

# Examiners' Report November 2015

## GCSE English 5EH2H 01

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk).

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).



### Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus). Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

### Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk).

November 2015

Publications Code UG042827

All the material in this publication is copyright  
© Pearson Education Ltd 2015

## **Introduction**

There was a comparatively small number of entries this series. All of the candidates were re-taking the paper and this was reflected in performances. In Section A, the most popular choice of text was *Romeo and Juliet*, closely followed by *Macbeth*, whilst, in Section B, the vast majority of candidates answered on *Of Mice and Men*. A handful of candidates answered questions 4, 6, 8 or 10.

## Question 1

Performances followed a familiar pattern. Most candidates were able to answer the 1 (a) question on character with considerable success. Mercutio was seen as 'angry', 'humorous', 'brave' and 'loyal' with most candidates supporting their points in well-constructed PEE chains and some observing how his tone changed once fatally wounded. Very few candidates displayed the perception needed to access band 3 however.

- (b) The better answers commented on the relationship between Romeo, showing guilt, and Mercutio, showing anger, bitterness or disappointment. The most successful candidates focused on facial expression and tone of voice as well as physical movement and positioning.
- (c) This remains the least well done of all three questions in Section B. Candidates should leave time to answer it, making sure they discuss just **one** other part of the play and follow guidance given in previous reports (CRISP). The vast majority of responses went to either the start or the end of the play, or the party scene. With scene one, better responses argued this set the feud at the centre of the play from the start. It showed how deep it was as even the servants were fighting, it led to the Prince's ban on fighting and the plot consequences of this. Candidates that took the party scene tended to focus on Tybalt's character and the plot consequences. Candidates who chose the final scene usually linked the theme of the feud to the theme of love and discussed how love ended the feud. A significant number of candidates do not select one other part of the play but range widely over a number, often limiting their access to the higher bands.

This response is securely positioned in band 1 for all three sections but lacks the detail to move into band 2.

a) For the extract Shakespeare describe Mercutio as a proud person. We can see it when he says: "No 'tis not so deep as a well, nor so wide as a church door, but 'tis enough, 'twill serve".

From the extract we can also see that Mercutio is not easy to convince. We can see it when <sup>Romeo</sup> Romeo says: "Gentle Mercutio, put thy rapier up" and ~~the~~ Mercutio says: "Come, sir, your passado".

Another characteristic of Mercutio ~~was~~ <sup>his</sup> is to be brave. We can see it when he says: "I am hurt. A plague o' both your houses! I am sped. Is he gone, and hath nothing?"

b) In the phrase: "Why the devil came you between us? I was hurt under your arm" Mercutio might speak sadly,

touching the part which he got hurt and suffering looking at Romeo.

In the phrase: "I thought all for the best" Romeo might be crying and looking sadly at his friend. Showing bad emotions: fear of losing his friend.

(Section A continued) In the phrase: "Help me into some house, Benvolio, or I shall goit. A plague o' both your houses! They have made worms' meat of me. I have it, And soundly too. Your houses!" Mercutio might be speaking slowly because of his hurt. make people <sup>Benvolio</sup> and Romeo know much he is suffering and starting to cry.

c) Another significant fight in another part of the play is the beginning. Tybald wanted to fight with Mercutio and Benvolio. Benvolio is the peace keeper who doesn't want people fight, while Mercutio is brave to accept everything. Tybald is a person who likes to provoke people. They had a fight in the centre of Verona. The Prince of Verona find out that there was another fight and he said that if there is a fight again the person who will someone will be banned. This feud is between Montague and Capulets, the two important families who lives in the city of Verona.



**ResultsPlus**  
Examiner Comments

A more thorough approach to each question is required.



**ResultsPlus**  
Examiner Tip

Follow the advice offered in previous reports to expand a basic answer.

## Question 2

- (a) Candidates generally understood this scene well and had lots to say about Lady Macbeth. Most popular answers covered, 'evil', 'wants to be a man', and 'power hungry'. Some answers compared her speech here to some of the things the witches say earlier, and some stronger candidates pointed out that she is two-faced and manipulative to get what she wants. Answers were well backed up by quotations and many candidates attempted to explain the quotations by focusing on key words.
- (b) Most candidates began by focusing their performance suggestions on showing the love between Macbeth and Lady Macbeth, then having her step away from him as her mind starts to dwell on the plan. Although many suggestions remain clumsy, exaggerated and often absurd, the stronger candidates were able to visualise how their suggestions may work on stage.
- (c) The theme of cruelty seemed to give a lot of scope for students to stretch themselves. Weaker candidates chose straightforward acts of cruelty such as the killing of Macduff's family or Banquo, or the actual murder of Duncan. Stronger candidates took a much more subtle approach, looking at Lady Macbeth's taunting of Macbeth's manhood to make him do what she wanted, or the witches' original meddling in Macbeth's life and what that led to. This allowed candidates to explore the characters and how they responded to the act of cruelty and the overall consequences.

This response remains in band 1 for (a) and (b) but accesses band 2 for (c).

A) In this extract we see Lady Macbeth as proud of Macbeth because he has just been named the thone of Cawdor. We can see this when lady Macbeth says "Great Glamis! Worthy Cawdor!" By Shakesphere empathising on the '!' we can see that she is proud of him and his new title.

We also view Lady Macbeth as cunning because she says "Make thick my blood" and "Come to my womans breasts and take my milk for gau".

This shows that she is cunning because she has just got the letter from Macbeth about becoming the

(Section A continued) new throne of Cawdor.

But now, she also knows that she is one step closer to becoming queen. We can also see this when she says "look like the innocent flower but be the serpent under't". This shows that she is cunning because she is manipulating Macbeth into killing Duncan ~~and~~ so she can become queen - which is what she most desires.

B) When Macbeth says "My dearest love, Duncan comes here tonight". He should walk towards Lady Macbeth with open arms because he has just come home from battle. He should also give her a tight

hug because he is also the  
new ~~thane~~ thane of Cawdor.  
But when he says "Duncan  
comes here tonight" he  
should still be hugging Lady

(Section A continued) Macbeth, because the king  
is coming to their castle.

When Lady Macbeth says "And  
when goes hence?" she should  
look up to ~~Mac~~ Macbeth and  
her voice should go higher  
when she says "hence". She  
should look up to him  
because she is already  
contemplating whether to kill King  
Duncan ~~to~~ become queen or  
let Macbeth decide. So she  
wants to look like she wants  
him to come, but she's actually  
deciding whether to kill him  
or not.

When Lady Macbeth says "Your  
face, my thane, is a book", where  
men may read strange

matters". She should put her hands on his face, gracefully because Macbeth looks Confused as why Lady Macbeth said "Never shall

(Section A continued) Sun that morrow see".

c) We, as an audience, see Cruelty/being cruel throughout the entire play. One other part is when we see Macbeth wanting to kill Banquo because Banquo has his suspicions about Macbeth killing Duncan. So in this scene we see Macbeth and two murderers discussing how and when to kill Banquo. Macbeth suggests that doing it that evening because Banquo and Fleance <sup>his son</sup> are going out riding their horses. The two murderers then agree with Macbeth because they're ready to kill Banquo <sup>& Fleance</sup> that evening.

This scene is highly significant because we do now see a much darker and cruel side to Macbeth. In this scene we do now see what Macbeth will do to stay in

(Section A continued) Power. ~~and~~ Even if it means he has to kill his best friend. This is now the start of very many killings and this is the start of Macbeth's cruel personality. As an audience we can now think about how the play is going to go because we have seen cruelty before and we know we will see it again.



**ResultsPlus**  
Examiner Comments

The answer to (c) is successful in explaining the significance of the chosen scene with reference to Macbeth's character.



**ResultsPlus**  
Examiner Tip

Give reasons for your performance suggestions in (b).

## Question 7

- (a) Candidates generally wrote confidently about Lennie, mainly focusing on his childlike behaviour and his dependence on George. Many candidates interpreted his offer to go and live in a cave as kindness – caring about George and not wanting to burden him – whilst the better candidates recognised a more manipulative side to the character, again comparing him to a child that threatens to run away. A lot of students recognised animal imagery in the way he crawled around the fire and compared his need to be close to George as the way a dog needs to be close to his master.
- (b) The two main things that candidates picked out about George were his short temper/frustration, shown by short, harsh sentences, 'Whatta you want?' and his ability to recognise when he's gone too far, shown by the adverbs, 'quickly', 'morosely' and 'searchingly'. Others identified that he cares for Lennie really, and behaves like a father to him – although these responses rarely mentioned language features directly. Successful responses identified adverbs, short sentences, harsh language, questions, and certain key words.
- (c) By far the best responses for this question focused on the part where Lennie, George and Candy agree to collaborate. These responses often covered the context of migrant workers and the American dream successfully. They discussed the characters of the three people in this scene and what staying together would mean to them, and they were able to place this scene structurally as the high point of the novel. Other responses covered Candy losing his dog, and Curley's wife staying with Curley, although these responses often forgot context and sometimes invented scenes that didn't occur in the novel. This question remains challenging for students who have to identify and comment on a single relevant scene whilst interpreting 'significance' and including relevant reference to context.

This response just edged into band 2 for (a) and the (c) answer is strong enough to go high into band 2.

a) The character of Lennie is presented as being repetitive. I know this because Steinbeck says "An' I won't get no mice store from me". Lennie This quote shows that Lennie is indirectly George because he is still upset about the dead that George took from him. Lennie <sup>repeats</sup> ~~repeat~~ this again in the extract when he says "Nobody'd take it away from me". He does this to emphasize the fact that he isn't happy. ~~that Lennie~~ Steinbeck wanted the reader to know that Lennie is upset about the mouse and

that this repetitiveness makes him sound like a child constantly asking for their favourite snack that their not allowed. In the 1930's ~~we~~ men didn't travel together so it would have been odd for George and Lennie to be together. So Lennie knows

(Section B continued) That if he was on his own he could do as he pleased.

Lennie is also contrastingly presented as being sympathetic. A quote to support this is 'George you want I should go away and leave you alone?'. This quote shows that Lennie <sup>knows he</sup> ~~is implying~~ has made George mad, but is implying that George is mad and needs more space so that George can feel a bit of relief. Lennie is asking George <sup>rhetorical</sup> a question so that he can contemplate over it. Lennie doesn't really want to go away he just wants to hear of George so that he doesn't ~~have~~ have to go away. This makes the reader think that Lennie is <sup>being</sup> ~~being~~ caring and is thinking of George. So they will sympathize with him.

B) John Steinbeck uses a wide range of language features to present George's speech and behaviour in the extract. The quote "George looked quickly and searchingly at him" shows that George swung his head is with anger then stopped to think about

(Section B continued) ~~his~~ his actions. The adverb "searchingly" tells us that George looked deeply into Lennie as if he was looking into Lennie's soul. The fact that George stared into Lennie's eyes could remind the reader of a relationship between a father and son.

C) The significance of people staying together is important <sup>in the novel</sup> as a whole because in the 1930s everyone was lonely so they all ~~re~~ relied on each other. In order for them all to succeed. Everyone was in need of a friend, someone who they could actually rely on.

Another part of the play where the significance of people staying together takes place is in ~~chapter~~ chapter 3. This is when George and Lennie are talking about their dream of owning a piece of land. And Candy asks to join in <sup>on the dream</sup> so they agree.

The significance of people staying together is important in the part of the novel

(Section B continued) because now that Candy has joined the dream and is going to contribute some money. The dream is now looking like a reality. So they all have to stay together in order for their dream to come true. They are all relying on each <sup>other</sup> ~~other~~ in order to make their dream a success.

In the 1930's ~~time~~ with the great depression and the draught land was scarce, there was barely any land worth farming and due to people migrating from different places there wasn't much free land. It had all been occupied. So people were in need of land. ~~Thus~~ This then became every

Americans dream. This is why George, Lennie and Candy had to stick together to make ~~thier~~ their dream come true.



**ResultsPlus**  
Examiner Comments

Although the candidate makes rather sweeping statements about context, there is a thorough discussion of why it could be beneficial for the men to cooperate.



**ResultsPlus**  
Examiner Tip

Remember to focus on language detail in the (b) question.

## Question 11

(11) Many candidates had strong opinions on the topic of respect. Quite a few candidates addressed deeper issues in society such as respect for people of different race/religion/sexual orientation. One or two linked the topic to current events quite successfully. The majority of responses to this question fell into band 1 or band 2 with paragraphing and punctuation handled accurately.

This response was awarded marks in band 4.

### THE RESPECT OF OTHERS!

Respect is a huge factor needed to be shown in life by everyone. Respect has to be earned and can not be brought. Respect covers various factors such as peoples opinions and respect for other peoples views and choises. Everyone is different; not everyone will make the same choises as you and will not see things in the same way that you do, and we have to respect this fact. Respecting someones views does not nessaserily mean to agree with them, but to understand where they are coming from and to let them stay with that opinion without any abuse or confrantation.

Abuse is one of the most common and extreme ways people show disrespect to other peoples views. In some of the worst cases, people would consider suicide due to the amount of abuse or narrasment they recive over their views and opinions. Surely this is not right? Many people feel the need to say ~~some~~

(Section C continued) Something about someone's views. There is no need to comment. If you've got nothing positive to say on the matter then don't comment at all. Sometimes saying nothing is the best way to show respect.

As we all know Bruce Jenner changed his look and gender. Many people respected him for being so confident and brave about the whole thing. However, many people also showed large amounts of disrespect towards him by commenting negatively on the way that he now looks. Maybe he felt more comfortable looking/being<sup>like</sup> a woman? So what if you don't like it; it's not your body, therefore disrespectful comments are not needed. Showing respect for Bruce's views and choices are important as comments that show disrespect will make life very hard for him as it would any one.

In some more extreme cases, more extreme outcomes occur. One extreme and common view that people often disrespect is other people's religion or ethnic group. We all have our own religion or religious group that we follow, meaning that we have no right to comment negatively or disrespect other people's religion. With disrespect comes instant judgement, and this judgement<sup>can</sup> soon lead to conflict. At the moment many mosques and Catholic churches are being knocked down or blown up by people against

(Section C continued) their religious views. This shows great disrespect. But then there are various examples of huge respect shown between two religions. For example the other day I saw a video and it was a video of a group of Muslims surrounding a group of Catholics whilst they prayed, not to intermedate them but to protect them from other extremist groups that did not like the religion. It also showed the Catholics doing the same for the Muslims. This is what respecting each others ~~ies~~ views result in. If you respect someone and their views then you have every right to have their respect on your views.

I'm not being funny but you wouldn't see anyone with your respect, disrespect other peoples views. I'm talking about a famous personality or a role model to you in some way. You don't see two different artists disrespecting each other because their genre of music is different, so why should we have the right to disrespect other peoples views because trust me the two scenarios are very much the same.

Respecting peoples views ~~are~~ is very important. You can either disrespect someones views and take the risk of getting yourself into serious trouble and become disliked by those who you disrespect or you could show respect towards peoples views by just simply keeping your

(Section C continued) Mouth shut and gaining respect and trust back from other people which do you prefer? Just think before you comment. If it can potentially hurt the person then keep your mouth closed and show respect!



**ResultsPlus**  
Examiner Comments

This is an accurate, developed and organised response.



**ResultsPlus**  
Examiner Tip

Although it is appropriate to generalise when exploring a theme, it is helpful to include specific examples to illustrate your ideas.

## Question 12

Candidates generally seemed to be comfortable writing in the format of a speech with the majority addressing their audience directly, opening and closing appropriately, and using features such as rhetorical questions to engage their audience. Candidates have clearly been taught persuasive language features very well. As for the actual content, most students were able to reflect on their time in school and come up with a range of sensible suggestions, from listening in class to joining out of school activities. Many adopted a mature tone, presuming they were speaking to much younger students, and many used colloquialisms, reflecting the fact that they were talking to peers. Again, few responses accessed marks in band 3 or above.

This candidate achieved marks in band 4.

Hello my fellow students, I am here today to talk about school and, more importantly, how to make the most of it.

I invite you, if you will, to listen to me about my friend's time in school. He was a kid of average ability, just like ~~many~~<sup>most</sup> of us, and he never achieved his full potential. ~~instead~~ He ~~chose~~<sup>chose</sup> ~~choosing~~<sup>instead</sup> to have fun ~~instead~~ ~~to~~ ~~instead~~<sup>over</sup> of working hard and trying to push himself; ~~and~~<sup>failing,</sup> ~~failed~~ many exams because of this. He's now working at a standard 9 to 5 job that he hates, all because he chose the easier, more fun approach... Do any of you want that?

That's ~~quite~~ what can happen if

(Section C continued) you choose the easy, less boring, lay in your bed all day approach. Ok, "How do I change ~~this~~ so I don't make the same mistakes?" you may ask. Well we may all not be A\* students across the board but there are definitely things you can do to improve your grades and make the most of your time at school.

What I recommend, is that you engage yourself in some extracurricular activities, especially with exams on the horizon, just to keep your brains on top of all the work and knowledge that you've received. There's also the option of working from home but it's all down to where you feel most comfortable and able to learn.

Staying on a similar topic, asking teachers for advice and support is absolutely crucial! Whether it's the plot of a novel you don't understand

(Section C continued) or you simply just want extra exam questions, I can't stress how important it is that you request these things in order to be fully, 100%, prepared. ~~if~~ Your teachers want you to do ~~the~~ the best you can and are more than willing to help. After all, it is their job.

As much as I sound as if I'm contradicting myself here, it's vital that after all of this learning, ~~learning~~ <sup>revision</sup> and more learning you that you find some time to relax and go out with friends. Don't get too carried away ~~through~~ <sup>however</sup>, there must be a balance... not a 50/50 balance though! School comes first! In a world with 7 billion people, it's in your best interests to do well at school. And College. And uni... but that's for later. In fact it's statistically proven that with every passing year the best Colleges and Universities are declining more and more admissions.

(Section C continued) Ok guys, so to wrap it up (after what seems like days), although it's important that you make friends and aren't just a revision machine for your whole life, it's much more important, like my friend, that you don't screw up your life. It's estimated that you'll only stay close to around 5-10% of school friends anyway so try and focus on yourself and make a change. Thanks for listening.



**ResultsPlus**  
Examiner Comments

This candidate keeps the audience in mind throughout.



**ResultsPlus**  
Examiner Tip

Accurate spelling, punctuation, sentence structures and paragraphing are essential even when writing the text of a speech.

## Paper Summary

There are signs that the (a) questions in both sections A and B are being approached with assurance and confidence by most candidates. The more successful candidates are able to meet the challenges of the language question in Section B, and have clearly benefited from word – and phrase – level analysis, whilst many candidates would benefit from a structured approach to answering the performance question in Section A. Answers to (c) questions in both Reading sections show improvement when candidates adopt CRISP, or something similar, as a helpful framework.

Successful candidates manage their time effectively and complete all sections of the paper.

Writing responses clearly benefit from being carefully planned and checked for accuracy.

Based on their performance on this paper, candidates are offered the following advice:

- Use a structured approach to answer the performance question in Section A
- Use word and phrase level analysis in the language question in Section B
- A framework such as CRISP may help in the Reading sections
- Carefully plan and check your writing response for accuracy.

Candidates must manage their time carefully so that all questions are answered. Suggested guidelines are:

### **Sections A and B**

Question a) 7 marks, 8 minutes

Question b) 7 marks, 8 minutes

Question c) 10 marks, 12 minutes

### **Section C**

48 marks, 45 minutes

## **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>

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London WC2R 0RL.