

Examiners' Report
November 2014

GCSE English 5EH2F 01

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Introduction

This being a resit exam, there was a comparatively low number of entries. Perhaps because candidates had previous experience of sitting the paper, most were able to organise their time well. There were proportionately fewer examples of undeveloped responses or of candidates leaving out questions altogether.

In Section A, twice as many answered on Romeo and Juliet compared with Macbeth, and very few answered the Merchant of Venice questions. The overwhelming majority of candidates answered the Shakespeare character (a) questions fully and successfully. Responses to the performance (b) questions continue to show improvement and many more candidates seem to have a better idea of how to approach the theme (c) questions. Nevertheless, a sizeable minority tend to spend too much time on the first two traits at the expense of the third, which is worth more marks.

In Section B, Of Mice and Men remains by far the most popular text, with Heroes a distant second. Practically all candidates discussed relevant material in their responses to the character questions, whilst the question on language still poses problems for those candidates who, mistakenly, tend to approach it as a second question on character. Those who answered on Heroes, however, coped particularly well with the language question. As in Section A, the theme question still poses problems for those who don't choose a specific other part of the text on which to base their answers. General discussions of the theme or a list of numerous episodes in the text which may have some relevance will inevitably fail to get high marks.

Question 11 (writing an article about a town or city) proved the more popular choice in Section C, with many candidates writing enthusiastically about what was often, presumably, their home town. The most successful of these responses were carefully structured, connected well with a teenage audience and, of course, demonstrated a high degree of technical accuracy. A lot of responses to question 12 (a speech about a person admired by the candidate) were less well developed and structured. Those that planned their response along the lines of 'there are four reasons why I admire this person...' tended to be more successful.

Question 1

- a) Most candidates were able to identify two or three aspects of the Nurse as demonstrated in the extract: that she is tired, or old, that she has a close relationship with Juliet and that she makes a judgement (albeit ambiguous) about Romeo. Some candidates drew a comparison between the Nurse and Juliet's mother, which was broadly acceptable if it did not lead off on a tangent, but the most successful were those who recognised that the Nurse was deliberately teasing Juliet. As some candidates pointed out, the Nurse is 'a wind-up merchant'.
- b) Where candidates had recognised that last point, above, their response to the performance question had greater focus. Most were able to comment on the Nurse's exhaustion but the response had extra sharpness if this was seen as a melodramatic ploy to frustrate an eager Juliet. As always, it helps candidates if they can visualise the scene, as evidenced by this example: 'Juliet would be staring at her with a look of feigned pity on her face while the Nurse speaks. She would then kneel in front of the Nurse and look into her eyes with an apologetic look on her face, her head tilted a little to one side while saying "I'faith, I am sorry..."'
- c) Although the play clearly revolves around love and marriage, it is important that candidates focus on a carefully chosen other part of the play. There are plenty to choose from, including Romeo's persuasion of Friar Lawrence. Those candidates who wrote in very general terms about Capulet's attempts to arrange a marriage for Juliet, and what this shows us about customs in Shakespeare's day, failed to do themselves justice. However, more candidates are heeding the advice to comment on importance by discussing what the chosen part tells us about at least one of the following: **character**, **relationships**, the play's **ideas**, its **structure** and how the chosen part drives the **plot**. The acronym CRISP is catching on and is clearly helpful to the majority of candidates who can't rely on flashes of brilliance.

This response gained marks in band 3 for all three parts of the question.

A) In the extract she is shown to be very over the top, even saying she that after Juliet sent her to see Romeo, she may "catch [her] death from Jouncing up and down!". This could also be interpreted to show the nurse being old and frail, as she complains about her back in a very ~~stereotypical~~ stereotypical manner ("ah, my back, my back!")

She is also shown to think at least ~~with~~ decently of Romeo, saying "His face be better than any mans" and he is "as gentle as a lamb". While she also ~~complains~~ complains of his lack of courtesy ("He is not a flower of courtesy"), this can easily be interpreted as her teasing Juliet, shedding light on another facet of her character.

She is finally shown to be easily distracted, going so far as to drop a mid sentence: "and, I warrant, a virtuous - Where is your mother?" This could, however, be interpreted as her caring for Juliet's safety, as if her mother overheard her plans Juliet would be deeply in trouble for even considering loving a Montague.

Before B) The nurse should seem clearly fatigued as she speaks, though not so much as in her previous lines, and have a stern face, possibly waving her arms about dramatically, as she says "Bestow your heart... .. Taming up and down!"

Meanwhile Juliet should seem restless, possibly amused by the nurse's complaints but trying to hide it as so not to offend the woman who essentially brought her up as she speaks "I' faith, I am sorry that thou art not well." She should then speak faster, to show her desperate desire to know Romeo's answer as she asks "Sweet, Sweet, Sweet nurse... .. what says my love?"

(Section A continued) The nurse should then reply, taking deep, exaggerated breaths at appropriate points within the reply: "your love says... .. warrant, a virtuous" before breaking off and saying "Where is your mother?" with a much less exhausted expression.

Juliet should stop her pacing around the room, putting on a confused expression and reply "where is my mother?" as if unsure if she heard correctly, before finishing with, "why, she is within."

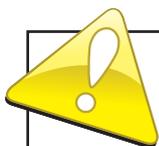
Q

Marriage is important when ~~Father~~ ~~the~~ Friar wed's Romeo and Juliet in secret. This event confirms their love for each other in the eyes of ~~the~~ God, which has Christianity was prevalent in the time the play is set, is no small thing. It also accelerates the pace of the plot, by causing a problem later in the play: Getting a divorce would require the consent of a holy man, and as her ~~get~~ Father, not knowing of her wedding with ~~Romeo~~ Romeo, wishes her to marry Paris, she finds herself unable to give up her love for Romeo, but unable to give a reason to her father for her not to marry Paris.



ResultsPlus Examiner Comments

- a) starts with some generally sound observations about the Nurse: that she is 'over the top', 'old and frail' and 'stereotypical'. The subsequent point about her teasing of Juliet by her contradictory appraisal of Romeo is much stronger, and the candidate offers a valid interpretation of why the Nurse mentions Juliet's mother.
- b) gives a number of sound indications of how the characters should behave: the Nurse is fatigued and taking 'deep exaggerated breaths'; Juliet is amused but trying to hide it and is confused when her mother is brought into the conversation.
- c) is brief but identifies a relevant other part of the play. Then there are points about the play's ideas (the need to sanctify the marriage), how the event accelerates the pace of the **plot**, and what it tells us about Juliet (**character**).



ResultsPlus Examiner Tip

Plan your answers so that you can spend enough time on all three parts. Make sure you choose another part of the play for c) and, rather than retell the narrative, show what it tells us about some of the elements of CRISP.

Question 2

- a) There is evidence of Macbeth's self-doubt emerging in the extract, together with his determination to counter it by decisive and unflinching action. Many candidates commented on his barbaric ruthlessness in planning to dispose of Macduff's family. The majority of candidates are successfully writing PEE paragraphs to answer character questions. The most successful provide thoughtful explanations, as did the candidate who remarked that 'Macbeth now needs no prompting from Lady Macbeth as he has become a more violent character on his own'.
- b) Successful performance suggestions focused on Macbeth's desperation and frustration, together with Lennox's baffled but respectful reactions. As always with these questions, it is important that candidates understand the characters' states of mind before suggesting performance techniques which reflect them.
- c) Again, candidates are not best served by ranging widely over the play as a whole to produce a series of examples relating to the theme (power). The best answers focused on a single scene, such as Act 1 Scene 7, where Lady Macbeth exercises her power over Macbeth. As long as the chosen other part is discussed, it is, of course, acceptable to point out that here we see Lady Macbeth at the zenith of her power before guilt causes it to wane.

All three parts of the response were awarded full marks.

a) From the extract you can gather a lot of information about Macbeth. One in which he is angry. "Seize upon fate..." "O the sword" shows connotations that he will not let this happen. He has been betrayed. He suggests he will use his sword in a manner of killing. This foreshadows the murder of Macduff's wife, children. Secondly he is ~~is~~ portrayed as feeling deceived. "Infected be..." "Infected" symbolises Macbeth has discovered their evil plan for his downfall, feels deceived by them as his trust is broken. As the promises the witches made were false, it was all a plan of his downfall! Macbeth also is looked upon as paranoid ^{desperate} "Saw you the weird..." "weird sisters" Macbeth is referring to the witches. He is portrayed as paranoid as he wants to know everything. He is looked upon as desperate as he wants answers, he demands answers. As he is slowly breaking down.

FATVP

(Section A continued)

b) The face of Macbeth will be twisted like the witches plan, be red with anger. This will affect the audience, as they will know Macbeth is angry. Shows Macbeth's true feelings.

Macbeth will lift his hand in the air to portray shock to the audience "Infected be the air..." Shake his head in disbelief. He will then kneel down, put his hands head in his hands and ~~shout~~^{cry}. He knows he is breaking and this is the end.

The tone of his voice on this line "Saw the weird sisters?" will be demanding, sharp and ~~terrified~~^{fearful}. This will show the audience that Macbeth is slowly turning mad. Lennox can't see them, only Macbeth can. It will show the audience that the witches are playing games. It will affect the audience because they will question, is it only Macbeth who can see the witches? Or in fact can Lennox?

(Section A continued)

Lennox's voice will be confused, ^{deep but quiet} when he says "No, my lord." As Lennox doesn't

know what Macbeth is talking about. Thinks he is going insane. ~~But~~ Macbeth is his master and he has to abide by him. So he says it quietly as he is scared of Macbeth as he is in charge. "Lord" is used because Lennox respects Macbeth, shows he doesn't want to get on the wrong side of Macbeth. This will impact the audience because it will show them Lennox wants to keep Macbeth happy but also show that Macbeth is seeing the witches when Lennox isn't.

Macbeth will be ~~stood~~ ^{stood} looking ~~confused~~ at a blank wall. Lennox will be stood behind him when the following line is performed. "What's your grace?" This will impact the audience as they will be wondering what's happening, questioning why Macbeth is facing a wall. Add drama to the scene and give the audience ~~something~~ ^{position} different to watch.

C) In the extract power runs throughout. The bit I have selected is Act 2, Scene 2. When King Duncan is brutally murdered by Macbeth.

Power is shown in ~~the~~ Lady Macbeth's character, as she is the one who pushes Macbeth to kill King Duncan and commit regicide so they could be king and queen. "Attacking his manhood," "Are you a man?" She takes power over Macbeth in Act 2, Scene 2 when Macbeth is overpowered by ambition; kills the king. She takes the daggers back and ~~smother~~ smother's blood over the sleeping guards. As Macbeth is too guilty, as he isn't ready for ~~his~~ ^{these} up coming murdering tasks. She shows power in her character, as she remains calm and returns the dagger. You could also say she lost power by Macbeth refusing to take the daggers back and finish the job.

The idea to kill the king was all Lady Macbeth's. She tried to turn him into something, he wasn't; a murderer. She wanted queenship and convinced Macbeth this was the right thing to do. For power. However Macbeth thought about the idea, but was unsure, until he saw the daggers. "Is that a dagger is..." he was then convinced he had to do the deed.

The witches had an impact on Macbeth's idea of killing the king as they predicted ~~that~~ he would be thain of Cawdor and he did become thain of Cawdor. So Macbeth had faith, trust in them. They then predicted he was one day going to be king. This pushed Macbeth's idea of kingship further, resulting him in wanting it so bad and letting ambition deceive him. The idea originally came from Lady Macbeth, but Macbeth had the idea he could be king and the witches predictions were right. Ambition over come Macbeth, resulting in the idea happening



ResultsPlus Examiner Comments

- a) sees Macbeth as 'angry', 'feeling deceived', 'paranoid', 'desperate' and 'slowly breaking down'. The candidate has a clear understanding of the character and provides just enough supporting evidence.
- b) provides valid suggestions for Lennox as well as Macbeth. The candidate considers the possible effect on the audience and the questions they might ask themselves.
- c) The choice of Act 2 scene 2 is apposite. The candidate keeps the theme of power in mind whilst discussing the characters of Macbeth and Lady Macbeth and their relationship.



ResultsPlus Examiner Tip

Visualise how the scene would impact on the audience when answering the performance question.

Question 6

- a) Most candidates were able to comment productively on Francis's awe-struck admiration of Nicole, his shyness and his anger when Joey is negative.
- b) Successful responses to this language question were able to comment on the effect of the strong similes and verbs used to describe Nicole, her sexual attractiveness but also her fragility.
- c) Many candidates chose the scene in chapter 11 where Nicole sees Francis after she has been assaulted or the final confrontation between Francis and Larry. The application of CRISP (please see the comments on question 1c) helped a number of candidates once the chosen part had been identified. Successful comments on context referred to prevalent attitudes to sex or the effects of the war.

Question 7

- a) Many responses focused on Crooks's cruelty towards Lennie and also his readiness to back down when subjected to physical intimidation. The more astute were able to draw a link between Crooks's isolation and his baiting of Lennie: 'This shows that Crooks wants to feel powerful and like he has the same rights as everyone else even though he does not'.
- b) Successful candidates put the emphasis on language rather than on the character of Lennie. They identified how the word 'cried' and the various repetitions in Lennie's statements reflect Lennie's distress, whilst verbs such as 'growled' indicate both his unhappiness and the threat he poses. Many candidates were employing recommended techniques such as using sentence starters such as 'the writer' and 'the word' or 'Steinbeck.' There was still a significant number of candidates that had trouble explaining what a particular word meant and could not substitute other words to explain the language.
- c) Successful candidates chose a relevant part of the text such as the encounter between Crooks, Candy, Lennie and Curley's wife, or Curley's wife's conversation with Lennie before he kills her. The most effective references to context arise out of the chosen part and tended to comment on the pecking order on the ranch or the life of the migrant worker.

The following 7a) and 7b) responses gained full marks.

A) From the lines 'I said s'pose George went into town to-nigh and you never heard of him no more' Crooks' character seems rude and ~~unk~~ uncaring, it's like he's trying to wind Lennie up. You can see that Crooks is winding Lennie up where it says 'Crooks face lighted with pleasure in his torture'. Crooks also comes across as heartless when he says 's'pose he gets killed or hurt so he can't come back', this makes him heartless as he knows how much ~~&~~ Lennie needs George in his life, he also knows how stupid Lennie is and knows he ~~would~~ would believe almost anything. Crooks comes across like he knows what Lennie is like and when he is mad, you can tell this by the line 'Crooks saw the danger as it approached him. He edged back on his bunk to get out of the way' this shows that Crooks knows that Lennie could hurt him and that he knows

(Section B continued) he has taken it too far. Crooks dose have a caring bone in ~~&~~ his body when he stops and tells ~~to~~ Lennie George will be fine, 'I was just supposin' this ~~&~~ shows Crooks knows when to stop and sort things out, 'jus' set down' he said. 'George aint hurt' also shows hes trying to calm Lennie down.

B) At first Lennie ~~seem~~ seems glib to ~~be~~ the writer shows this by using ^{the} words 'cried' and 'doubt' to describe how Lennie was talking and thinking. The writer then goes on to use a ~~q~~ the question 'Don't you think he will?' showing that Lennie is worried and needs reassurance. The writer then changes how Lennie acts when things get too much for him, the writer then make Lennie seem like some kind of beast by using the word 'demanded'. The writer also says that Lennie is dangerous by using the lines 'Crooks saw the danger as it approached him', and 'Lennie stood over him'. The writer uses the word 'growled' to say that Lennie can be an animal at times and to help describe his mood with Crooks. The writer also uses 'he grumbled' showing how annoyed and mad Lennie was at what Crook was saying about George. Showing that Lennie really does care about George a lot.



ResultsPlus Examiner Comments

- comments that Crooks is 'rude', 'uncaring' and is 'winding Lennie up'. Crooks understands Lennie and acts to preserve himself. The final point about him showing concern for Lennie is particularly helpful in painting a rounded picture of the character.
- This response is helped by the candidate's use of a sentence starter ('The word...') to focus on specific words and their effects.



ResultsPlus Examiner Tip

Use PEE (Point, Evidence, Explain) paragraphs for question a) and sentence starters for question b).

c) All the men are lonely in one way or another in the book, but, I think Steinbeck shows this when George is playing Solitaire, although, men are in the room, he is playing a card game by himself. I think George enjoyed being able to play the cards as it gave him a break from Lennie, also, being new on a ranch it gave him something to do instead of just ~~st~~ striking up a conversation, and also this would have been a good time for reflection.

George is lonely because even though he has Lennie Lennie is not of the same intelligence or intell and George always has to think for him and get him through life. George is affected, by the way he talks to Lennie, quite often in an off hand way and when he was younger he played tricks on him until he accidentally, nearly drowned Lennie. He also knows how to sooth Lennie with the talk of the American dream, infact this thought often stopped the feelings of loneliness and brought about male bonding, even Crooks wanted to hoe the garden.



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Examiner Comments

The candidate chooses an appropriate other part of the text and, even though George gets little opportunity for quiet reflection in the nominated scene, there is a valid discussion of George's complex relationship with Lennie. The point about bonding and the shared dream provides enough comment on context.



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Examiner Tip

Let reference to context flow naturally from discussion of the part you have chosen.

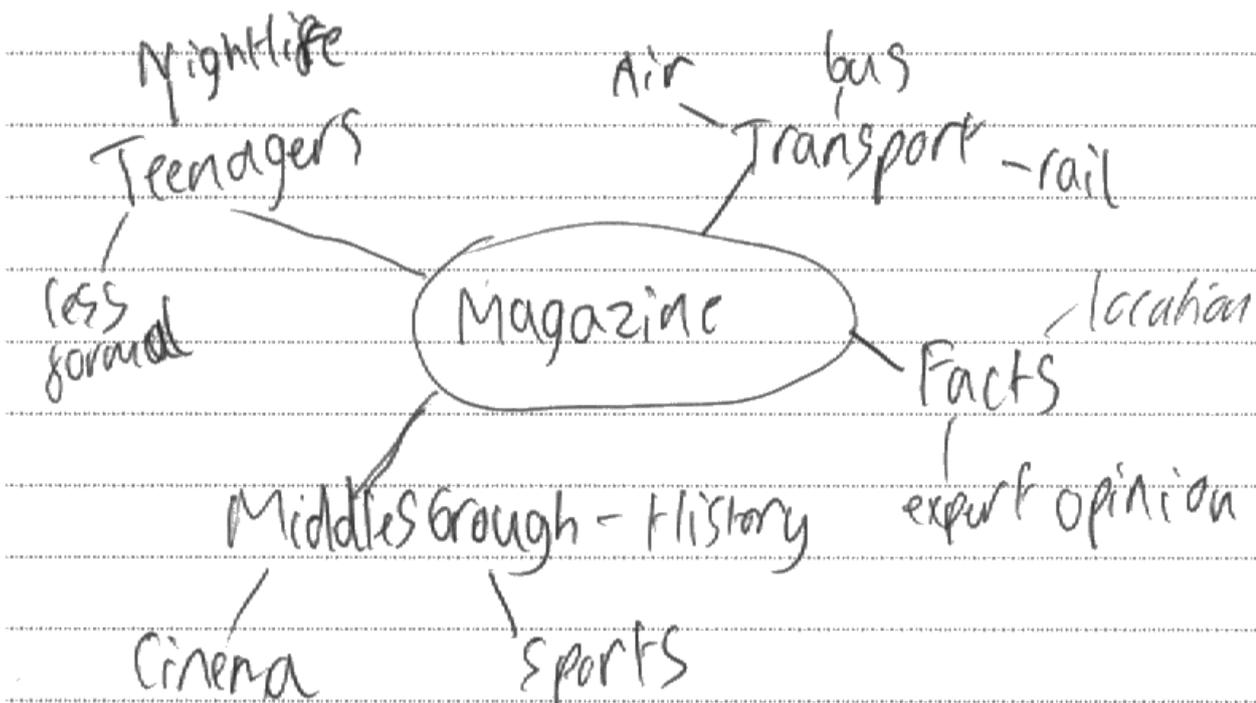
Question 11

The vast majority of candidates understood that this was an article directed at teenagers and so tailored their language and subject matter accordingly. A significant number of candidates were able to suggest relevant information, many about some very interesting places, and the responses were often a pleasure to read.

Less successful responses omitted to give essential information for visitors and merely provided an unmediated list of attractions.

Many candidates are now offering more development and producing more than two sides is becoming the norm. Perhaps more candidates are doing the writing task first and this is probably helpful to many.

This response was given full marks for both assessment objectives.



Located in the picturesque North East of England, Middlesbrough is a large town abundant in History. It dates back to the 1800's and has one of the oldest and pre-seignous Museums in the country rife with Roman artefacts and knowledge on

(Section C continued) all kinds of topics; viking
invasions, Roman Epicurean ~~Perse~~ and ~~explorers~~
world renown explorers like Captain
Cook.

Not into history? How about Sports?
Middlesbrough is ~~near~~ home to one
of the biggest and best football
clubs in the world: Middlesbrough F.C.
With countless trophies and the
best players, it's no wonder its
36,000 seater stadium is always
full of fans. According to a
poll on Football-Weekly.com, it has
the best atmosphere ~~in~~ in football,
still not tempted? The stadium,
otherwise known as 'The Riverside
Stadium' holds the best catering
facilities in any major establishment
in the UK. It is so good that Jamie
Oliver, expert chef, had this to say: 'MFC's
catering team is one of the best and
most hygienic teams in the world.'
If Jamie Oliver recommends it, you
~~speaking~~ would be silly NOT to go!

(Section C continued)

Sport not your thing? Middlesbrough has you covered. Deep in the heart of the town, there is a ~~state~~ seriously superb state-of-the-art cinema. ~~It is~~ Featuring a gargantuan 30 screens, it holds the record for the largest cinema in Europe, but don't worry about walking long distances, it has escalators and elevators everywhere you look. With infamous IMAX and 3D capability in every screen, you will really feel like one of The Avengers.

Middlesbrough, for a town, is very well connected to the rest of the UK, with the major airport, ~~Durham Tees Valley~~ Durham Tees Valley. It ~~also~~ serves flights to every ~~major~~ large city in Europe, North America and Asia. ~~The~~ ~~train~~ station. Not a fan of flying? Take the train! With a direct route to Newcastle (city centre) and the golden beaches of tourist town Redcar. It will be a challenge not finding something to do!

(Section C continued)

All in all, Middlesbrough is a great town, as shown by ranking number 1 in 'Places to visit: 2014' by the BBC. You would be silly not to visit as it is truly a once in a lifetime, life changing experience. I have been there countless times and not once have I regretted it!



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Examiner Comments

This is written in a suitably jaunty register. The opening paragraph grabs attention and there is a natural, coherent progression. There are some errors of punctuation and spelling but this is a sound Foundation tier response.



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Examiner Tip

Plan your answer. Make a list of the things you are going to put into your writing and the order in which you will present them.

Question 12

Most candidates understood that their response should be presented as a speech to their peers and had little difficulty in deciding on an object of admiration, whether it be a famous person or a member of their own family. There were some moving and heartfelt tributes to relatives and friends who had provided inspiration of various kinds.

The challenge that many candidates faced was how to develop a response once they had decided on their subject. Those that planned carefully were able to avoid the dangers of repetition or of hitting the metaphoric brick wall.

However, limited accuracy in the use of paragraphs, sentence structures, spelling and punctuation often prevented candidates from accessing the higher bands.

This response was awarded full marks for both assessment objectives.

"The person that I most admire." that's quite a hard question to answer, isn't it? There are many reasons why you might admire someone, they may be pretty, smart or brave but are these the only reasons why you should admire someone?

The person I admire most is Corinna Brijans. She is a world renowned judo player. She has done some amazing things however she has also done things that she regrets, this is why I admire her as she has been able to pick herself back off the ground and continued on with her life.

Corinna did not have an easy run through life as in her early childhood she was put into care and moved from home to home. She ended

(Section C continued) up living with her adopted family when she was nine and this was when she started judo. She has been asked many times why she started judo and her answer is always the same "I started judo because when I was at school I was bullied and I wanted to stop the bullies". This shows a very determined young lady that has worked hard in everything that she has done. When she was sixteen she went and lived at the national institute of judo and she won her first world title at the age of eighteen. She has continued with this success and has been to two different olympics. She achieved a silver and a bronze olympic medal and has seven world and european titles to her name.

All the things that Corina has been able to achieve shows that she is strong and persistent. She will not give up on something just because it is hard. I have been

(Section C continued) lucky enough to meet her on a number of different occasions and she has always said to me "if you work hard you will get what you deserve". That saying could not be more true as if you put no work into something you will not get anything out of it.

Over the years Corina has had a lot of abuse from different people but she has never let this stop her, she has continued with her training and never cares what people say about her. I believe that this is a good thing to do as if you care about a lot about what people think of you then you will change who you are to suit other people, this is a bad thing as you should be true to yourself and not let other people's opinions tarnish your view of yourself.

Corina's story has helped me a lot as being a girl that does a sport like judo is never easy as it is not stereotypically played by women and it's not very feminine.

(Section C continued) This means that I have been told by a number of different people that I shouldn't do this sport and should do a more feminine sport like netball or swimming. However having a female role model like Corrina has helped me ignore these comments and continue to do the sport that I love.

She is also a great influence in just making me reach for bigger goals in the sport as she never gave up even if she lost a competition or hurt herself, she never gave up and always worked her hardest. This does not just relate to judo but can relate to any other aspect of your life. So working hard and trying your best is always an important thing to do.

Corrina has also helped me see how lucky I am to have a supportive family that helps and allows me to do the things that I do. Corrina's family did not like the idea of doing an aggressive sport

(Section C continued) Like judo as they said she may become hurt or too violent.

These are only a few of the reasons why I chose Corrina Bryans to be the person I most admire.

Thank you for listening, does anybody have any other questions?



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Examiner Comments

This is a fully developed piece. After nominating the subject in an introduction that relates directly to the audience, a brief resume of her achievements is given. This is followed by an exploration of the link between subject and writer, presenting a clear idea of how the subject provided inspiration. There are some errors but sentence structures are varied and controlled.



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Examiner Tip

Think carefully about how to structure your sentences and make sure you include a variety.

Paper Summary

Successful candidates planned their time well and had a clear idea of what was required to answer each question. The following comments summarise these requirements:

In Sections A and B (Reading),

- When answering the a) questions, aim to identify three aspects of the character named and write a PEE chain for each.
- When answering the Shakespeare b) questions, comment on each line spoken by the characters, visualising how the scene should impact on the audience.
- When answering the Prose b) questions comment on at least three **language** features and the effects they create.
- When answering the c) questions, identify clearly **one other part** of the text to discuss.
- Comment on the importance of the theme named in the question in this other part of the text, using CRISP to guide you.
- When answering the Prose c) question, explain what the part you have chosen tells us about the **context** of the novel.

In Section C (Writing),

- Plan your answer carefully, deciding what to write in each paragraph.
- Leave time to check for errors in your work at the end.

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