

Examiners' Report
June 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 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.

Examiners commented that it was pleasing to see evidence of some excellent teaching and candidates who were able to manage their time effectively.

The responses of candidates had many positive features.

Examiners were impressed by:

- evidence that the candidates had an increasingly strong focus on language features and the ability to select relevant details and comment on the writer's language and its intended effects
- the ability to select an appropriate passage from another section of the text and explore a wide range of language features with focused and detailed comments
- writing on the chosen topic that was lively and showed a strong awareness 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 feature spotting) or summarised quotations without any analysis of the language and its effect
- relied too heavily on narration or chose over-long extracts for comment in part b)
- lacked the ability to develop and sustain appropriate ideas and did not have secure language controls in response to the writing task.

Overall, examiners commented that there seemed to be an increasingly secure focus on language features and the writer's intended effects than in previous series and a general sense that candidates knew how to respond to the tasks. Examiners observed that the majority of candidates engaged effectively with the texts and found the extracts accessible.

Candidates' writing was often lively and focused and examiners commented positively on candidates' ability to demonstrate a sense of audience and to use an appropriate register.

In Section A the overwhelming majority of candidates chose to respond to Question 5, 'Of Mice and Men'. In Section B Question 10 was slightly more popular than Question 9.

Section A (Reading)

Examiners commented that there was evidence that candidates had been well prepared and there was some evidence of the good use of prepared extracts for part b). 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.

Question a):

Examiners generally 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. Some examiners commented that some candidates tended to paraphrase quotations without exploring the language and developing their comments. Some candidates summarised the text rather than exploring the writer's language. Examiners did comment that candidates generally engaged well with the given extracts and that these extracts and the tasks provided ample opportunities for appropriate responses.

Question 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 part a) as candidates tended to drift into narration rather than exploring the writer's language and its intended effects. Some responses were rather short and undeveloped despite this section having more marks. Some examiners observed that the extract chosen was sometimes too long or not one extract limiting the candidate's ability to focus closely on the task.

Section B (Writing)

For the writing tasks, there is an emphasis on transactional writing.

Examiners commented positively on candidates' engagement with the topics and how much they enjoyed reading responses in this section. The majority of candidates were able to write in appropriate styles and structure their responses effectively although some examiners did comment on a lack of adventurous vocabulary and ambitious punctuation. Examiners commented positively on candidates' ability to demonstrate a strong sense of audience and purpose. There were some brief and undeveloped responses which examiners felt might have demonstrated bad time management (spending too long on Section A).

Question 1

Touching the Void

There were very few responses to this question that were on Touching the Void – the majority were Q5, other questions or candidates who had only responded to the given extract suggesting they had responded to the wrong text.

Question 2

Anita and Me

There were not many responses to this question.

a) Examiners commented that there were some good responses to the extract. However other examiners observed that some responses tended to be narrative and failed to engage fully with the language of the extract. There was generally a good understanding of the character of Meena and her relationship with her parents. Most candidates recognised the anger of Meena's father and the tension in the room caused by Meena's question. Better responses picked up on the use of strong, angry verbs to describe Papa such as 'barked', 'grabbing' and 'yanked' and on such techniques as the use of alliteration in 'depth of his disgust' to emphasise the strength of his revulsion and the metaphor of 'his famous temper was about to erupt' adding an air of tension.

b) Again there were some successful responses with an appropriate choice of second extract but examiners commented that some candidates, who made an appropriate choice for their second extract, failed to explore fully the language and their responses tended to narrate. Popular choices for the second extract were Mr Ormerod's shop, when Meena is in hospital or when she performs in front of the family in Chapter 5.

This is a successful response to part a).

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

a) The theme of relationships between Meena and her parents is one that is repeated and developed through the novel. In this extract Mr and Mrs Kumar are shocked to hear Meena ask "am I a virgin? I mean, what is me?" The shock of this question is initially met by different reactions from each parent, "Papa's mouth opened and then shut again slowly" the use of the adjective "slowly" emphasises ^{the shock and} how Mr Kumar is unsure how to react to the question. Mrs Kumar on the other hand reacts ^{with} ~~more~~ ^{anger,} ~~ang~~ as she "slammed the plate ^{down} onto the table", the verb "slammed" ~~emphasises~~ portrays the force she used as a result of Meena's question. These two initial reactions show the relationship of

between Meena and her parents to be different. Her father's quiet reaction shows how he does not expect Meena to act the way she does due to her being so young. ~~and now he~~ it also shows the ^{more} distant relationship between them as he does not notice she is growing up, but only sees her to have changed into a "rude, sulky monster" as a result of being friends with Anita. Contrastingly Mrs Kumar's sudden outburst shows how she is displeased with Meena's friendship in a more visual way, & which to the character of Meena may seem just her mother taking her fun from her but also ~~also~~ portrays the concern Mrs Kumar has about Meena getting into trouble as a result of Anita.

Mr Kumar is described to have a "famous temper", describing the abstract noun ~~to~~ with the adjective "famous" conveys to the audience Meena had witnessed it multiple times, showing at this point the relationship between Meena and Mr Kumar had regularly

involved Maana being shouted at.
As Mr Kumar is about to lose his temper
Mrs Kumar stands at his side and
~~the syal describes them to be the~~
~~"mor~~ the narrative voice continues
"the moral committee could now
convene in full" implying ^{when she} ~~at this~~
^{gets bold off}
~~scolding she is receiving~~ both parents
are there, causing the need for a
"moral committee", the collective name also
creates a sense of higher threat.



ResultsPlus

Examiner Comments

There is some quite thoughtful development of language points. There are touches of assured comment, for example collective nouns - the last paragraph lifts the response. There is thorough, quite assured understanding of contrast in the relationship. Mark 11 out of 16, Band 4.



ResultsPlus

Examiner Tip

A more confident and detailed analysis of language would have moved this into band 5.

Question 3

Balzac and the Little Chinese Seamstress

There were not many responses to this question.

a) The majority of responses were assured and perceptive with most examiners commenting positively on the quality of the responses although weaker candidates had undeveloped responses to language. However even relatively weak candidates managed, on the whole, to identify appropriate examples of language (in that respect, this passage was very rich) and make some relevant comment. Many of the candidates explored the power of storytelling with obvious enthusiasm and a true understanding of this central theme and the power of literature to transform lives. References to the text that were mostly commented on were 'forbidden fruit', 'secret suitcase', 'wrapped up in Balzac' testifying of candidates' engagement with the question. The tree image was thoroughly unpicked by a number of candidates.

b) The majority of candidates chose an effective and appropriate extract and responded in an assured, confident and perceptive way. Again there were a few undeveloped responses. Popular choices were the oral cinema episode, re-telling *The Little Flower Seller* or the episode with the sorceresses.

This is the first part of a very successful response to part b) using an extract from Part II of the novel.

(b) One other time in the novel storytelling is important is when Luo read a passage from Balzac to the little seamstress and him telling the Narrator how profound the effect of stories and storytelling was on her. The fact that Sijie uses the phrase 'word for word' and that she 'reread the whole thing, in silence' present her hunger & thirst for the storytelling as the little seamstress did not want to miss a word - she was entranced. The romantic, beautiful imagery of the setting created by Sijie allows the reader to consider how heavenly the story is to her, that it brighten up her world. For instance, the alliteration 'beautiful day... blue, blissful and clear'. The alliteration also presents to the readers the idea that the storytelling is elevating the little

seamstress' mind, ~~that~~ presenting her life that is now making sense where before it was clouded.

Nijie is further able to present the influence of story and storytelling on the little seamstress as a religion which is being worshipped.

This is inferred by the religious imagery 'sacred object lies in the palm of the pious', which in turn shows how much storytelling is being valued by her as she is handling it with care. The phrase also allows the reader to convey how much in awe she is of the book therefore presenting her experience as a religious experience which is converting her - giving herself to the books. The declarative 'This fellow Batzar is a wizard' by her shows how powerful storytelling is that it can transform you.



ResultsPlus Examiner Comments

This is a very good response to a challenging question, covering a range of language points that demonstrate an assured and quite perceptive sense of how the writer uses language. It fulfils all Band 5 criteria. Mark 24 out of 24, top of Band 5.



ResultsPlus Examiner Tip

Look closely at the perceptive points the candidate has made and the discriminating reference to the text supporting these points, together with the range of language features discussed.

Question 4

Heroes

a) Many examiners commented that candidates showed strong engagement with the text and there were successful responses with detailed comments on language. Many candidates commented on 'Pee Alley', 'slumped' and 'dribbles of saliva' successfully and better candidates were able to comment effectively on 'the mask of tragedy' and the 'scared war'. There were comments on Francis's pity and empathy for Arthur and the other soldiers and effective exploration of Cormier's brutal style.

Weaker responses lacked detail, analysis and explanation.

b) There were some confident and assured responses with focused comments on language. Candidates mostly made suitable choices of a second passage (commonly the opening of the novel or the nightmare). Those who selected the opening of the novel tended to be less successful as there seemed to be a limited amount to say about the horrific description of his facial injuries. The nightmare produced more successful responses with comments on 'grim ghosts', 'apple cheeks', and 'ripe tomato'. Discussions of language in the dream tended to concentrate on the dramatic vocabulary associated with war. Most candidates were able to make clear points about their chosen extract. More able candidates were able to discuss language in an assured way but some examiners commented on the tendency to narrate and therefore to lose focus on the writer's techniques. Some examiners observed that candidates were able to analyse language techniques for part a) but seemed to drift in to narrative on part b).

This is a response to part a).

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

A. In the extract ~~at~~ Arthur Rivier talks about the war, there are many ~~of~~ language features that are used.

one of the language language features that are used is simile. "Lips turned downwards like the mask of Tragedy." The use of this feature shows the how upsetting the war is as Arthur's lips ~~and~~ are downwards.

By using the words "mask of Tragedy" it shows how the soldiers cover the ~~as~~ graphic details with a mask; it also show how the tragedy's of the war are masked by all the soldiers.

Another language feature used is adjectives.

"bloodshot eyes". This ~~shows~~ gives the reader a description of what ~~father~~ ^{looked} ~~was~~

like. It also shows his eyes are red and this links back to the war and ~~the~~ how gruesome and bloody ~~th~~ it was, how the war was not what they expected.

A third feature used is emphasis. "scared

and homesick and cramps in the stomach and

vomit." This ~~shows~~ ^{informs} the reader of the brutality of the war ^{compared to} how it was, what was expected.

It also shows how the soldiers feel about the war to this day and how what they experienced was not what they thought ~~that~~ they'd experience.

To conclude, in this extract many different language features are used. They ~~are~~ in there own way they all show the effects of the war and ~~has~~ the fact that the boys of Frenchtown didn't expect what they got.



ResultsPlus Examiner Comments

The response is sound and there is clear reference to support the response. Some points are not 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 part of a successful response to part b) using Francis's nightmare.

Secondly, we are then further shown the horrors of war through Corrie's use of imagery. Francis is shown describing his ~~the~~ execution of a ~~the~~ German soldier ending ~~with his~~ 'gunfire' as his 'gunfire cuts him in half'. The use of the word 'cuts' illustrates a violent and horrifying image to the reader that represents Francis' guilt. He remembers it so vividly that he can create a perfect image of it that tortures him everyday, as he murdered a young boy 'too young to shave'. Furthermore, Francis also describes how one of the boys yelled 'mama' as he was killed. This further conveys the innocence of the young boy as he was killed, adding to Francis' guilt of killing scared boy just like him.

We next are shown the horrors of war through Corrie's use of ~~on~~ onomatopoeia in ~~the~~ this part of the novel. Francis recalls the 'boom' sound of the artillery shells when running along the battlefield. The use of the word 'boom' creates an ~~in~~ idea of a deafeningly loud sound to the reader, one that would terrify any soldiers in the area. This expresses the constant fear that ~~must~~ must have been felt by all of the veterans from every noise. The tension felt is also conveyed by this, the idea of the soldiers waiting in fear for that next shell to drop and possibly kill them.



ResultsPlus
Examiner Comments

The response is assured and there is sustained understanding of language overall. Mark 18 out of 24, Band 4.



ResultsPlus
Examiner Tip

A more confident and detailed analysis of language would have moved this into band 5.

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.

a) Examiners commented that there seemed to be a clear understanding from most candidates that language was the focus of the task. Candidates responded positively to the given extract and there were some interesting and developed interpretations of the text. Successful responses developed interpretations of the meeting with the boss with close analysis of Steinbeck's language choice and sometimes offered alternative interpretations. Examiners commented that the best responses were mature and perceptive in developing sensitive interpretations of the meeting. Most candidates identified the fact that George was nervous in front of the boss and that Lennie knew he had made a mistake and was worried about George's reaction to it. Most candidates selected the simile 'strong as a bull' but often identified it as a metaphor. Many commented on 'playful' with many varied interpretations, some more successful than others. They were able to identify and consider the effectiveness of verbs e.g. 'scowled' and the importance of dialogue. Adverbs were explored e.g. 'loudly', 'deliberately', 'hopelessly' and 'promptly'. Candidates were able to comment on the relationships, hierarchy and tensions in the meeting. Better responses linked their comments closely with the writer's language choices. Some examiners commented on incorrect identification or confusion of language terminology e.g. similes/metaphors. Less successful responses were less well developed or narrative and made limited comments on language.

Some candidates continue to feature spot, rather than discuss the effect of the language in the extract.

b) Most candidates were able to choose an appropriate extract e.g. the beginning or the end of the book. Examiners commented that responses to part b) were generally well done. Successful responses were able to keep a firm focus on George and Lennie and how the language used aids the reader's understanding of them. Examiners commented they saw some very good responses that were perceptive and thoughtful with a strong focus on language demonstrated by word level analysis. Successful candidates chose well focused, short extracts that enabled them to closely analyse at word level and therefore demonstrate a strong understanding of the use of language to present the relationship between the characters. Successful responses to the end of the book explored George's emotions, considering language ('woodenly', 'stiffly') and sentence structure to reflect his feelings. More assured responses explored the pathetic fallacy of the natural setting linking it to their relationship e.g. the setting sun and the intrusion of tragedy via onomatopoeia e.g. 'crashing footsteps' and 'crash' of the gun. Weaker responses to this section tended to be narrative and missed references to language. Candidates that chose longer extracts sometimes lost focus on the language and for some candidates the responses became heavily focused on description or narration. Some candidates chose more than one extract which limited their response and achievement. There were quite a number of candidates who focused on the wrong relationship i.e. not George and Lennie. These were marked as positively as possible but could not be rewarded as highly as those who had responded correctly to the question. Some examiners commented that language analysis was generally better in responses to part a).

This is a complete response to part a).

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

There are a variety of language in the extract that influence my view of when George and Lennie meet the boss, one of them being similes.

In the extract, Lennie is described as an animal. 'Strong as a bull', this simile shows that Lennie ~~referred~~ ^{is referred} ~~to~~ ^{as} an animal because bulls are strong and Lennie is a big guy. Also, George is trying to make Lennie sound like a good worker as they both need work and money. Lennie repeats ~~himself~~ ^{the repetition} ~~which~~ George, ~~which~~ reflects his disability. It shows that Lennie finds it hard to understand and if the boss knew that, it would mean they won't get their jobs.

Lennie is a child-like character and he always relies on George for the most basic things, such as, finding food and to a job. I know this because 'Lennie looked at George for help', it shows that he needs George ~~and he~~ because he doesn't know a lot about work, money and other mature things, also, ~~he~~ George refers to him as his Georg 'cousin' because most migrant workers travel alone and they don't.

Lennie stares 'hopelessly' at his hands', the adverb 'hopelessly' indicates that Lennie is a child-like character and he has a disability, he relies on George because if he didn't have George, he wouldn't survive on his own. ~~there~~ also, George 'scowled' at Lennie, the adverb shows that Lennie might ruin the chance of them finding a job.

Throughout the extract we see that George is quite aggressive towards Lennie, 'you was going to leave your big flapper shut', ~~this is~~ George has no patience with Lennie because it is harder for him to understand. Throughout the extract we see that George is loyal towards Lennie and he is a person to rely on.



ResultsPlus
Examiner Comments

A sound response with clear examples although language points could be further developed. Mark 5 out of 16, Band 2.



ResultsPlus
Examiner Tip

To qualify for a higher band, think about how the points could have been developed and more detailed comments could have been made about language.

This is the last two paragraphs of a successful response to part a).

George also uses triplets and short statements when commenting on Lennie, like: "He can rassel grain bags, drive a cultivator, He can do anything." The triplets help ~~the~~ the boss see Lennie's true talent. The fact that George uses short statements ~~shows that he~~ also adds importance to Lennie's good qualities, showing George knows what he's doing. ~~George also uses~~ Steinbeck also uses ellipsis while George is talking like: "He's my... cousin." and "We... we was diggin' a cesspool." The use of this clearly points out to the reader that George is lying, yet it also shows that he's quick-minded, as he came up with these on the spot, reinforcing ~~the~~ George's intelligence.

George also makes use of repetition when speaking of Lennie: "But he can do anything you tell him." This is important as it shows clearly that George really needs the boss to see Lennie at work, instead of talking. George is very capable of diverting and emphasising what he wants. Finally, Steinbeck also uses imagery, like: "You was gonna leave your big flapper shut..." The strong language and image created emphasises Lennie's size and George's feelings, primarily of worry. This influences the reader as it shows how George really tries to help Lennie. ~~but~~ This shows why George gets frustrated and so, increasing the reader's empathy.



ResultsPlus Examiner Comments

The response is perceptive in the understanding of the text, ideas and writer's language and fulfils all Band 5 criteria. Mark 16 out of 16.



ResultsPlus Examiner Tip

Look closely at the perceptive points the candidate has made and the discriminating reference to the text supporting these points.

This is part of a response to part b) using the first part of the book.

George and Lennie's relationship is presented as almost a structured ~~friendship~~ ~~friendship~~ ~~friendship~~ as George is always in the front and does all the thinking while Lennie follows George's leadership.

As George and Lennie talk about work cards, Lennie "went quickly into his ~~coat~~ side coat pockets"; to realise that he hasn't got his. In reply George says "You never heard none, you crazy bastard." The use of derogatory language demonstrates that even though Lennie is much bigger than George, Lennie ~~is~~ George still has control over Lennie. It also expresses his frustration towards Lennie and the reader as we see how angered George can get.

As Lennie realises George has the cards he "grinned with relief." This shows that Lennie is comforted and relaxed as George takes ownership. It also demonstrates that Lennie is comfortable with George being in charge.

As George and Lennie continue talking Lennie forgets the ~~road~~ where they're going and in despair George uses biblical terms to ~~again~~ express his feelings. "Jesus Christ" It is evident now that George ~~at~~ on many ~~times~~ occasions loses his temper and anger ~~is~~ due to Lennie behaving inappropriately or ~~for~~ forgetting something.



ResultsPlus

Examiner Comments

There is thorough understanding of text and ideas but comments on language could be further developed. Mark 11 out of 24, Band 3.



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 part of a very successful response to part b) using the extract when George and Slim are talking.

AS Slim talks to George, he mentions what the traditional life for migrant workers consists of: "seems kinda funny a cuckoo like him and a smart little ~~guy~~ guy like you travelin' together." ~~This~~ The use of juxtaposition shows the reader how special the relationship Lennie and George have is. AS Slim mentions this, George's protective tone increases: "he ain't no cuckoo." The repetition of the word 'cuckoo' shows how powerful the ~~and~~ name can be, ~~and~~ while emphasising George's tone, showing how much he cares and how protective he is. George then uses a simile: "He's dumb as hell, but he ain't crazy." This enhances the strength in George's words as he uses very strong and powerful language like "hell". This does however show that George can see past his love and isn't blinded by it. // George also shows his modesty, like: "I ain't so bright neither, or I wouldn't be buckin' barley for my fifty and found." The alliteration of 'buckin' barley' and 'fifty and found' reinforces the idea of hardship and reminds the reader of their hard life. This also sheds a new light on George and Lennie's relationship, as it shows that George actually needs Lennie too. ~~and~~ This is very important as it shows the relationship isn't a complete burden on George, as he actually needs Lennie. Though this is the case, George also shows he's a bit lonely: "George fell silent. He wanted to talk." ~~The~~ Steinbeck

uses short ~~re~~ and declarative statements to enhance George's feelings. This shows that George, though he loves Lennie², it's hard for him to talk to Lennie ~~at~~ ~~lot~~ due to his mental disability, showing their relationship isn't fully balanced.

George then starts letting Slim in on ~~to~~ their part and he admits: "I had fun. Made me seem God damn smart alongside him." The ~~extremely~~ simplistic statement summarises why George did what he did. The alliteration of 'God damn smart' reinforces George's reasons and while George shows remorse and guilt, this creates sympathy from the reader. These feelings show that George knows what he's done and won't do it again, as he loves Lennie.



ResultsPlus Examiner Comments

The response is perceptive throughout with fully developed comments on the writer's language. It fulfils all the Band 5 criteria. Mark 24 out of 24.



ResultsPlus Examiner Tip

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

Question 6

Rani and Sukh

There were not many responses to this question.

a) Many candidates were able to demonstrate a clear awareness of the requirements of the question and a sound or thorough understanding of language and ideas. The more able offered close analysis of language. Most candidates commented on 'boyfriend heaven' and Rani's romantic feelings 'shade of pink', 'heart stopping', 'in a trance' and 'spellbound'. Weaker responses were sometimes narrative but included some attempt to comment on language but tended to explain rather than analyse.

b) Most chose the football match, the death of Sukh, when Rani tells Sukh she is pregnant or when he first meets Rani and better candidates produced thoughtful and detailed responses. Examiners commented that there was a greater tendency to narrate rather than focus on language in the responses to part b). Weaker responses tended to be undeveloped or narrative with less secure understanding of the use of language techniques.

This is part of a response to part a).

The extract uses emotive adjectives to show how Rani feels about Sukh. It says, 'He'd been like that from day one - sensitive, attentive, caring.' The triad, 'sensitive, attentive, caring' shows the reader how much Rani loves Sukh and the use of a triad emphasizes the difficulty she has ~~that as she tries to find the~~ perfect word to describe him. This emotive language also helps the audience to understand how Rani feels.

The extract also uses metaphors

to show Rani's feelings towards Sukh. It says, 'And as he spoke his eyes sparkled'. The metaphor 'his eyes sparkled' shows us how much attention Rani pays to him and that she notices the smallest details in his expressions. This metaphor also gives a very positive impression of Sukh and this portrays how much Rani loves him.

In addition, it says, 'It was boyfriend heaven, according to Nat'. The noun phrase, 'boyfriend heaven' connotes death, as heaven is a place you may go to when you die. This prepares the reader for the upcoming events of Sukh's death but also shows Rani's love for him as heaven is supposed to be ~~the best place~~ eternal which infers that her love for him won't end.



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Examiner Comments

There is thorough understanding of the text, the writer's ideas and language with sustained references. Mark 9 out of 16, Band 3.



ResultsPlus
Examiner Tip

With a slightly stronger interpretation and development of the points made, this response could have moved into band 4.

Question 7

Riding the Black Cockatoo

There were no responses to this text.

Question 8

To Kill a Mockingbird

a) Most candidates showed good engagement with the text and examiners commented they saw some good responses to this question. Better responses demonstrated good understanding of the text and supported this with some excellent language analysis.

There were some very sophisticated responses where candidates analysed Scout's experience of the tea party and were able to fully explain themselves and their understanding with the aid of appropriately chosen quotations from the passage, unpicking the language used very efficiently and sensitively. Most candidates identified Scout's embarrassment e.g. 'cheeks grew hot'. Many commented on 'campaign' showing relentlessness or determination. Scout's hands were also commented on. Many candidates focused on Miss Maudie's support with 'hand touched mine' and 'its warmth' being an encouragement for Scout. Some candidates commented on the appearance of the ladies but only the more able were able to develop their points. Weaker responses found it difficult to cope with the subtleties of meaning displayed in Scout's encounter and had a less secure focus on language, sometimes giving straightforward explanations or paraphrasing.

b) Many candidates chose passages which had been set as examination extracts in the past e.g. the Walter Cunningham meal with the Finches (probably the most popular) or the episode outside the jail when Atticus is guarding Tom Robinson. These generally worked well, as long as the candidates remembered to relate their comments to this year's question. Better responses selected an appropriate extract and had a secure focus on how the language of their chosen extract supported their comments on how Scout behaves. Weaker responses were sometimes narrative and did not explore language.

This is the whole of a successful response to part a).

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

a.) In this extract, the reader is given an insight into the lives of Maycomb's women, and we learn how Scout feels in the company of these women. Aunt Alexandra is not polite when she addresses Scout, commanding her to 'Stay with us, Jean Louise', but Harper Lee describes Aunt Alexandra's expression by using the adverb 'brilliantly' in 'Aunt Alexandra smiled brilliantly'. By contrasting this sharp command with a polite and approachable expression, Lee is portraying the Maycomb women as hostile and hard to read. By addressing Scout with her given name 'Jean Louise', Aunt Alexandra is showing how she disapproves of Scout's decision to use a nickname that is not as feminine, since Alexandra wants Scout to be 'a lady'. By doing

Throughout the extract, the Maycomb women use the repetition of personal pronouns in order to address Scout personally, making her the centre of attention. For example, Miss Stephanie Crawford asks her 'Why shoot, I thought you wanted to be a lawyer', to which the other ladies laugh. ~~By Scout~~ The reader feels empathy towards Scout as a result of this, since she obviously feels uncomfortable in a room full of older, feminine women who she does not share much with. This is made clear to the reader when Scout states 'I sat quietly... tightly gripping my arms to the chair'. Throughout the book the reader sees Scout as a character who is never lost for words, and does not struggle to speak her mind. By using the adverb 'quietly', Lee is showing Scout's discontent towards the conversation. The verb 'gripping' shows that Scout feels under pressure and is trying to hold on to her thoughts and opinions, in order to please her Aunt Alexandra.

The reader also learns how Scout does wish to find middle-ground with the people she meets in order to feel less intimidated by the

differences between her and her neighbours. This is made clear to the reader when Scout's narration states 'hurriedly I began choosing my vocation' and 'I searched for a topic of interest to her'. Both the adverb 'hurriedly' and the verb 'searched' show that Scout feels as though she is obliged to answer their questions and appear to be social. Harper Lee chooses to place Scout in this situation, so that the reader can see how her maturity over-comes her discomfort towards the Circle Tea.

★ Aunt Alexandra is shown to represent the Maycomb women, and by making this choice Harper Lee shows that they have very traditional values.



ResultsPlus
Examiner Comments

Understanding of the text, language and ideas is assured but it is not sustained fully for the top mark in the band. Mark 12 out of 16, 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 part of a response to part b) using the episode when Walter Cunningham has dinner with the Finches.

Despite Atticus shaking his head at Scout her behaviour in front of Walter was out of order. It states that Scout 'protested' the dynamic verb of 'protested' shows how determined Scout was on getting her point across.

Lee uses a number of language features when exploring how Scout behaved towards other people in the novel. The repetition of 'Atticus shook his head at me' re-enforced the disgust Atticus felt when viewing his daughters actions. Scout's behaviour is quite ~~errae~~ erratic during the part of the novel. This does give me the idea Scout acted like this because she was young, immature and didn't understand how to act in front of different people. Her interrogative question of 'did you pay a bushel of potatoes for him?' is turned rhetorical as it is asked by Atticus when Lee used the verb 'shook'.

Scout's behaviour towards Walter made him feel unwelcome and insignificant. The imagery of Walter 'ducking his head' suggests how low she made him feel and how low he is in society. Scout is put in her place by the mother-figure, Calpurnia and she ~~steer~~ Scout's indecency is pushed forward when she says 'he ain't Company'.

Cal he's just a Cunningham the colloquial language of 'ain't' shows her age and how young she is. The lexical choice of 'just' gives me the idea that she doesn't think much of him as he is disgraced and looked down upon in society. Calpurnia comes to Walter's defences as she understands the oppression and pretty prejudice blacks feel in society so she can relate in a way to Walter. Scout learns how to act in front of different people within the part of the novel.



ResultsPlus
Examiner Comments

The response is reasonably thorough. There is quite a range of comment on language (colloquial language, repetition) but some of these are quite narrative. There is enough thorough comment to meet the top end of Band 3. Mark 13 out of 24, Band 3.



ResultsPlus
Examiner Tip

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

Question 9

Online Safety

Some examiners felt this task produced better responses than Question 10.

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

Most candidates were able to respond with relevant information and many examiners commented on the knowledge that candidates showed on the topic. 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. Reassuringly in this technological age, candidates seemed very well informed about the risks and dangers attached to using the Internet/ being online: catfishing, hacking, cyber bullying and many more. There were some really lively, engaging responses written with sustained awareness of audience and purpose. Rhetorical devices and anecdotal evidence were generally used well and enhanced the writing. Examiners commented on clever and successful language choices and crafting e.g. Anti-virus software described as, 'it nags like your mum and is overprotective like your dad'; or effective openings e.g. 'Every single day thousands of people's hard earned and saved up money is sucked out of their bank accounts. Every single day more than 2,000 people have their identities stolen or destroyed. Every single day more than 5,000 kids in the U.K. alone are abused and tortured on-line. Are you going to be next?' Some examiners commented that spurious statistics and far-fetched case studies detracted from responses. Weaker candidates only wrote about the dangers and not how to stay safe or produced brief, undeveloped responses.

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

Some examiners observed that technical accuracy was better than in previous series; however the majority of examiners commented on the usual range of errors – comma splicing, lack of sentence control, problems with spelling and homophones and problems with capital letters. Comments were made about a lack of a range of punctuation but other examiners commented that candidates are learning to master the use of appropriate punctuation for the context. Paragraphing was sometimes lacking in otherwise organised responses.

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

How to stay safe online

Dear Students,

I never worried about my safety online. Nobody ever warned me about the dangers of the net. ~~Therefore~~, I never worried, and I'd understand if you've never worried either, until now.

I believe most of you all knew Izzy Reid. If you ever had the chance to meet her in person you would have known that she was a lovely person and a dedicated student just like all of you. However, Izzy went missing four days ago from the school parking lot. No-one has seen her since and police are desperately searching for her. All we know is that Izzy had plans to meet a boy she had met on the internet ^{on Thursday} ~~that day~~ at 5 o'clock.

Now, ~~I~~ ^I don't want to cause alarm amongst all of you but I would like to inform you that things like this can be prevented. I want you all to be honest ^{with} ~~for~~ me. How many of you have ever sent a message to a ^{perfect} stranger online?

That is what I was expecting.

~~That is very interesting.~~ You see, the internet has this terrible way of tricking us into thinking that we are perfectly safe. It ~~creates~~ ^{allows} us to be whoever we want to be, watch whatever we want

to watch and even talk to whoever we want to talk. Sure, it is fun to go online once in a while but we cannot ~~not~~ allow ourselves to forget that most of what we see online is an illusion. How can you be sure that Daniel, from Surrey, is really sixteen? How will you check whether Samantha, from Croydon, really is who she claims to be? Why is John, this ^{mysterious} boy you've never met, asking for your address?

Staying safe online is, in reality, much easier than you think. The secret is to not post a lot of personal information and double check that your privacy settings are up to date.

There is no denying that the internet can be a truly wonderful thing at times. It blesses us with the ability to stay in touch with distant relatives, it grants us access to an unlimited library of information and it keeps us informed about everything happening around the world.

Nevertheless, everything has its bad side and it is vital that we educate ourselves about the dangers of the online world. Please let us not forget Izzy and hope that she returns home safely soon.

I never worried about my safety online. Nobody ever warned me about the dangers of the net. I never worried, and I'd understand if ~~you've~~ ^{you've} never worried either, until now.

Thank you.



ResultsPlus

Examiner Comments

There is strong, consistent fulfilment of the task and audience, with tight, succinct focus on ideas in a creative way. It is not over-long so the response has precision and clarity. The organisation is convincing and has sophisticated control.

It is consistently accurate. The response was awarded full marks 16 + 8.



ResultsPlus

Examiner Tip

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

This is part of a response to Question 9.

first of all it could be the simple things like not putting your address up, or your mobile number. It may sound petty or stupid but it is better to be safe than sorry. The next thing could be if you have been talking to someone online and they ask for things like pictures (I'm sure you know what pictures i'm talking about) or anything else like that, then say no, because 1. At the end of the day it's your decision because it's your body, but I suggest still not doing it. 2. You don't 100% know who that person is. As you ^{are} talking

behind a ~~screen~~ laptop / phone screen so you never know who that person you are talking to is. It's okay to say no. If you are getting pressured ^{by} that person ^{or they are} ~~not~~ leaving you alone about it then say no, then block or delete them. BUT if you do send them then don't be surprised if they end up on the internet or somewhere as you don't know what that person is going to do with them. So ~~always~~ always say NO!! It is okay to say no. Never forget that!

The next thing is if you are going to meet someone that you have been talking to online, then 1. always say lets meet in a public place so you can feel more comfortable as there is lots of people around. 2 Always Always Always tell someone whether it's a ~~parent~~ parent / carer or a friend or someone just tell someone where and who you are going to meet. As you can never be sure who this person is, so telling someone gives you that opportunity to ring that person if you are ~~the~~ ever or ever feel as though you are in any ~~danger~~ danger. Instead of telling no one, and then your panicking because you don't know who to call because you know they will be mad at you for not telling them where you have gone and what you have done. so always tell someone.



ResultsPlus

Examiner Comments

The ideas are developed, and there is a secure, sustained realisation of the purpose and audience - it is clearly prepared by a young person for an audience of young people. Mark 9 out of 16, Band 3.

The response meets all of the bullets of Band 1, and the spelling is almost always accurate to move just into Band 2. Mark 4 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.

Question 10

School Uniform

This was the more popular choice.

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

Interestingly, the majority of responses tended to be in favour of school uniform. Many candidates were able to effectively use appropriate techniques for an article and examiners commented positively on the attempts at humour to persuade their intended audience. Many examiners commented on the strong sense of audience and purpose demonstrated in the majority of responses, even if the language controls were not always as secure. Better responses produced a lively article well focused on their intended audience. Many responses were obvious cries from the heart and a number of candidates chose to lean heavily to one side of the argument but more sophisticated answers balanced passion with a sense of the bigger picture. Quotation and anecdote were used quite frequently as a way of constructing a more effective text. Statistics were used with skill to trigger shock and outrage at how much school uniforms cost. However weaker candidates had problems integrating these techniques successfully into their responses. Arguments for uniforms focused on equality, fairness, smartness, prevention of bullying, representing the school and identifying students outside school. Arguments against were mainly concerned with the cost, comfort and individuality. Candidates worked hard to produce eye-catching titles for their articles e.g. 'Uniform or Conform', 'School uniform: Nuisance or Necessity?' and 'Uniform Utopia'. Often there was evidence of candidates crafting and selecting language for the purpose of persuading e.g. arguing for uniform: 'Corridors can become catwalks when students have no uniform codes to follow.', 'strip the bullies of their Gucci, Armani and Prada and swap it for school uniform.' or arguing against: 'a sea of automatons drift through education', 'Not being able to express yourself is like a caterpillar not being able to turn into a butterfly.'. Weaker responses often had unclear or undeveloped ideas or inappropriate register. Weaker responses tended to list arguments for and against and not present their own views clearly.

AO4(iii): Spelling, punctuation and grammar:

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

This is the whole of a successful response to Question 10.

Write your answer to Section B here:

Uniform: Cool or ^{catastrophic} ~~catastrophic~~?

Uniform has been an issue in every school, always a debate, always a problem. It's teachers against students, t-shirts against button-ups, casual against formal. The truth is there are many arguments: the ^{strict} headmaster wants a school where discipline is key, and apparently, uniform is part of the equation. The worried mother wants to save time in the morning, so supports the same attire. The teachers need to be picky about the length of skirts or if shirts are tucked in, ~~so uniform it is~~ or else their whole existence becomes meaningless, ~~so uniform it is~~. While the students, well those are the tough ones. They will pick anything to make ~~for~~ a fuss about and uniform is worth a pout.

The truth is there are many arguments for; the parents can save money on clothes while also saving time in the morning. There are less differences between students, so the rich can't show off and the poor don't need to hide. This diminishes the possibility for bullying due to uniform, and yet, decreasing those chances is unbelievably positive,

and yes, there are countless more arguments. It's true, maybe students shouldn't spend time worrying about their clothes, but rather, they should sit studying, six hours in succession because only then will they be successful, right?

No, wrong. The reality is students can't express themselves anymore. We live in a world where most of the population has to go through the same system: birth, kindergarden, primary school, secondary school, graduation, university, job, house, marry, children, work, retire, die. Everyone goes through the same endless cycle, trained to succeed. Somewhere along that we should be able to choose, even if it's our own ~~school~~ clothes.

We hear our whole lives: "Be yourself" and "Strive to be different." because in the end it's the only way to stand out. Well, if that's the case, ~~we~~ ^{we} need to express ourselves somehow. For some people it might not mean much, but it means a whole lot to us. It seems adults have forgotten to be teenagers. Yes, we are a puddle of raging hormones, but you know what? We are also trying to find ourselves, our identity. We need to figure out what's wrong and right, what I want to be, what I aspire to be, what kind of person I am. To do that, we must first start with our clothes.

Finally, it's sad to hear that our sole existence at school has resumed to something as meaningless as uniform. Teachers are starting to care more about your shirt and skirt than your happiness and health. Students are overwhelmed by exhausting pressure every day and yet, forget about that A in class, surely you show ~~the length of~~ how much ~~of~~ your skin you show is more important. No longer is the problem about drugs or depressions, it's about what you wear not how you feel. It's about what you show, not what you have in your bag.

So you tell me, is it worth the whole fuss? Or should we just get over ~~the~~ ^{it} fuss and start caring about what's real? It's your choice, I've made mine.



ResultsPlus Examiner Comments

The response is a strong, consistent fulfilment of the task with sophisticated control and language use. There is a sharp focus on the sense of purpose and audience. Mark 16 out of 16, Band 5.

The response is consistently accurate. Mark 8 out of 8.



ResultsPlus Examiner Tip

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

Advantages of SCHOOL UNIFORM

- 1- You never run out of things to wear, like you would do if there was no school uniform.
- 2- You will look neat and tidy and well put together.
- 3- You will not get bullied for your clothing choice, as you will be wearing the same thing as the other students.
- 4- School uniform prepares you for later life where you will have to wear a uniform in your work place.
- 5- School uniform is effective cost wise, as you will not have to keep spending money on the latest trends to wear to school Mon - Friday.

DISADVANTAGES OF SCHOOL UNIFORM

- 1- It gets a bit boring wearing the same thing over and over again.
- 2- You are never fully comfortable in your school uniform, and if you are not comfortable you might not feel compelled to work.
- 3- You are automatically ~~stereec~~ stereotyped once you are in school uniform.
- 4- School uniform is actually quite expensive to buy.
- 5- Not all stores might have what your school requires.

All in all I personally think that school is a good idea, as it trains and prepares us for later working life, where uniform will be mandatory. It ~~also~~ also makes us a part of a community within your particular school, as you are all dressed in the same

uniform as one accord. So yes
School uniform is a good idea.



ResultsPlus
Examiner Comments

This candidate presents both advantages and disadvantages of school uniform presented in numbered points. The answer is shaped as an article, there are ideas presented but because of the layout the ideas are not as developed as they could be. There is a clear sense of purpose and audience. Mark 6 out of 16, Band 2.

The response meets all of the bullets of Band 1 and spelling is accurate enough to just move into Band 2. Mark 4 out of 8.



ResultsPlus
Examiner Tip

Make sure to try and present fully developed ideas in an appropriate way.

Paper Summary

Candidates' work often reached a very high standard. There was evidence of good preparation of the texts and good awareness of how to respond to the questions. There was evidence of strong personal responses, dealing precisely with the language of the texts and how this communicated the writer's ideas. Candidates are demonstrating an increasingly secure understanding of how to respond to the writer's language. In their writing, candidates often were able to demonstrate a strong sense of audience and purpose in writing that was clear, often lively and effective.

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.
- Focus on analysing the writer's use of language rather than summarising quotations.
- Choose an appropriate extract for part b) that allows them to explore the writer's language fully in relation to the writer's presentation of ideas, themes or characters.
- Avoid slipping into narrative instead of analysing the text especially in response to part b).

In Section B (Writing), they should:

- Develop ideas effectively and present them in a sustained response.
- Have a clear sense of audience, purpose and appropriate register for the task.
- Use a range of sentences, punctuation and vocabulary appropriate for the task.
- 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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