

Examiners' Report
November 2013

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 or 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.



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. 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.

November 2013

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

This was the seventh series of this Unit 2 exam, including the November 2012 resit. The unit is divided into three sections: Section A (reading) which examines responses to a Shakespeare play. Section B (reading) which examines responses to a prose text from a different culture; and Section C (writing) which examines students' ability to construct and develop an accurate piece of written prose.

Of the three Shakespeare plays offered for selection, 'Romeo and Juliet' was again the most popular choice, followed by 'Macbeth'. A smaller number of students chose 'The Merchant of Venice.' By far the most popular prose text was John Steinbeck's, 'Of Mice and Men' with a smaller number of students opting for Cormier's 'Heroes.' Fewer students selected one of the five other options.

This unit is offered at both Foundation and Higher tiers and it clearly is in the best interests of the students that they are entered for the appropriate tier. In this series there were very few students who had been entered for the wrong tier, though regrettably, still a small number. A careful look at the Higher Tier mark scheme for Section C (writing) should alert teachers to the fact that it is very difficult for students of moderate achievement to climb out of the lowest band. With regard to Section A and B questions, there is a clear overlap between band 3 on the Foundation mark scheme and band 1 on the Higher. When an examiner marks a Higher Tier Section A or B answer, a mark of 0 is awarded if it does not fulfil the requirements of a band 3 foundation answer.

There was far more evidence of planning and effective time management in this series. All questions were answered in the vast majority of cases. However, there was still some evidence of students spending too long on question a) and b) answers under Section A and B and not allowing themselves enough time to complete question c) under A and B in sufficient detail. It is therefore worth repeating the guidance on the timings we have offered:

Section 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.

For the purposes of this report, I have concentrated my comments on the most popular reading questions: 'Romeo and Juliet' (question 1) and 'Of Mice and Men' (question 7). Comments on these questions can be applied to other Shakespeare and Prose questions as appropriate.

I have also commented on both writing questions (11 and 12). I have selected students' work to illustrate my points, focusing positively on those who were successful.

The many students who performed well were those who went about their work in a focused and purposeful way, offering responses which contained no, or few, irrelevancies. These students managed their time correctly and had been very well prepared for the exam.

Question 1

Section A Question (a)

This trait, on how Shakespeare presents a nominated character, in the extract is usually answered very successfully. To access band 3 there must be an element of perception in the response. In the 'Romeo and Juliet' extract Lord Capulet shows a wide range of characteristics e.g. he is sympathetic to Romeo and cares about standards of behaviour, but seriously stamps his authority when challenged by Tybalt. Some very successful answers identified a change in Lord Capulet in how he spoke to Tybalt.

Section A Question (b)

This question focuses on performance. A number of lines, usually about 6, are isolated from the main extract and students are required to explain how the lines should be performed. The more successful answers avoid writing comments on peripheral aspects (such as costume, props and lighting) and concentrate on suggestions that highlight character, situation and language. Unlike on the Foundation Tier, no bullets are offered in the question to give guidance. However, Higher Tier students should be aware of, or indeed memorise, the list that appears on the Foundation paper.

It is often far more effective to make points about the tone of voice or facial expression rather than suggest exaggerated dramatic gestures. Students should avoid suggesting a sequence of movements designed to illustrate every other word in the extract. It is extremely helpful if the student can visualise the scene clearly. In preparation they may benefit from enacting whole scenes, delivering individual lines and playing the part of director. They may then consider the use of pauses, or the reactions of more peripheral characters such as the Lords in the 'Macbeth' extract. Students would certainly benefit if they consider what impression is being made on the audience.

For Higher band answers it is essential that students not only suggest **how** the actors should be performing the lines, but also **why**. When Lord Capulet realises that Tybalt is refusing to comply with his initial instruction, his assertion of authority should inform suggestions about his voice, facial expression and body language.

A number of students also successfully commented on the interplay between Macbeth, the Ghost and the Lords.

Section A Question (c)

This asks students to consider a theme (here it was 'hatred' in 'Romeo and Juliet', 'fear' in 'Macbeth' and 'friendship' in 'The Merchant of Venice') and comment on its significance in 'one other' part of the play. Students should not range widely over different parts of the play. The best answers chose a relevant scene, or part of a scene. Simple recounts get very little reward and the key word here is '**significance**.' Once the part has been identified (and the student need not quote any Act and Scene numbers, but simply say something like, 'the part where Romeo kills Tybalt') the notion of 'significance' can then be interpreted in different ways. One is to see it as a driver of the **plot**. Another is to consider what it teaches us about a **character** or a **relationship**. One might consider its impact on the audience, or what it tells us about the way Shakespeare is using it to communicate **ideas** or even to **structure** the play.

This trait is worth 10 marks and it is often the one on which students write the least. This may be because they have spent too long on earlier questions and have run out of time. However, it may be because they are not sure what to write. The best advice to help with the latter is:

Don't write a long account of what happens in the scene or part

Do focus on one or more of the emboldened words above.

Some students have found the acronym CRISP helpful in memorising the key emboldened words.

Romeo's killing of Tybalt might show us that Romeo acts impulsively, one of his central characteristics. It also shows us that this one key event determines and drives the future plot of the play. Furthermore, it reveals Romeo's sense of fate, and foreshadows his encounter with Paris in the graveyard.

Answers to this trait still suffer from being too brief and comparatively few students produced material sufficient to access band 3. It is clear that centres should focus their attention on how to answer this question in preparation for future series. The issue of time management should also be considered and students should be reminded not to spend too long on a) and b) answers.

In this response the student has made several supported points about Capulet.

A. Capulet is presented as a calm man he tries to calm tybalt down once he knows Romeo is at the feast. "Content thee, gentle coz, ^{let} ~~leave~~ him alone." he doesn't want trouble, Capulet is trying to impress Paris so he takes his daughter's hand in marriage, he knows this will make a mockery out of the Capulets as he says "this will make a mutiny among my guests" this shows Capulet is a proud man, he doesn't want a wrong word said about his family, he doesn't want his family name mocked. Shakspear also presents Capulet as a man with power "Am i the master here, or you?" this shows Capulets authority he knows he is the head of the Capulet house and so does tybalt;

he is ~~there~~ reminding tybalt of the power he has over everybody in his house hold. Capulet is also a very clever man he knows if Tybalt starts this fight he so wants the princes threat will be put in place

(Section A continued) "YOU'll be the man" This shows Capulets quick mind as he is sure that Tybalt will pay the price of starting trouble. again he does not want that against the capulet name. Capulet also shows a fun loving side as he leaves romeo to the feast and carries on with the dancing and party goings even after tybalt has told him about Romeo.



ResultsPlus Examiner Comments

Quotations are used to support points and the answer is 'thorough.' An answer in band 2.



ResultsPlus Examiner Tip

Work through the extract and find evidence of character. These can be presented as PEE (Point, Evidence, Explain) chains with a developed explanation.

In this band 3 response the candidate offers some perceptive interpretation of character.

a) In this extract we learn that Capulet is a calm character in this scene. "Content thee gentle coz, let him alone." This shows that Capulet doesn't want a fight to go off at his party and it shows that he is calm and laid back at the fact that Romeo has come. The character may be like this to show the audience that he doesn't really want to fight and he wants to leave Romeo alone.

We also learn that Capulet can be demanding. "Am I the master here, or you?" This shows Capulet overpowering Tybalt and ~~he is~~ that he is reminding Tybalt who's in charge with a rhetorical question. This also shows that Capulet uses his power of being in a high role in the family against Tybalt so he does what Capulet says. This helps the audience realise that Capulet is bossy and demanding. Capulet could

(Section A continued) be like this as he is not being listened to, nobody's following his rules and the only way he can overcome this is by overpowering them with his high position in the family as



ResultsPlus
Examiner Comments

Quotations are used to support points with thoughtfully developed explanations.



ResultsPlus
Examiner Tip

A band 3 response on Higher tier must show perception. This need not be all the way through the answer, but it has to be based on close and careful reading of the extract.

This is a band 3 response for 1b). The scene is clearly visualised and the student makes perceptive comments giving thought to the motivation of the characters.

(Section A continued) b). In this extract, Tybalt has seen Romeo and becomes angry. Tybalt is saying to Capulet that he is here and that they should react; by having a fight. The following lines would be performed like this:

"It fits when such villain is a guest."

Tybalt would be saying this in a matter-of-fact way to Capulet. He would be standing close to him with a low tone voice so the guests don't realise and interfere or panic. ~~His fists and teeth would be~~ One fist could be clenched and held in front of his face and the other hand over his sword, this would ~~show the audience~~ connote his anger and show the audience that he is ready for a fight.

"I'll not endure him!". The use of the exclamation mark shows that he would raise his voice to get his point across to Capulet and to show him getting more angry. He would begin to pace slightly to show the audience the lack of his self control. He would punch the air, or even a wall, as if it was Romeo to show the audience how

(Section A continued) to show his anger and how careless he is.

"Am I the master here, or you?". Capulet is showing Tybalt is boss, ~~so he~~ He would rise up and move closer to Tybalt to show he is the bigger person ~~to~~ and that he is in power. His voice would be slightly sarcastic, as Tybalt knows the answer - but also in a low, serious ~~tone~~ tone. He could hold Tybalt's arms in a gesture to make him stop.

"You'll make a mutiny among my guests!" As he says this line he would step back and make an arm gesture to show Tybalt his guests. He'd have more of a softer look on his face as he is addressing his guests but his voice would also be serious to show Tybalt he means what he's saying.

"God shall mend my soul". Capulet would lower his head in respect to his God and his arms will drop to his side. His tone of voice would be casual, maybe even sorrowful as he knows his soul is broken and needs fixing. This would show the audience that Capulet doesn't want a fight, but clearly, Tybalt does



ResultsPlus Examiner Comments

The student makes comments on the 'how' and 'why'. There are also references to the audience.



ResultsPlus Examiner Tip

Visualise the scene and consider the motivation of the characters. Imagine that you are directing the actors.

This is a band 2 answer with a relevant identification and a strong focus on the question.

Shows hatred is the end fight scene it again shows tybalt's hatred toward the montagues, this scene is after the prince's warning, and most importantly after the secret marriage between (Section A continued) romeo & juliet. It is because of this that romeo does not want to fight with tybalt, but tybalt does not see this he is angry and he wants to fight it is because of these actions that mercutio gets killed. Therefore leaving romeo to seek his revenge on tybalt, which results in tybalt getting killed. I think this has the most significance as if it wasn't for this hatred and these actions taking place romeo would not have been banished and the death of both romeo and juliet could have been prevented. It is because of the hate between the two families that tybalt would not listen to romeo's words telling tybalt he does not want to fight. As romeo had just married his cousin.



ResultsPlus
Examiner Comments

The student makes some salient comments on the theme of hatred and its significance.



ResultsPlus
Examiner Tip

Make sure you stay focused on answering the question.

Section B Question (a)

This trait is very similar to question b) in Section A as students are asked how the writer presents a nominated character in a given extract. This is a skills-based exam and the skill here is to draw inferences from the extract and not be side-tracked into making comments about the character from other parts of the novel. The vast majority of students were able to draw out points about the character of Candy and the PEE (Point, Evidence, Explain) approach can again be used successfully. Candy shows many facets of his character in the extract and many students were able to offer supported interpretations, some with perceptive comments.

Section B Question (b)

This question presents more difficulty for students who fail to realise that it is first and foremost a question about how language is used by the writer and not about a character, or about any other feature mentioned in the question. The 'Of Mice and Men' question was not so much about Crooks, or how he is treated, but how Steinbeck uses language to present the treatment of Crooks.

Successful students were able to pick out words and phrases that highlighted the racist and brutal treatment of Crooks.

A significant number of students benefitted from being equipped with some sentence starters such as:

- 'The word.....shows that..... .'
- 'The use of the phrase/description/simile/metaphor suggests.....'.

Please remember that it is not necessary to use technical terms to gain high marks but an understanding of them can be helpful to students. Practice in word and phrase analysis is probably the key to success on the b) question.

Section B Question (c)

This trait examines students' ability to fulfil two assessment objectives: A02ii and A02iv.

As with the Section A question c) there is a requirement to consider the significance of a theme in the student's chosen part of the text, but also some additional reference must be made to the social, cultural and historical context of the text.

If a student chooses several parts of the text on which to base their answer, examiners will only mark the section of an answer which gives the best response to the question.

The contextual element to the question is being approached with more success now that students are realising that general comments about the Dust Bowl and what happened in 1930's America are not what is required. It is much more apposite to make comments about how the theme impacts on the characters in the ranch and its hierarchy.

The 'Of Mice and Men' question was about exploring the significance of conflict in one other part of the novel. Many answers dealt with the conflict between Lennie and Curley, or Lennie and Curley's wife.

This is a 'thorough' band 2 answer dealing with a range of Candy's characteristics.

Candy is presented as the underdog, when the boss enters the room it's as if it's Candy's que to leave. "The old swamper looked quickly at him, and then shuffled to the door", shows that no one is gonna move out the way for him, he had to 'shuffle' past him to leave the room because the boss wasn't going to move out the way for "some 'old swamper."'

Steinbeck presents Candy as friendly because at each piece of text when Candy starts to speak he is saying "Yeah. nice fella, too." about the stable buck who is clearly discriminated because of his skin colour "stable buck's a nigger." He also says "well, he's a pretty nice fella" about the boss so even though he's treated as the underdog, he still finds everyone nice. Candy is also talking non-stop to George and Lennie which shows he likes making new friends also.

Candy is presented as smart because he left the room in such a hurry and said to the boss "Them guys just come" and then shuffled past the boss and 'out the door' shows he knew what was coming and knew that it was gonna be awkward or even a problem because Lennie and George are the new guys.

The treatment of the stable buck, Crooks, is shown that he is the underdog of the whole ranch. The language used to describe Crooks is normal for that time period, discrimination towards black people happened in the 1930's. However, because Crooks is also disabled and black, he is discriminate the worst, he has to live in the barn on his own, while everyone else are in bunkhouses.

It's surprising for people to treat black people as an equal at the ranch like Candy easily shows, he says "The boss gives him hell when he's mad!" This suggests that everytime the boss is mad he takes it all out on Crooks because he is black and ~~can easily be~~^{is} treated like a real person like he's not a real person.

Throughout the extract, Crooks is repeatedly referred to as a 'nigger' by Candy and George. They aren't being racist because that was a normal way to refer black^{people} at that time period which shows that, he is regularly called it because



ResultsPlus
Examiner Comments

The student explains his points in detail, with developed explanations. The PEE (Point, Evidence, Explain) structure helps.



ResultsPlus
Examiner Tip

Try and present a rounded picture of how a character is presented, with a range of explained characteristics.

This answer offers some perception and therefore is awarded a mark in band 3.

(a)

'Yeah, nice fella too'

Steinbeck presents the character of Candy to be friendly, ~~is~~ Not many people give Crooks a chance because of the ~~times~~ ~~at~~ ~~the~~ ~~times~~ the novel is based in 1930's America and back then the blacks were treated as second class citizens and most people just ignored his existence, hence being in the ~~the~~ stable.

Steinbeck also presents him to be informative, he is the one that tells Lennie and Curly about most of the workers in the ranch, this implies to the reader that Candy has been working here for many years and has experience 'well he's a pretty nice fella. gets pretty mad sometimes. but he's pretty nice.'

(Section B continued) The way that Candy says most people are 'nice fella's' this implies that no one has a problem with him, ~~and~~ ~~that~~ ~~he~~ ~~is~~ ~~just~~

Steinbeck also describes Candy as old and tired
'I ain't got the poop no more' It ~~is~~ suggest that
he doesn't have the energy to do stuff like he used
to and that he is getting older, also maybe
with age it could be an excuse because ~~he~~ with
age comes wisdom and he ~~could think there are~~ there is
~~better things to do~~ he has the ~~money~~ has the money saved up instead
of wasting it like other men in 1930's at the ~~the~~ ^{whole} house



ResultsPlus Examiner Comments

Paragraph 3 offers a perceptive interpretation of the quote, 'I ain't got the poop no more.'



ResultsPlus Examiner Tip

Perception in one part of the answer will allow you to hit the top band.

The word level analysis here on the b answer means that this response is awarded band 3.

'The guys said on account of the niggers got a crooked back'

With Steinbeck not given 'the nigger' a name in this extracts it implies to the audience that the other men ~~not~~ class him as ~~not~~ nothing almost that he isn't worth a title. As where you the times.

'An' he give the stable buck hell too'

Steinbeck uses this to present the cultural context of the novel with Steinbeck using the word 'too' it's almost like saying it doesn't matter that much because he's black the other men's reaction aren't shocked it suggest to the audience that ~~just~~ George might just shrug his shoulders because of the context.

'They let the nigger come in that night'

Steinbeck uses the word 'let' to show how much the white men were dominant over the stable buck in that time and it was the only time where black people may social with the other races it implies to the audience that the other days of the year he is lonely in his stable.



ResultsPlus
Examiner Comments

The student has selected appropriate words to focus on e.g. 'let' in the last paragraph.



ResultsPlus
Examiner Tip

'Zoom in' on a relevant word or phrase and 'zoom out' again to comment on what the writer's intentions might have been.

This is an appropriate identification and a c answer that is very strong on context. The answer does enough for band 3 on the theme of conflict and its significance.

e). Another part of the novel where conflict occurs is when Curley's wife confronts Crooks in the stable. Crooks represents black americans in the 1930's setting him at a disadvantage from others. In this time racism was high and black people were segregated against and treat unfair. In the 1930's black americans were lynched for crimes which some weren't even guilty of. The scottsbrough boys were a group of black americans who were

(Section B continued) sentenced the death penalty by electric chair. This is all down to two white women who accused these boys of 'rape'. ^{even though it didn't happen} In the scene Crooks answers back to Curley's wife so she says 'I could get you strung up so easily it ain't even funny'. She use her power at the time to her advantage even though she has very little being a women in the 1930's. Crooks becomes aware of how much trouble she could cause him so doesn't say a word. Curley's wife could get Crooks lynched easily due to black rights and how unfair they were treat during this period of time.



ResultsPlus
Examiner Comments

Comments on context are integrated into the answer, as in the statement about Curley's wife and power at that time.



ResultsPlus
Examiner Tip

Give yourself time to answer in full. Comment on the way the context is apparent in the novel.

Question 11

Section C

Here students have a choice of questions. Take up of the questions was divided fairly equally between the two and students had no shortage of ideas.

It must be remembered that this is partly a test of appropriate writing skills. Good content can be easily undermined if no due consideration is given to sentences and paragraphing. Students must remember that they have an obligation to communicate clearly to the reader. In the Higher tier, particularly, a high degree of accuracy is expected. Control of spelling, punctuation and grammar is essential for the higher bands.

However, it was very pleasing to see that most of the students did rise to the challenge of the writing question.

This question invited students to write a magazine article for teenagers suggesting ways the lives of teenagers could be improved. This allowed students to adopt a wide range of approaches, which varied in tone and content. For example, some adopted a more light hearted approach, dealing with issues such as: getting a Saturday job, boys and tidying the teenage room. Other students dealt with more serious issues such as: exam pressures, cyber bullying and alcohol and drug problems. The wide question made for some engaging and original responses. There were still a small number of students who failed to develop their ideas and produced a relatively brief response. These answers generally limit themselves to the lower bands.

The better students developed their ideas using a coherent plan.

This is a band 5 script with a compelling approach and offering some originality.

Do you want your life improved? I'm sure most teenagers, with the pressures of exams, working, friendships and simply trying to be yourself can always use some improvement. Of course we all have different problems, I mean, nobody has the same needs as everyone else, but in this article are several key factors for a fantastic, fulfilling future!

Goals

Everyone needs goals. Without them, what would we have to work for. Whether it's learning to drive or travelling the world, we all should have a future to fight for. So what's yours? One survey conducted in 2012 revealed teenagers with goals or aspirations for the future are 75%.

more likely to pass ~~for~~ their exams and work harder. Not only that, but they also give us a tomorrow to look forward to, no matter how dark the present may be. I think we could all do with that, don't you? Figure out your goals in life and ~~strive~~ focus on what you need to accomplish to achieve them.

Beliefs

One important thing in life we learn is what we believe in and what we stand for. It's something we all decide for ourselves, and it usually now we decide them. What we believe and agree with are a fundamental part of our persona and something we will be recognized for. Think about famous people in history. Abraham Lincoln is remembered for his strong beliefs against slavery, Anne Frank for his stand against the wrongs of the British empire and quest for peace, and Martin Luther King for his strong beliefs of equality. Even Superman stands for truth and justice! So because what your opinions and beliefs are that is what defines you, how about you figure out yours? It could be on politics, people, religions, morality or anything you feel strongly about. It will give you something to believe in and something to fight for, which will give you a sense of pride and meaning that can't be equalled. Others will also notice your ~~opier~~ opinions and you may gain their respect. That's factor two!

One thing that can be hard to do, especially when you're young, is get the respect of other people and get noticed. We can often be respected by our family and friends, but how are we viewed in general? In order to gain respect, we must respect others. ~~A~~ ~~say~~ In the book Young People Ask, a survey shows employers are 65% more likely to hire you if in an interview you show the appropriate respect. ~~to~~ ~~#~~ Also, one thing that can be hard is

(Section C continued) get noticed and respected in the business world or just in the world. If you're trying to reach out and get your skills noticed by other companies, you will know how daunting this can be. Getting noticed and respected in whatever line of business you're doing is important. ~~How~~ On the other hand, if you do it correctly, you can get noticed. ~~One way~~ You can flirt your skills via a blog, free to make and easy to notice, demonstrating your abilities. ~~*~~ Work experience is also a great opportunity to break into the kind of work you desire. This head start can give a boost which will send you flying to success!

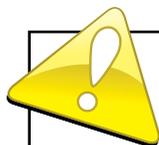
Conclusion

Got that? If Once you have read this, you will already be one step towards improving your life. What are you waiting for? Please, if you want to improve your life, consider the points mentioned and build up your chances of a better tomorrow.



ResultsPlus Examiner Comments

It presents fully developed ideas, with a consistent fulfilment of the task.



ResultsPlus Examiner Tip

Organise your work into cohesive paragraphs and be accurate.

Question 12

There were some heartfelt responses to question 12, a speech about the importance of friendship. A significant number of scripts adopted the speech form and some scripts presented appropriate features e.g. rhetorical devices and punctuation used for deliberate effect. Less successful answers tended to drift into repetitive generalisations about friendship and its merits.

The better students adopted a suitable voice. A significant number of answers on the Higher Tier paper often displayed the subtleties of the form and produced well developed and convincing speeches.

This band 4 script is assured with some apt vocabulary.

Hello year 11,

Today I am going to give my opinion on the importance of friendship. It effects your health in many ways, some of which I will discuss to you today hoping you will be able to leave here with a better understanding.

Firstly, I would like to address how it effects your mental wellbeing. If you fall out with your friends, which most of you have probably done in here, your emotions will change, having catastrophic effects on ~~the~~ ^{your} future. At school in lessons you won't have your full focus if you keep thinking of the situation. This could then affect how ^{you produce} well your work. Furthermore, leading to a drop in your grade in that subject, causing you to not achieve highly throughout the school or in exams. The importance of your exam results you are all aware of. When you leave school you take your grades to ^{provide} ~~get~~ you with the best future possible.

(Section C continued) Another point leading from this is lack of sleep. If you are worrying about it then it may affect the amount of sleep you get. Once again, giving you a disadvantage at school with how well you can focus.

Secondly, your social wellbeing will show effect. If you don't socialise with a variety of people you will struggle in later life. If you stop yourself from talking to others due to past experiences then you will be set back when it comes to communicating with ~~colleague~~^{colleagues} or speaking at an interview. Your confidence will be low ~~and~~ furthermore, ^{will then} feel uncomfortable in the working environment in which you may want to be in.

Combining bad mental, ^{and social} health it could lead to illnesses. Now, to live a good life and ~~so~~ have good health you need good mental and social wellbeing and most importantly lack of illness. I don't think that this early in life ~~you~~^{you} would want to jeopardise your health when you know it was preventable. All you had to do it is have a variety of friendship groups. You could become self conscious and lose confidence within yourself. Feeling bad everyday is something I know I definitely ^{le} wouldn't want and I'm sure or I

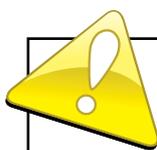
(Section C continued) hope that you would feel the same way about.

Finishing off, I hope you take something away with you today and take on board how easy it is to make your life better and others by including them in your friendship or them allowing you to ~~become~~ ^{build a} friendship ~~with~~ perhaps. Thank you for listening.



ResultsPlus
Examiner Comments

The answer is well organised with some cohesive organisation.



ResultsPlus
Examiner Tip

Plan your work and develop your paragraphs.

Paper Summary

A much smaller number of students took the paper in this series and the standard of entry showed significant improvement. This may have been in part due to the nature of the cohort for this November 2013 exam. Good planning and time management are an increasingly impressive feature of most students' work. Students are well prepared and have clearly practised the type of questions they will encounter. As a result, answers are well developed and complete.

Answers to the Section A and B c) questions are still sometimes the exception and can be underdeveloped. Centres may need to consider different approaches to these questions and may also need to consider further the balance of marks across the Section A and B questions.

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 Edinburgh Gate, Harlow, Essex CM20 2JE