wishes to 'talk'; or to defend Lennie, however 'falls silent' ~~How~~ shows the reader that he is willing to hold back his line of defense in order to maintain his relationship with Slim. While George ~~holds back~~ becomes defensive of Lennie Slim remains ~~understand~~ understanding. "Slim neither encouraged nor ~~discouraged~~ discouraged him. He just sat back quiet." Slim maintains a certain level of compassion, and understand George's defensive nature.



ResultsPlus Examiner Comments

This is an assured response that makes sustained references to the text to support points made. It was awarded 13 out of 16 marks, band 4.



ResultsPlus Examiner Tip

For a band 5 response, comments could have been developed yet more fully so as to demonstrate a really perceptive grasp.

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

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

a) firstly, on the first line of the extract Steinbeck says 'Slim and George came into the ~~dark~~ darkening bunk house together.' This suggests that because they are physically close they must have some kind of a relationship, it's just not necessarily good or bad, the language emphasises this point. furthermore, the style of the language is informal 'It jus' seems kinda funny.' this consequently influences me to feel that they have got to know each other and the informality suggests they are friendly with each other.

Moreover, Slim compliments George, Steinbeck therefore uses this language to make them ^{seem} closer 'a smart little guy like you' this enhances the closeness of the relationship to the reader as, at the time usually men kept to themselves whereas here Slim is being friendly and kind.

In addition to this, throughout the passage until the last two paragraphs, Steinbeck makes the text conversationally orientated, with quick replies 'funny how you an' him string along together' and then 'what's funny about it?' this influences to us, ^{the reader} that Slim and George have a good relationship, as they reply

quickly to each other.

Steinbeck also uses language that makes George & Slim feel comfortable talking to each other 'funny how you an' him string along together.' this also illustrates it is a good relationship as it allows George to feel confident in talking to Slim, this will therefore make their relationship better.

^{Slim} Steinbeck also uses language that makes George feel 'proud' when he says 'good awmighty I never seen such a strong

guy' Steinbeck consequently presents their relationship to be a good one as it makes a George feel good.



ResultsPlus Examiner Comments

The response shows sound understanding of the extract and there is clear reference to support the comments made. These comments could have been more fully developed. Mark 5 out of 16, band 2.



ResultsPlus Examiner Tip

The answer would need more development to qualify for a higher band. Think about how points could have been supported with further evidence and detail.

This is the same candidate's response to Question 5(b) which deals with Lennie's killing at the end of the book.

Moreover, Steinbeck emphasises George's leadership when it says 'No, Lennie, look down them across the river, like you can almost see the place.' This ~~highly~~ magnifies leadership as ~~he is~~ George is giving an order which Lennie also listens to 'Lennie obeyed him.' Consequently George is again portrayed as a leader.

In addition to this, Steinbeck also conveys ~~the~~ George's character as forgiving 'No, Lennie, I ain't mad, I never been mad, an' I aint now' this ^{language} emphasises George's forgiving nature as he never gets mad at Lennie no matter what he does.

Again, Steinbeck presents George as being strong willed 'He pulled the trigger.' This language shows that he is able to kill his best friend for the greater good. Therefore he is extremely strong willed by doing this.

Similarly, George isn't very emotional instead 'George shivered' and 'George's voice was almost a whisper.' ~~the~~ Steinbeck

is presenting George as not being that emotional even though he has just shot his best friend, therefore again he is strong willed and also not that emotional.



ResultsPlus Examiner Comments

The response demonstrates a thorough understanding of the extract with sustained references to support the comments made. It was given a mark of 13 out of 24, a band 3 response.



ResultsPlus Examiner Tip

When thinking about the language features of an extract, make sure you consider why you think the writer has chosen particular words, phrases or images.

This is an extract from a Question 5(b) response dealing with the introduction of George into the novel.

"Every part of him was defined." The word "defined" is not usually associated with the character description, and creates a feeling of sophistication and intelligence. Though we know George is a farmhand this hints that he could be more; that intelligence lies behind those "restless eyes"

The use of the verb "snapped" implies power behind George's every movement he is sure of himself and confident in how he lives. This is enforced as ~~we~~ we realise the relationship he has with Lennie. "Lennie" he said sharply. ~~He~~ leaned over and shook him by the shoulder. Within this relationship he holds the power. George ~~is~~ portrayed as the father figure, trying to control

his unruly change.

Steinbeck uses adverbs like "morosely", "angrily" and "hopelessly" to start to portray

George's ^{range} ~~depth~~ of emotion. It gives him a sense of depth and we quickly relate to the smaller man, rather than Lennie. The use of the adverb "hopelessly" also adds a small sense of history to the character. That he has lived a ~~to~~ hard life and already knows which battles ~~to~~ he has lost.

Steinbeck when describing George's movement uses a sentence structure ~~with~~ which echoes that fact. It is factual, brief and to the point, "under his chin and around the back of his neck"; in this way the sentence almost becomes mimetic, echoing George rather than just stating what he does.



ResultsPlus

Examiner Comments

There is perceptive understanding of George's character and fully developed comments on the writer's language. Mark 22 out of 24, band 5.



ResultsPlus

Examiner Tip

Note how the candidate explores the effect of individual words in the text.

Question 6

Rani and Sukh

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

Part (a)

Some responses were assured and effective with one examiner commenting that these were the strongest responses to this text she had seen. Most candidates demonstrated a good understanding of Rani's attitude to her parents. Candidates showed awareness of the differences in the way she spoke to her mother and father and most made some comment on the position of women in Punjabi culture. Better candidates were able to comment effectively on 'caged animal' and 'open prison'. Weaker responses did not address the question and wrote about the family attitude to Rani.

Part (b)

Most chose as their extract when Rani is locked in her room and better candidates produced thoughtful and detailed responses with good focus on language and discussion of relevant cultural expectations. Some candidates did not provide sufficient textual support for their comments. Weaker candidates were not able to comment effectively on the use of language.

This is the final section from a response to Question 6(a).

In the extract, Bali Rai uses triads like

"weddings, parties and even funerals" to show Rani's exasperation towards both of her parents. The idea that Rani recounts her parents' sayings in such a manner suggests that Rani is tired of "countless stories" of "bad girls who tried to be English and went out with boys and got pregnant". The use of triads demonstrates to the reader that Rani does not agree with her parents' attitudes, however, because Rai does not use the triads in dialogue, this shows that although Rani does not agree, her attitude towards her parents is "respectful" because she does not voice her opinions.

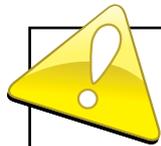
Bali Rai also uses the simile "like caging a hungry animal" to demonstrate the way in which Rani's parents treat her, consequently influencing

the reader's view of Rani's attitude. The "likening" of Rani to a "hungry animal" despite being neither shows the power of Rani's feelings towards her parents. She feels like she is "living in an open prison", ~~the~~ and because the reader only knows this ~~because~~ due to the extract being in the first person, from Rani's perspective, the reader can see that despite being openly "respectful" towards her mother and father, her attitude actually has an element of deep-rooted dislike.



ResultsPlus Examiner Comments

The response is assured with a strong focus on how the writer's language demonstrates Rani's attitudes to her parents. It was awarded 13 out of 16, a band 4 response.



ResultsPlus Examiner Tip

Note how the candidate uses embedded quotations and focuses on the writer's intended effects.

Question 7

Riding the Black Cockatoo

There were very few responses to this text.

Part (a)

There were some quite successful responses which discussed his father's changing attitude and quoted 'friendly, so well presented, so clean.' The better ones explored how his points about the grindstone showed increasing empathy with the Aborigines.

Part (b)

There was a wider variety of passages chosen for this question than for some of the others. The ones that worked quite well were Bianca as a feather girl and the moment when John explained that his family had a skull on the mantelpiece. Some candidates seemed to have difficulty with this question and in general, there was a distinct narrative approach to (b), with little response to language used. There were weaker candidates who seemed unable to identify clearly a second extract.

This is the last part of a response to Question 7(b).

Italics are used to re-enforce the reader about certain points. For example: "so it wouldn't be too uncomfortable, ~~too~~ aboriginal." It is clear at this point in the book, John's attitude to aboriginal people are quite hesitant. He feels there is something, which puts him off. ~~about~~ It is only till further on in the chapter where someone uses the term "the other," ~~to~~ he finds it a "strange" a "strange term," and realises the horrible difference, ~~and~~ ~~the~~ treatment, and views on aboriginals.

Metaphors are used. For example: "the weight of that clawed at her face and shoulders." This is not taken literally and is referring to the history of how aboriginal people ~~was~~ were treated. The sudden shock of realisation would change the view ^{about} of aboriginals.
↑
of students

Johns attitude towards the skull is changed when he said "Well I grew up with an aboriginal skull on my mantle piece" Everyone was shocked as they "stared at me with a mixture of incredulity, disgust and horror. Imagery is used and gives an image of embarrassment. He later realises what he has done as quoted " I had wandered so far out into the gloom."



ResultsPlus

Examiner Comments

A suitable extract has been chosen and the comments made show a sound understanding with relevant comments on language. It was given 8 marks out of 24, a band 2 response.



ResultsPlus

Examiner Tip

A more detailed explanation of the writer's intended effects would have improved this response and moved it into band 3.

Question 8

To Kill a Mockingbird

Part (a)

Most candidates showed good engagement with the text and it was evident that they had studied Atticus in some detail. Occasionally this led to less focused literature type responses. Candidates mostly showed a good understanding of Atticus's character and the more able commented on the ways in which we are influenced by seeing this incident through Scout's eyes. Some responses included some very close and thoughtful analysis of ways in which language is used. Many candidates successfully commented on the simile 'like an underwater swimmer' and linked it successfully with 'nauseating crawl'. Weaker responses lost focus on the task, commenting on the context and background of the novel rather than focusing on the effect of the language in the extract.

Part (b)

The popular choices for the second extract were the court scene, the lynch mob or the fire. Better responses had a secure focus on the language and how this developed the readers' interpretation of Atticus. Many candidates commented on the way Atticus is presented through other people's reactions to him. Weaker responses lost focus on Atticus, for example to Mayella in the trial scene, or tended to narrate.

This extract is two paragraphs from a response to Question 8(a).

Lee uses description of how Atticus holds the gun. "He walked quickly, but I thought he moved like an underwater swimmer, time had slowed to a nauseating crawl." This simile is explaining that Atticus is a bit nervous, because it's been so long that he has not shot anything and plus people like Jem, Scout are watching him, so he has a lot of pressure on him. The verb "quickly" implies that Atticus wanted this to be over and done with.

Later on in the extract, Atticus finally shoots. "He made two steps forward, then stopped and raised his head. We saw his body go rigid." We get an image of how Atticus is holding his gun and his position. He's stationary because he is focussed on what to do. Lee uses alliteration, "seemed simultaneous", this ~~station~~

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Later on in the extract, Atticus finally shoots. "He made two steps forward, then stopped and raised his head. We saw his body go rigid." We get an image of how Atticus is holding his gun and his position. He's stationary because he is focused on what to do. Lee uses alliteration, "seemed simultaneous", this ~~seem~~ seem what was it like.



ResultsPlus Examiner Comments

The response is sound, making clear points which are supported by relevant reference to the text. It received a mark of 6 out of 16, a band 2 response.



ResultsPlus Examiner Tip

Note that there is insufficiently thorough development to move the response into band 3: the explanation needs more elaboration.

This is an extract from a very sustained response to Question 8(b) focusing on the court scene.

The first major part learnt is within the quote "He unbuttoned his vest, unbuttoned his shirt and loosened his tie." These actions are met with "horrid glances" from Tom and Gertrude and the event being described as a "first" presents Atticus' idea of this trial and the importance of the outcome to trying to rid Maycomb of its "usual disease".

The personification in "usual disease" describes and highlights Atticus' evident hatred for what Maycomb does.

Furthermore, the use of the metaphor "as simple as black and white" is used figuratively to mean simple but has literal connotations to Tom and Mayella, implying his distaste for a petty racist feud and the charges being applied.

Additionally, Atticus' view of Mayella is presented in the use of referring to her as a child. "She did something every child has ~~do~~ done" ~~do~~ I believe this quote is used for derogatory effect, but

more so to reflect her fear and innocence as she is forced into this due to her deplorable childhood and the suffered sexual abuse that is implied to have been inflicted by her father. The ~~metaphor~~ personification of the ~~time~~ "Time honored

verb "coming" "crashing down" (the adverb "crashing" represents personification) emphasises this idea and reflects Atticus' view point.

Atticus' views on Tom are reinforced with the "Rule of 3" (use of 3 adjectives to amplify effect) using the line "quiet, respectable, humble negro" to reflect his belief that Tom is innocent. The use of this creates the idea of Atticus being respectful, likeable and educated in a reader's mind (linking in with the connotation of his name)

Reference is made again when Atticus uses the simile "A lie as black as Tom Robinson's skin" to ~~reaffirm~~ reaffirm that the case is being ~~is~~ judged solely on skin colour and Atticus' long holding views against that.



ResultsPlus Examiner Comments

The response demonstrates perceptive ideas and language evaluation in a fully developed response to the chosen extract. This received full marks, 24 out of 24, a top band 5 response.



ResultsPlus Examiner Tip

Note the excellent focus on language analysis linked to the writer's ideas.

Question 9

Role Models

The majority of candidates chose this question.

Many examiners enjoyed reading the responses to this topic.

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

There was a huge number of people offered as role models: family members, sporting personalities and celebrities, inevitably. David Beckham was popular but examiners commented on the wide variety and originality from Barack Obama and Nelson Mandela to the Queen and John Lennon (the list is endless).

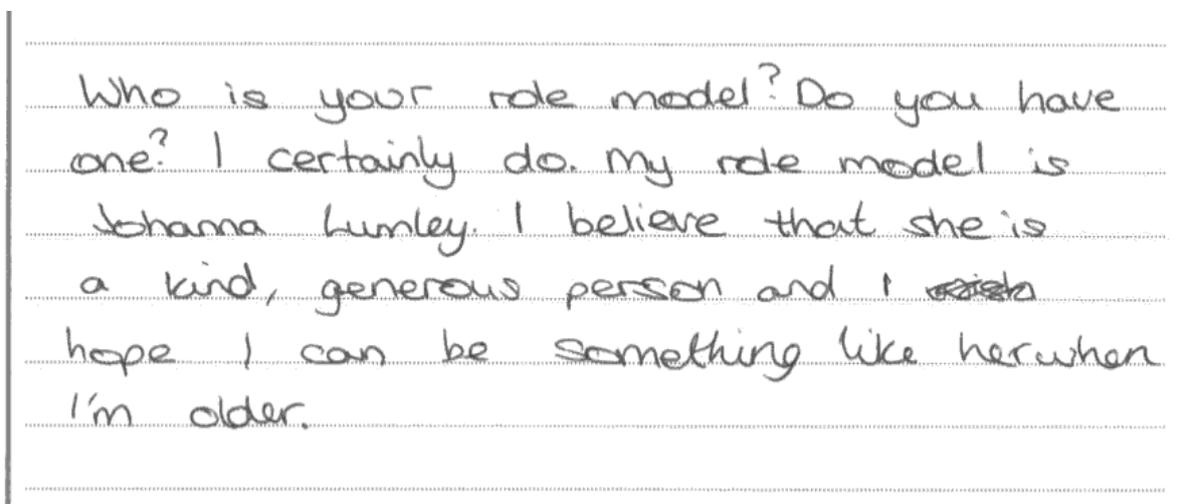
Candidates engaged well with the task and examiners commented that better candidates sustained a sense of audience and purpose in responses that were accurate and ambitious. There were some very lively and engaging responses. Candidates seemed well prepared to write an article and adopted the appropriate register convincingly. One examiner saw a response with the headline 'Role Mo-del' for an article on Mo Farah. Some were very assured and articulate, for example one writing about a character from the film *Fight Club*: 'Tyler Durden is also a master of arts: he plays piano better than Beethoven; paints better than Picasso (then again, that isn't very hard) and writes better than Tolkien.'

The choice of role model made little difference to the success of the response, although some examiners noted that weaker responses tended to have less ambitious role models. Some candidates demonstrated an extensive knowledge of their chosen role model. Some weaker responses either wrote in a semi-biographical way or started their response enthusiastically but could not sustain it. Several examiners commented that candidates do not know the difference between 'inspire' and 'aspire'. While most candidates used paragraphs, some examiners commented on the lack of appropriate paragraphing in candidates' responses.

AO4(iii) Spelling, punctuation and grammar:

Examiners commented on the usual range of errors – comma splicing, lack of sentence control, problems with spelling and homophones and problems with capital letters. One examiner commented that these types of errors appeared in responses of otherwise able candidates.

This is part of a response to Question 9 about Joanna Lumley.



Who is your role model? Do you have one? I certainly do. My role model is Joanna Lumley. I believe that she is a kind, generous person and I ~~wish~~ hope I can be something like her when I'm older.

I believe that everybody needs a role model. This is because they give you a goal, a direction for your life, something to aim for. Without role models, how would we know what life path ^{we want} to take when we become old enough?

I chose Johanna Lumley as my role model because she is everything I aspire to be. The main reason I like

her is because she helps animals and poor people in other countries. I have ~~also~~ always ^{wanted} to help animals to stop ^{them} being endangered and try and prevent them becoming extinct. When I saw the story of Johanna Lumley helping the elephants I knew she was what I wanted to be.



ResultsPlus

Examiner Comments

The ideas are effective with a sustained sense of audience and purpose. Mark 9 out of 16, band 3.

A range of punctuation is used and spelling is accurate with occasional slips. Mark 6 out of 8, band 2.



ResultsPlus

Examiner Tip

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

This is the final section of a lively and fully sustained response to Question 9 about Batman.

When he's not punching the Joker, Batman is planning on how he's going to punch something else. Fact. So like him, I like to plan stuff out. This is especially helpful now that GCSEs are in full swing and I'm having to juggle reading Of Mice and Men for the 3rd time, trying to find the hypotenuse on a right angled triangle and learning some dastardly evil formulae for Chemistry. 'Holy-revision timetable Batman!' as Robin would say. I'm sure Batman would plan out his revision, so you should to. The hard work will pay off in the end.

Lastly, Batman is my role model because he works so hard. 90% of the reason he is so inspiring is because of how he worked so hard working day in and day out to become the peak of human perfection. He instils a belief in all of us that if we did enough press ups, squats and karate we could put on a mask and be a superhero. This is why I work so hard in everything I do, be it writing articles for a teenage magazine, revising for an English Language test on Monday night or playing football for the school end. In the end, I know that I will never be good enough able to work hard enough to fight Darkseid alongside Superman (none of them exist for a start) but I know that as long as I work as hard as I can then I will be a hero at least in my own eyes.

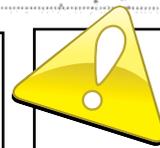
That's what it comes down to. We all want to be a hero in our own lives and it's the role models who we look up to that inspire us to do us. So be proud of your role model, even if he's Batman.



ResultsPlus Examiner Comments

The unusual choice of Batman is presented in an amusing, confident and compelling response. Mark 16 out of 16.

The occasional slips in accuracy are because of the ambition in the writing. Mark 8 out of 8.



ResultsPlus Examiner Tip

Note the strong individual voice and confident tone in this response.

Question 10

Make a difference day

Some examiners felt this task was done less well than Question 9.

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

The differentiator in this task tended to be style rather than ideas.

Many candidates seemed familiar with the correct techniques for a speech and were able to use effectively appropriate rhetorical devices. Better responses produced a lively speech, with candidates sometimes linking their points to a wider perspective (for example, comparing the audience's lifestyle with that of the recipients of the money raised). Weaker responses tended to be pedestrian or offered little more than a list of suggested activities. Sustaining the writing proved challenging for some. Cake bakes and mufti days were very popular as suggestions, but it would seem throwing sponges at teachers is the most popular way of raising money! Occasionally candidates wrote about the charity rather than the event. A few ignored the idea of helping a charity and wrote about picking up litter or helping a teacher as a way of making a difference. Similar to their comments on Question 9, examiners noted the lack of appropriate paragraphing in some candidates' responses.

A04 (iii) Spelling, punctuation and grammar:

Examiners made similar points to those on Question 9.

This is the final section of a response to Question 10.

~~Why~~ Why stop there? A little charity fundraising whether it ~~be~~ be by sponsored silence, baking cakes, or sponging teachers is always a good idea. You'll agree, that anything that encourages the children of this school to step away from the television sets, put down their phones and stop focusing on their "first world" problems is a godsend! Not only is the raised money helping the starving children in africa, but the ^{school} community itself will become closer; united under a common cause.

By having the school host such events as barbeques, school

fetes, and jumble sales organised by the students themselves, even more money could be raised.

Students gain experience. People ~~are~~ have a good time, ^{and} most importantly, charity and kindness become a firm foundation ~~is~~ ~~encouraged~~ in peoples minds.

~~The~~ Hopefully by participating fully in "Make a difference day" we may actually make a difference.

Who knows? ~~It could be so good~~, it could ~~even~~ make such a change, that without knowing, it becomes make a difference year.



ResultsPlus Examiner Comments

The response is lively with an assured and convincing tone. Mark 11 out of 16.

The writing is accurate with thorough control and only occasional slips. Mark 6 out of 8.



ResultsPlus Examiner Tip

Note the strong sense of audience and lively style.

For this Make a difference day, I think we should all donate something or a few things such as, toys, clothes, books, games etc... that could be sent off to children around the world. I also think that we should all donate £5 or more to go towards centres for the children to go to.

These centres will provide children with clean water for washing and drinking, fresh food and a chance to meet other children in the exact same position as them and make new friends.

With ideas like these we can make these children behave like proper children. Last year the Make a difference day managed to help a little boy called Sam in Sri Lanka.

Sam was an 8 year old boy who had lost both his parents to disease and was forced to live on the streets. However with the money raised from the Make a Difference Day 'Save the Children' were able to open up a centre for children

In the area. This enabled Sam to make friends with the other children and have somewhere he could call home.



ResultsPlus
Examiner Comments

The ideas are appropriate and reasonably developed with a mostly clear sense of audience and purpose. Mark 6 out of 16, band 2.

A range of sentence structures is used with control and the response is generally accurate with a few slips. Mark 5 out of 8, band 2.



ResultsPlus
Examiner Tip

Think about ways to develop a strong sense of audience.

Paper Summary

Candidates' work often reached a very high standard. There was evidence of strong personal response to the prose texts, dealing precisely with the language of the extract provided and focusing well on how this presented the writer's ideas. In their writing, candidates also demonstrated the ability to write with clarity and engagement and with a strong awareness of purpose and audience.

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
- avoid slipping into narrative instead of analysing the text.

In Section B (Writing), they should:

- address the audience, which was clearly specified in the two questions
- 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>

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