

Examiners' Report
June 2016

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 commented that candidates had a more secure focus on language features and the writer's intended effects than in previous series and 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.

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:

- candidates' responses which showed strong focus on language features and the ability to select relevant details to support their comments on the writer's language and its intended effects
- candidates' ability to select a relevant and appropriate passage from another section of the text and explore a wide range of language features with focused and developed comments
- writing on the chosen topic that was lively and effective and showed a strong sense of audience and purpose using an appropriate register to engage the audience.

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 or multiple extracts for comment in part (b)
- lacked the ability to develop and sustain appropriate ideas or had a weak sense of form, audience and purpose and did not have secure language controls in response to the writing task.

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

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.

Part (a): Most examiners commented that there was a better focus on language features in this section than in previous series 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 or summarise the text without exploring the language and developing their comments. Examiners commented that candidates generally engaged well with the given extracts and that these extracts and the tasks provided ample opportunities for appropriate responses.

Part (b): Candidates were generally successful in choosing an appropriate extract and better responses focused strongly on the writer's techniques. However some examiners observed that this section was less well done than part (a) as candidates tended 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. Occasionally candidates chose more than one extract limiting their ability to respond to 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 Question 5, 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 the candidates engaged with the text and most demonstrated sound understanding. They were able to identify appropriate examples of the writer's language and comment on its effectiveness. Better responses had a detailed focus on the language used e.g. 'soul food', 'spicy steam', 'M and S separates', 'seasoned with memory and longing' and could find links between these ideas and sometimes mentioned the clash of east and west. Weaker responses tended to be more narrative just focussing on what a good cook Meena's mother was.

b) There were successful responses with an appropriate choice of second extract but some examiners commented that some candidates, who made an appropriate choice for their second extract, did not develop their comments on language and their responses tended to narrate. Popular choices for the second extract were the Indian goddess episode, when Anita came to dinner and Nanima's arrival after the birth of Sunil.

Question 3

Balzac and the Little Chinese Seamstress

There were not many responses to this question.

a) Some of the responses were very impressive. These responses were confident, closely focused on the language employed and usually reflected real personal engagement with the extract. Many picked out images of a secret mission - 'stealthily', 'manoeuvre' and use of short sentences and short paragraphs for suspense. Sensory imagery was also commented on - 'muffled voices', 'little splash', 'nauseating bucket', 'unmistakable odour'. Most of the candidates were able to analyse the use of language in the extract thoughtfully and confidently, showing at the very least an assured understanding, although a few chose to focus on a very small part of the extract and ignore the rest. Some less successful responses relied very heavily on overlong quotations to make points with little close analysis of language.

b) The majority of the candidates were able to choose an appropriate extract and respond in an assured and perceptive way. A few candidates struggled to find an extract and occasionally the responses were not as well developed as the responses to part (a). Popular choices were crossing the ridge, the abortion, the headman's tooth, working in the mine and Luo being attacked by the local youths.

Question 4

Heroes

a) Examiners commented that the majority of candidates responses showed strong engagement with the given extract and better responses made very perceptive comments. Most candidates commented on 'like a knight', 'pledged', 'pale purity', 'love and loyalty'.

More developed responses ranged further through the extract and explored the way Nicole was seen by Francis, as well as his emotions 'hoping to hear my name', 'agony of love and longing'.

There were also insightful comments on the sinister nature of Francis's fixation, comparing his 'trailing' and 'lurking' with stalking.

Weaker responses often chose three or four of the above points and offered some explanation, sometimes relying on narration or tended to identify relevant quotations and then simply paraphrase them.

b) The majority of candidates were able to find an appropriate extract and make relevant points. The most popular choices were the final meeting with Nicole and the rape scene. Most candidates were able to make clear points about their chosen extract. More able candidates were able to discuss language in an assured way. Some examiners commented that sometimes candidates were less likely to focus on use of language or to use literary terminology in their responses than they were in their responses to part (a).

This is part of a successful response to Question 4a.

4a) The language in the extract represents how Francis feels about Nicole in various ways. An example of this could be that Francis feels intimidated by Nicole. I can understand this as sensory imagery has been represented in the extract as it states "my mouth would instantly dry up and I would look away". This ~~suggests~~ implies that Francis feels nervous around Nicole as when you feel nervous or hesitant you would usually turn away or you would be unable to speak (due to mouth becoming dry). This may also suggest that if he is nervous it could mean Francis has feelings for Nicole and he doesn't want to feel that she is judging him.

The word "mouth" and "look" have been represented by Cormier to the reader as it gives a sense of reality to the reader so they can ~~feel~~ ~~see~~

From I can presume that Francis also likes Nicole from the extract by how he ~~uses~~ ~~uses~~ the descriptive words to ~~describe~~ describe how she looks like. For example, (as this is in 1st person from Francis's view) he describes her as ^{with} "shining black hair". The word "shining" has been represented as it makes the reader think of something that is bright and extravagant; ~~for example like a star~~. We also associate the word "shining" with a star so we see the importance ~~and~~ that Francis holds on Nicole and we can see that he thinks of her as this outstanding aspect in his life from the moment he laid eyes on her.

Francis also sees Nicole as innocent and pure in this extract as he states "pale purity of her face reminded me of the statue of St Thérèse". By comparing her to St Thérèse it gives the reader

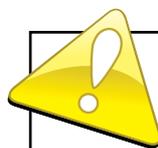
a sense of ~~more~~ how Francis perceives Nicole as this innocent person, even though he hasn't talked to her yet. This could indicate the respect that Francis has towards Nicole already because by stating in the extract also that she is a "pale purity", this means that he perceives her as this untouched woman who is considered ~~Epaisse~~ ~~was~~ ~~to~~ have the aura of peace and prosperity. ~~He~~ ^{cornier} uses ~~to~~ the word 'pale' not because she ~~may~~ may be pale but because pale ~~is almost~~ usually gives the readers imagery of a baby and as babies are new to the world it could give a sense that she is new in his life and it's exciting to Francis.



ResultsPlus

Examiner Comments

There is assured understanding of the text and of the writer's ideas. Points are supported by pertinent reference to the extract. Band 4, 12 marks.



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 response to Question 4b.

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

In the extract Francis is shown to believe that Nicole is 'the most beautiful girl I had ever seen'. The quote highlights that Nicole wasn't "one" of the most beautiful girls he had seen but she was the 'most' beautiful. If the word most wasn't used to describe Nicole it wouldn't have shown how beautiful she is.

Francis is also lead to believe that Nicole is an innocent girl. This is portrayed in the quote 'The pale purity on her face'. The reason for this is because her face was pale and white is a pale colour. And a colour that relates to innocents is white. We resemble the colour white with innocents as angels are believed to dress in all white and angels are lead to believe to be good people/creatures. If the word pale was replaced with the words Dark or Dull, Francis would create an image of a not so special girl.

So Francis describes her as pale as he feels that she is a special girl.

However Francis also believes that she is not all good. 'Something else flashed in her eyes, too, a hint of mischief'. This clearly shows that Francis doesn't think that Nicole is totally innocent and he feels that she has a quite naughty and adventurous side to her.

4 B. In chapter 16 Francis describes Nicole after years of not seeing one another. She is presented as having short hair 'her hair is cut short'.

Francis describes her cheek-bones as being 'more prominent' and her eyes to be 'bigger'.

All these things could have been changed naturally apart from her hair. Nicole possibly cut her hair short to help her forget who she was before. All the things lead to her being a nun. Nicole may have become a nun due to

her past. When Larry LaSalle raped Nicole it would be a moment in her life that she would like to forget.

However she may have not been able to forget, therefore she became a man as men are not allowed to have sexual intercourse. This may have been to stop her from reliving the moment of when Larry raped her all those years ago.

I couldn't imagine who my visitor was, Nicole says, walking past me' This presents Nicole as not a very forgiving person, although she is a man. The fact that Francis didn't help her when she was raped was too much to forgive and she can't even talk to him while looking at him, she just walks past in either disgust or embarrassment.



ResultsPlus

Examiner Comments

The response fulfils the criteria for Band 1. This is a generally sound response with some reference to the text. Band 1, 5 marks.



ResultsPlus

Examiner Tip

Think about how there could have been a wider range of points, how they could have been developed and more detailed comments could have been made about language.

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. Examiners commented positively on candidates' ability to engage with and respond to the language in the extracts.

a) Candidates responded positively to the given extract and there were some interesting and developed interpretations of the dream. Examiners commented that the best responses were mature and perceptive in developing sensitive interpretations of the dream.

There was less evidence of feature-spotting and most candidates did try to explain and explore the various language techniques employed.

Many candidates picked out adverbs e.g. 'craftily', 'rhythmically' and were able to make relevant comments.

Many candidates discussed the idea of the story as being like a bedtime story leading them to discuss the nature of George and Lennie's relationship as similar to a parent and child. Other popular comments were focused on George's voice becoming 'deeper' – there was a range of reasons offered for this including George automatically knowing the dream, the idea of a fairy-tale, the idea that he was drawn into the dream as he recited it. As well as this, candidates also discussed Lennie's reaction to the dream and his excitement shown in repetition and the interruption of George. Quite a number of stronger candidates picked up on the way George attacks the tin can and linked this to the realisation the dream is a fantasy and his frustration at allowing himself to be drawn in again.

Stronger responses confidently handled the extract, using the language examples to support their points and prove the intent of the author.

Some examiners commented on incorrect identification/confusion of language terminology e.g. similes/metaphors. Less successful responses were less well developed or narrative and made limited comments on language. Some weaker responses only commented on George and Lennie's relationship and offered limited comment on the dream. Examiners commented that even some weaker responses were able to make valid, if limited, comments about the effect of their chosen quotations but with limited language analysis.

b) Most candidates were able to choose an appropriate extract e.g. the impact of dreams on Curley's wife, Candy or Crooks. Examiners commented that responses were generally well done. Successful responses were able to keep a firm focus on the dream and how the language used aids the reader's understanding of its importance. Examiners commented they saw some very good responses that were perceptive and thoughtful with a strong focus on language demonstrated by word level analysis.

The most popular section chosen was Curley's wife's dream in chapter 5. The better responses handled the extract and language examples well, commenting on a wide range of points and linking them to the dream.

Many candidates commented on Curley's wife's materialism e.g. 'nice clothes' and the use of 'coulda'.

Some candidates assumed that the dream is well known so it did not need specific explanation. For some candidates there was a tendency to become engaged with her as a character and her relationship with Lennie rather than her dreams.

Weaker responses to this section tended to be narrative using language references to support the comments made or missed references to language entirely. A small number of candidates used the whole novella to comment on many characters' dreams.

This is a successful response to 5a.

a) In Steinbeck's novella, *Of Mice and Men*, our view of the time George tells Lennie about the dream is influenced by the use of language. The repetition of the ~~qualifier~~ phrase "like you done before" infers that George often tells Lennie about the dream, an implication further highlighted by the qualifier "before". The fact that Lennie has heard about the dream numerous times in the past, yet ~~he~~ still wishes to be told about it again further suggests that the dream is of great importance to Lennie, ~~and so~~. The way in which George obliges and does discuss the dream also implies that the dream is significant to him, too, or at the very least he cares enough about Lennie to humor him.

The significance of the dream in both of their lives is again exhibited through the use of syndetic listing when ~~he~~ talking about their dream; "... a big vegetable patch and a rabbit hutch and chickens." This listing suggests that the dream is extensive, and therefore desirable, but this form of listing also has connotations of childishness. ~~The~~ ~~a~~ syndetic nature of the listing ~~also~~ therefore implies that their dream is unrealistic and impossible, and that it cannot and will not come true. This acts as foreshadowing for later in the novel, where we find out that George and Lennie did not, in fact, get the opportunity to live their dream.

Steinbeck's use of language also conveys the unity of George and Lennie and their views on the shared dream. The repeated use of the ~~pronoun~~ collective pronoun "we" suggests that George views him and Lennie as an inseparable collective, for whom the dream is the

we find out that George and Lennie did not, in fact, get the opportunity to live their dream.

Steinbeck's use of language also conveys the unity of George and Lennie and their views on the shared dream. The repeated use of the pronoun collective pronoun "we" suggests that George views him and Lennie as an inseparable collective, for whom the dream is the feature which separates them from others in their situation. This is emphasised by the juxtaposition between "we" and "them other guys" as ~~marks~~ ~~then~~ it implies that George and Lennie view themselves as different, and in some ways superior, to the other migrant workers.

The language used in the extract also suggests Lennie's dependence on George, especially regarding the dream. Lennie says "Come on, George. Tell me. Please, George..." and the repetition of the proper noun implies an almost child-like method of grabbing his attention. The dependence of Lennie is also shown when George later says; "You get it by heart, you can do it yourself." which shows that despite being familiar with the dream, Lennie remains reliant on George to tell him about it - which further implies Lennie cannot make the dream a reality without George.



ResultsPlus Examiner Comments

This response shows some perceptive understanding of the text, ideas and language. There is also some discriminating reference to support the response. The coverage is not extensive enough to warrant a mark any higher in Band 5. Mark 14, Band 5.



ResultsPlus Examiner Tip

Look at how the response focuses closely on the writer's use of language and comments thoughtfully on the effects of the chosen examples.

A. In the extract George is telling Lennie about their American dream. At the start of the extract it says "Lennie spoke craftily". This tells us that Lennie is speaking carefully to try and get George to tell him their dream.

Later on in the extract Lennie is persuading George to tell him the rest of the story. "Lennie pleaded, 'come on, George. Tell me, please, George.'" The repetition of both please and the short sentences makes the reader think that Lennie is trying his hardest to get George to tell him the rest of the dream. The word "pleaded" tells us that this dream really means something to Lennie and that he will do anything to make it happen.

Later on in the next paragraph George tells the story ~~it says~~ and Steinbeck makes it sound like he is talking about a dream. "He repeated his words rhythmically as though he had said them many times before". The word rhythmically makes the reader hear it as a poem or like it has been said in a dream.

In the next line it says "Lennie was delighted. 'That's it-that's it.'" The repetition of that's it shows the reader Lennie's excitement and what this means to him. The word delighted shows us that this dream is what Lennie wants. The constant repetition of rabbits tells us that that ~~bad~~ the dream is what keeps him going.

Steinbeck also uses repetition of "cell" ~~through~~ throughout the extract this shows us that Lennie is desperate to hear the story again and that he will do whatever he can to hear it.



ResultsPlus
Examiner Comments

This is a sound response with reference to individual words. There are clear examples. It fulfils all the Band 2 criteria.
Mark 6, 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 a less successful response to Question 5a.

a) In the extract Steinbeck uses adjectives to influence my view of the time when George tells Lennie about the dream. From the extract it is clear to me that the dream is something that both George and Lennie have spoken about before, this is evidenced by the words

"Go on, George! Tell about what we're gonna have in the garden and about the rabbit in the cage and about the rain in the winter and the stove."

This shows that Lennie could reel off from his head all of the ideas that they've both had when they've previously spoken about it and he was able to name key features that they've both wanted within their home in their dream shown by the word "stove". They had an idea on how they wanted to keep their animals - they had it all planned, now all that they needed was for their dream to come true and they couldn't wait for that to happen any quicker!

Steinbeck also uses a range of punctuation within the extract. From the extract the words "No... you tell it. It ain't the same if I tell it" tells me that Lennie preferred George talking

about their dream. Lennie liked to tell George ~~all~~^{all} of the ideas that he had about the dream, yet the reason Lennie liked George talking about ^{it} was because he made it more descriptive and imaginative and it worked well with Lennie because of his mental problems. Despite being a fully grown, capable man Lennie still had the mind of a toddler, so anything with a little imagination really made his eyes light up and put a big smile on his face! The use of the ellipsis reflects that Lennie did have a mental problem because it shows that he stutters his words just like a toddler would.



ResultsPlus Examiner Comments

A narrative response with some textual references. There is generally sound understanding of the text but the candidate does not particularly focus on the language. Band 1, 3 marks.



ResultsPlus Examiner Tip

Make sure you try to make comments on why the writer chose particular words or phrases and the effect these have on the reader.

This is a response to Question 5b.

In *Of mice and men*, there is alot of language devices that influence your ~~the~~ readers ~~to~~ view on the dream.

The extract I chose is from line 17 on page 86 to line 2 on page 88.

In this chosen extract, George and Lennie are discussing the dream between eachother. Curley over hears and "George was on guard ~~the~~ immediately." This quote shows that George is very protective over his and Lennies plans. There is further evidence of this when it says "What's that to you?" Again, this shows that he is very secretive of what him and Lennie ~~is~~ are planning and at first, does not want to include Candy.

It's only when Candy suggests that he puts in money in return to be a ~~worken~~ worker on the house but also to live there, we really see how much the dream means to these men. "He leaned forward eagerly." The word ~~egg~~ "eagerly" shows how much ~~the~~ Candy wants to be included in this dream with George and Lennie. Candy's eagerness to be included

in this makes us understand how much he wants his life to change. We also see another example when he says "I'd make a will an' leave my share to you guys incase I kick off." This proves that Candy is almost trying to bribe George and Lennie with all the money he has to just try and be part of the dream with George and Lennie.

~~The~~ The last way we see ~~dreams~~ the theme dream is represented in the novel is when the three believe that the dream may actually come true; "they looked at each other another, amazed... we could swing her." This quote shows ~~that~~ the excitement they all have when they think that the dream could become a reality. ~~The~~ The dream was deemed to be an almost unreachable thing that they only wished that would happen but probably knew deep down that it wasn't achievable; until this point.

To conclude, the dream ^{begins to} becomes a huge part of three of the characters life as almost an end goal that they believe will

happen if they work together.



ResultsPlus Examiner Comments

There is thorough understanding evident but there is some lack of focus on the language used. There is some sustained reference to support the points made. Band 3, 12 marks.



ResultsPlus Examiner Tip

A firmer focus on the language the writer used would have improved this response. Try to select relevant words and phrases and make detailed comments on the writer's intended effects.

This is a successful response to Question 5b.

b) The idea of dreams is explored again in the novel when Curley's wife tells Hennie about her dream.

In this extract, Curley's wife is shown to be very passionate in talking about her dream. Steinbeck writes "And then her words tumbled out in a passion of communication, as though she hurried before her listener could be taken away". The use of the dynamic verb 'tumbled' which acts as a metaphor, suggests the urgency with which she speaks. This, coupled with the rest of the quote, implies that Curley's wife ^{is} rarely is given an opportunity to talk about herself and her dream - and furthermore that she is lonely ^{as a result of} ~~due to~~ this.

The use of modal verbs by Curley's wife also influences our view of her dream; "I coulda made somethin' of myself... coulda' been in the movies... coulda' e sat in them big hotels". This particular modal verb heavily suggests that Curley's wife ~~is~~ is holding onto her dream, and the idea of it, despite the fact that it hasn't come true. The repetition of

the 'coulda' also conveys some degree of childishness, as if she is attempting to justify her current situation to Lennie - and to herself.

The child-like nature of her dream is emphasised by the use of syndetic listing; "... an' had nice clothes... an' I coulda... an' had pitchers took of me" which suggests that, similar to George and Lennie's dream, hers cannot ever come true, making her dream, and character, an object of sympathy in the novel.

Curley's wife's dream is also shown to be selfish and to only involve her. The repetition of the pronoun 'I' throughout her description of her dream suggests that she alone features in her dream, and therefore that she considers herself to be independent. This juxtaposes both to George and Lennie's dream (in which they are both dependant on the other in bringing the dream to reality) and to Curley's wife's current situation, in which she is dependant on Curley, so much so that her first name is never mentioned and she is referred to as merely to Curley's property. This further infers that Curley's wife uses her dream as a means of escapism to forget the life which she now finds herself living.

Steinbeck's use of language also suggests that Curley's wife uses her dream as a ~~mean~~ way to impress others. In the extract it says "She looked up at Lennie, and she made a small grand gesture with her arm and hand to show that she could act." The use of the oxymoron "small grand" could be seen as an interpretation of her dream itself, as it is only a dream yet is bigger and more than anything she is or will be able to achieve. The fact that she looks up at Lennie also suggests that she is seeking his approval and validation from him,

and using the idea of her dream as a way to get this. This
person could also imply that she feels that she doesn't receive any
validation in her everyday life, therefore clings to her dream as
a way to escape this.



ResultsPlus
Examiner Comments

This response fulfils all of the Band 5 criteria.
24 marks, top of Band 5.



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 engaged positively with the extract and the character of Divy and showed a sound or thorough understanding of language and ideas. The more able offered some close analysis of language. Many candidates commented on the use of expletives and violent language e.g. 'punched the dash' and there were many and varied interpretations of the simile 'like a pensioner'. Examiners commented that many candidates showed an obvious dislike of Divy. Weaker responses that were sometimes narrative, included some attempt to comment on language but tended to explain rather than analyse.

b) Most chose the football match, the death of Sukh or Divy controlling the family and better candidates produced thoughtful and detailed responses. Weaker responses tended to be narrative with less secure understanding of the use of language techniques.

Question 7

Riding the Black Cockatoo

There were no responses to this question.

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. Some examiners commented on the unusual choice of Dill for this question. Better responses demonstrated good understanding of the text and Dill's character and supported this with some excellent language analysis. Candidates explored how Lee uses language in the description of Dill's height 'I'm little but I'm old', his physical presentation 'snow white hair', 'cowlick' and 'duck fluff' and his struggle to go under the fence. Some more assured and perceptive answers discussed how he is a storyteller in the section discussing Dracula and there were some sensitive explorations of how there are two sides to Dill presented in his confidence at the start and his embarrassment at the end regarding his father. Weaker responses sometimes misinterpreted Dill and had a less secure focus on language.

b) Many candidates chose Dill running away or his reaction to the court and Dolphus Raymond. Better responses had a secure focus on how the language of their chosen extract supported their comments on Dill. Particularly perceptive responses focused on the difference between Scout and Dill in the courtroom scene and how much Dill has grown up and matured. They also picked up on his trusting nature and how he is used by Lee to illustrate the wrongs of racism. One insightful candidate commented on the irony that a child such as Dill is able to see the wrongs of the trial of Tom Robinson where most members of Maycomb could not. Weaker responses were sometimes narrative and did not explore language.

This is a successful response to Question 8a.

Lee presents Dill in a very obvious light at the start of the novel when he is introduced to the Finch children. He immediately given the impression that Dill seeks not only some comfort or attention, but perhaps the influence of other children in order to be what Scout would consider 'normal'. This is portrayed in a couple of different

ways in this extract.

At the start of the extract, Lee exaggerates the slightly pompous and boastful child that Dill is originally viewed as by the very precocious nature of his first words to the children. 'I'm Charles Baker Harris,' he said. 'I can read.' This quotation gives an immediate impression that Dill is attempting to exert a mature and positive image of himself to his new companions and portrays him as being a character of ~~pride~~ ^{excellence} and self-pride. This is also enhanced after as he states 'I'm little but I'm old.' Lee uses this ~~to~~ ^{again to} reflect Dill as a child of both intelligence and maturity as he attempts to impress the children, perhaps to establish a friendship with them.

A little further down the extract, Dill is perceived as a child of thrill and adventure as Scout talks about how he has spoken about himself to the children. The fact that Dill told the Finch children that he had his picture 'entered into a beautiful child contest and won five dollars' again gives us the impression that Dill is slightly egotistical and in need of companionship in order to neutralise his extravagant personality. Lee does this to indicate the way in which he speaks to the children and to enhance his will to gain attention and respect from his new friends. Dill also does this when he tells them he had seen Dracula, as Scout states 'Dill had seen Dracula.' The use of the third person of 'Dill' indicates to us that he has tried and achieved admiration and respect from the children as Scout finds it a worthy topic to talk about.

Dill is also presented in many ways as being innocent and youthful by Lee, unlike the mature and developed persona he attempts to carry. This is expressed through Lee's description of him as she says 'his hair was white and stuck to his head like duck fluff.' The image of 'duck fluff' gives us ^{2 sense} ~~an image~~ of innocence and youth as he is ~~expressed~~ ^{portrayed} here as a mockingbird. This is further enhanced by Lee as she states 'he habitually pulled at a conk in the centre of his forehead.' The use of the ~~the~~ adverb 'habitually' presents Dill as being oblivious to his actions and exaggerates his childish and slightly juvenile mannerisms that are portrayed from this quote.

Dill is also presented as a lonely child at the end of the extract/as after 'reducing Dracula to dust' (another indication of his attention-seeking personality.) We see that he is in fact a victim of some form of family issue. This is portrayed as 'Dill blushed' after scout questions concerning his father which remain unanswered, a clear indication to us that Dill is not willing to speak about it and instead uses the adventurous activities he embarks on to hide the real sorrow that he faces at home. Lee uses her language here to speak for Dill as his facial expressions and embarrassment tell us what is implied through the action of Dill 'blushing'.



ResultsPlus Examiner Comments

There is some sensitive consideration of Dill, showing assured understanding of the text, ideas and language.
There is not enough language analysis for this response to be awarded a mark in Band 5.
Band 4, 13 marks.



ResultsPlus Examiner Tip

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

This is a successful response to Question 8b.

From pages 145 - 147, Dill returns to Maycomb after supposedly running away from home. He is ~~expressed~~ ^{portrayed} in numerous different lights here by Lee and her use of language gives a clear insight into why Dill decides to hide under Scout's bed. The image of him under the bed presents Dill as being vulnerable and in need of protection which progresses throughout the extract as he is portrayed as slightly needy and obsessive towards the Finch family.

One of the first things Dill says after being reunited with the children is 'Got anything to eat?'. This quotation enhances the bond that is immediately established between the Finch family and Dill and presents Dill as being comfortable and at home in Maycomb. This also highlights his desperation for some home comfort or luxury as he states 'I'm about to perish!'. The use of the verb 'perish' gives the impression that Dill is growing up and maturing as he is using more complex vocabulary ~~and~~ ^{but} also re-captures the innocent and ~~exaggerated~~ ^{childish} character of Dill as he unintentionally makes his state of hunger sound more severe than it really is. Lee also writes that Dill 'devoured' the food he is given by Jem and Scout which gives us the impression that his safety is more guaranteed in the Finch household and his home-life is not as well-nourished; mentally or physically.

The image of Dill being a child with a wild personality is also reflected in this extract as his vivid and slightly daring imagination finds him reciting a series of lies to Jem and Scout. This is implied as Scout

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The image of Dill being a child with a wild personality is also reflected in this extract as his vivid and slightly daring imagination finds him reciting a series of lies to Jem and Scout. This is implied as Scout mentions that Dill has 'recited this narrative:' which suggests that the speech he delivers has been rehearsed. This gives the impression that Dill lacks attention at home and so must make up fantasies such as being 'bound in chains and left to die in the basement', 'engaged to wash a camel' and 'travelled with the show all over Mississippi.' These lies told by Dill enhance the fact that he is a vulnerable character and give the impression that his only dreams or desires are to impress those who he cares about the most: Jem and Scout.

Dill is also portrayed as a victim of neglect and ~~abandonment~~ ^{abandonment} in the extract as he is particularly conscious of Atticus and the punishment he could receive from running away from home. This is suggested as Lee mentions that 'Beneath its sweat-streaked dirt Dill's face when white.' The fact that Dill has gone 'white' under a 'sweat-streaked dirt' face

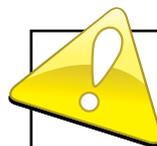
gives the impression that Dill is terrified of Atticus' reaction as he perhaps expects it to be like ones at home. This is also enhanced as Dill pleads with Atticus '...don't make me go back, please sir!' The desperation of Dill is suggested through the use of imperatives or commands (don't) and his begging presents him as being a character of neglect as it is what he expects will happen to him which gives us a good insight of the treatment that he receives at home. ~~it also~~ His desire to remain at the Finch household also gives the impression that he feels at ease in their presence and a sense of security and safety is experienced here as he wishes to stay. This also indicates that he is needy and clingy due to being abandoned or neglected by his own family.

Dill's ability to feel safe with the family is also enhanced as he does not hesitate in fulfilling his requirements, particularly his dietary ones. Lee writes 'Dill ate, and ate and ate.' The repetition here gives a representation of the state Dill was in on arrival and the fact that he is not afraid to be himself in the place he considers home: Maycomb.



ResultsPlus Examiner Comments

The response fulfils the criteria for Band 4. There are not enough examples or consideration of language for the response to get into Band 5. Band 4, 19 marks.



ResultsPlus Examiner Tip

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

Question 9

End of year celebration

Some examiners felt this task was done less well 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 range of ideas put forward although some examiners also commented on the conventional nature of the proposals e.g. the prevalence of proms. However other examiners offered evidence of a wider range of proposals on offer: bonfires, barbeques, parties, festivals, visits to theme parks, as well as trips abroad and more adventurous ideas exemplified by suggestions for sky diving and adventure activity weekends. Some candidates promoted their event but did not say what it would be.

Many candidates engaged well with the task and examiners commented that better candidates sustained a sense of audience and purpose in responses that were sometimes humorous, often lively, accurate and ambitious. Many candidates employed flattery as a persuasive technique, often to good effect. Examiners commented positively on the persuasive techniques employed and the way candidates had been taught to use these. There were many examples of 'I know the dangers of alcohol will worry you...' or 'You may feel that staff will be too tired but...' Speech register was often very convincing with even the use of stage directions in some cases!

A number of candidates wrote a letter rather than a speech and some comment was made by examiners about confusion about the intended audience with some responses being aimed at peers.

Weaker candidates produced undeveloped responses, sometimes losing the sense of audience and purpose. Sometimes weaker candidates lost track of the purpose and audience by getting sidetracked into the minutiae and details of the arrangements for the event.

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. 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 a response to Question 9.

Dear Sir. I have come up with an ideas for the end of year event that I hope you agree is the best. What I am thinking is that all of the students that are celebrating end of year studies should all go to a theme park, like Alton Towers or even Butlins for a day. ~~Yes I~~

Yes I know that it would be a lot of money to raise

a whole year group to a theme park. So I think that whoever has had more than ^{ten} ~~10~~ detentions ~~10~~ during the year should not get to go. I mean why would you get rewarded for something like that for bad behaviour?

The Students will also have to spend about ^{thirty pounds} ~~£30~~ to cover some of the costs, which for a day out in Alton Towers or Butlins isn't a bad deal. ~~£~~

Say that there are ^{two hundred and fifty} ~~200~~ students in a year group, and ^{fifty} ~~50~~ of them can't go because they have had ^{two hundred} too many detentions that is still ~~150~~ people, times that by ^{thirty} ~~30~~ and you will have six hundred pounds to cover bus fares, ticket fares and any other expenses. ~~£~~

As you know some people might not want to go to a theme park ^{for some} ~~because~~ reason or another, but you will still have at least five hundred pounds, the students could even bring their own money to buy food, drinks, souvenirs etc. Also would you not want to go to a theme park?

Theme parks are great, you can go on as many rides as you want, you can even get tickets that get you right to the front of the queue. How many

times have you been to a theme park?

There are a few places I have in mind;

- Alton Towers

- Butlins

- Cheshire resort

- Creaaly

I could go on and on, but I am writing to ask you, do you have the amount of generosity and kindness to let this happen? After all, most of it will be treasured for years to come and people will look back on this school and say to themselves 'I liked my high school, especially when our head teacher let us all go to an amazing theme park' - They would not look back and hate it, like other schools, because you sir, ~~are~~^{are} a great head teacher, letting people like me, students, choose where to go and what we should do to celebrate our end of studies

Yours faithfully,



ResultsPlus
Examiner Comments

Despite the candidate writing a letter instead of a speech, there is a sense of purpose with some appropriate ideas. The candidate uses some persuasive devices. Organisation is sound with a clear text structure. Band 2, 5 marks. Spelling is secure but the response lacks a range. Band 2, 4 marks.



ResultsPlus
Examiner Tip

Remember to think about form as well as audience and purpose.

This is successful response to Question 9.

GCSE's. The word that brings spine chilling thoughts, blood-curdling nightmares, and fills every student with dread. They haunt us in our sleep and clamour for our attention from the moment we wake up. They drain us from our humanity and leave us feeling empty and ~~dejected~~ in despair. All for one peice of paper with some letters on it. Surely we deserve a reward ~~?~~ that is truly unforgettable?

I have the solution. I have the perfect solution which will bring the humanity back to our students, bring a smile on their faces and fill them with delight. My idea is better than all others. Sky diving.

What better way could there be to celebrate the end of our time at this ~~the~~ marvellous school? A party? ~~?~~ A party, where teenagers from your own fantastic school end up in the local newspaper for ~~the~~ drugs and underage ~~drinking~~ ~~drinking~~? Unless I'm mistaken, that is the worst nightmare of a Head Teacher summarised in a paragraph. If I know one thing about teachers, they all love a student who spires

for the best in their life and never fails to go the extra mile. They love students who create utterly unforgettable experiences and make the most of their lives. I believe this is the reputation that every ~~student~~ Head Teacher strives for, for their school. Nothing can finalise this reputation more than sky a school trip to go sky diving.

Imagine yourself. Imagine the adrenaline. Imagine prowling on the edges of a plane where the fearless flirt with death. Because, that's what your students are; fearless. Then imagine when the strudder proppels forward. And you're off. The ground is growing and expanding towards you. Your heart is ressonating in your chest so loud you can here it through the whisteling, whaling wind. And then you've landed, and you're safe. An unforgettable memory right there.

To reassure your confidence that this idea is the best, 99.9% of students land safely. There is a one in a million chance of it ending badly - ~~less~~ than crashing your car on the way to

school. So what more can you possibly ask for?

Thank you for taking my idea into consideration. I can truly and deeply see how life changing and incredible this choice will be for you. ~~But~~ ^{Finally,} Surely, as a Head Teacher you do not want to a person who doesn't live your own, incredible and unforgettable life to the full?



ResultsPlus Examiner Comments

This is an engaging response with extensive vocabulary, sharply focused on the writer's purpose and audience.

The response fulfils all the Band 5 criteria.
Band 5, 16 marks.

A controlled response but there are a few spelling errors throughout. Band 3, 7 marks.



ResultsPlus Examiner Tip

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

Question 10

Staying in education or training until 18

This was the more popular question.

Examiners commented that responses for this question seemed to be better than those for Question 9.

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

Many candidates were able to effectively use appropriate techniques for the letter to an MP and candidates engaged well with the topic – most had something to say. Many examiners commented on the strong sense of audience and purpose demonstrated in the majority of responses, with appropriate levels of formality, even if the language controls were not always as secure. Better responses produced lively letters well focused on their intended audience. Arguments for staying on included: better preparation for the future, being more mature at eighteen, keeping crime figures down (which seemed to occur quite a lot) and popular arguments for leaving at 16 included: unnecessary or irrelevant academic subjects, preventing students maturing or restricting their independence, people at 16 should be allowed to work rather than study. There were numerous references to the Alan Sugars and Richard Bransons of the world who took alternative routes but also a great deal of practicality and pragmatism, recognising that these people were exceptions that could not be lived up to and therefore the 'normal' university or college route was the safest option. Some saw further education as an exciting opportunity to specialise. An interesting comment from one candidate was 'Here in England we are rejecting an option that people in other countries would kill for!'. Examiners commented that there were very strong arguments both for and against the idea of staying in education or training until 18, from students of all abilities.

Weaker responses often had unclear or undeveloped ideas or inappropriate register or tended to be a 'rant'.

AO4 (iii): Spelling, punctuation and grammar:

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

This is a response to Question 10.

Dear Sir/Madam,

I am writing to you today to express my disagreement with the fact that people are required to stay education or training until they are 18.

Firstly, I think that ~~lessons~~^{skills} people require in life are mainly practical and not all educational. Making ~~young~~ young people stay in education or training until 18 is ~~is~~ restricting them to learn those practical lessons. I think that if people should have the choice whether to stay on in education and carry on learning or, to start working and learn the practical

Skills they require. Not every person is the same, we are all different and all require different needs; whether that is education or practical life experience.

That leads on to my second point. Not everyone is academically clever; there are people out there with learning difficulties, from mild to severe, and the education system (exams) do not suit their learning needs. Moreover, with the exams for GCSE's ^{and A-levels.} getting harder, those who suffer from learning difficulties will find the exams increasingly harder but would benefit from working.

Thirdly, further education is getting increasingly more expensive and not all families can afford further education. As a result those who stay in education until 18 will be left at a disadvantage - not enough money to progress further in education and no experience in work. I think that young people are old enough to make their own choice in their next step at the age of 16, and have learnt the basic ^{academic} requirements needed in life. If later on in life people ^{require} ~~need~~ or want further education they are able to do so but by their own choice. I also think that for those who aren't very academic they are able to start earning money instead of struggling in further education and coming out with not very good qualification and no work experience.

In conclusion, I would be very grateful if you would take my argument into ^{consideration} account. As I believe that ~~peopt~~ requiring people to stay in education or training until 18 is unfair and restricting.

Yours sincerely



ResultsPlus Examiner Comments

The response is securely into Band 3. Ideas are sustained and there is aptly chosen vocabulary. Band 3, 8 marks.

There are some slips but there is enough evidence of accuracy for a mark in the middle of Band 2, 5 marks.



ResultsPlus Examiner Tip

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

This is a successful response to Question 10.

13 West Road
Blackheath
London

Dear Mr Smith,
I currently attend school in Crediton, Devon. I am currently in my final year there, aged sixteen. However! I have now been told that I will be required to stay in Education until I am 18. Is this true?

Surely there must have been some mistake Mr Smith, as, I'm sure you'll agree, this is a ridiculous idea. Is what the young people at today need really another two years at school? Another two years of 'learning' - I put learning in inverted commas because the teaching standard at schools in England, I feel, no longer qualifies as 'learning'.

My classmates and I have spent the last eleven years being taught to add and subtract, how many wives Henry VIII had, how to work out the angle in a triangle. I'm sorry Mr Smith, but ~~I have already~~ when am I going to find those skills and knowledge useful!? I've already forgotten much of my education up to this point.

What happened to the school at life? Learning from nature? I'm sorry Mr Smith, but no art class ~~has~~ has ever taught me to paint with all the colours of the wind.

For as long as I can remember, I've read books about young people at one with nature, discovering new worlds and having adventures. How will we have those sort of experiences when we are sitting in a humid classroom learning how Galen affected the development of Medieval medicine? And now you plan to keep us there for another two years. This idea is unacceptable Mr Smith.

Many young people need the opportunity to earn from the age of sixteen - to build financial security and support their families. By taking away those crucial two years, filled with the potential of a full time salary, you are ~~fitting~~^{consuming} those young people with guilt and destroying any motivation for a successful career they might have had.

And what about the teachers? The teachers who have to teach bored and angry students for two years, with only minimal pay. Slaughtering away

each day, creating lesson plan after lesson plan from an uninspiring syllabus. Going home each night to extra marking, from students who would rather die than evaluate the core theory of non-verbal communication. How do you think they feel? Could you ~~you~~ do that? No.

Therefore, I would be eternally grateful, if you would pass on my opinions to a more senior education specialist. I am looking forward to a reply within the month, and a rethinking of these preposterous changes.

I'm sure you'll agree that this initiative is ridiculous. It is my strong belief that the only qualifications any sixteen year old wants are GCSEs in friendship; ASs in kindness; and A Levels in happiness.

Thank you for your time. ~~At least~~ Although you probably have more time than the average GCSEs student! Ha! Ha!

Yours Faithfully,



ResultsPlus
Examiner Comments

This is a lively response with deliberate humour. The response achieves precision and clarity in presenting compelling and fully developed ideas. The response is sharply focused on purpose and audience. The candidate provides lots of examples to support the ideas in the piece. Band 5, 16 marks

This is a fully controlled response which fulfils all the Band 3 criteria. 8 marks.



ResultsPlus
Examiner Tip

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

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. Candidates demonstrated an increasingly secure understanding of how to respond to the writer's language and comment on its intended effects. 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 intended effects.
- Focus on analysing and interpreting the writer's use of language in their chosen quotations rather than paraphrasing them.
- Choose an appropriate extract for part (b) that allows them to explore the writer's language fully.
- 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 form, 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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