

Examiners' Report

June 2015

GCSE English 5EH2H 01

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Introduction

Familiar strengths and weaknesses were apparent in the responses of candidates this series: the character questions in Sections A and B elicit the most successful answers, whilst answers to the theme questions tend to be the least successful. This may well have something to do with time management. Certainly, many candidates do not write enough on the theme questions, preventing them from accessing the highest marks, although this tendency continues to be less pronounced than in the past.

Candidates had no difficulty in generating ideas to write about in Section C, although technical inaccuracies continue to limit overall achievement. Time spent by candidates in planning and checking is invaluable and should be adopted more widely to ensure structured and error-free responses.

It is clear that teachers are ever-inventive in devising strategies to help their students and many successful responses in all sections of the paper demonstrate the effectiveness of these.

Question 1

Romeo and Juliet continues to be the most popular Shakespeare play, with half as many choosing Macbeth and comparatively few opting for The Merchant of Venice. Consequently, most of my comments will be focused on questions 1 and 2.

1 a) asked candidates what they learned about Romeo in the given extract. An increasingly large number are taking the advice to write several PEE paragraphs, each highlighting a feature of the character demonstrated in the extract. Successful candidates often worked methodically through the extract, picking out a feature such as Romeo's fearlessness or his determination, and supporting the point with a brief quotation. Weaker responses included generalised statements that were not firmly rooted in the text. To access Band 3, candidates must show perception and those who commented on the ease with which Romeo renounced his name, for example, could discuss the character's rashness with a degree of insight.

There is a danger that candidates can write too much on this question. It is often possible to pick out many character traits from one brief extract but candidates should try to pick out the most interesting of these and not feel bound to offer everything they can think of. It is a pity that over-long answers to a) questions are often followed by alarmingly brief answers to c).

1 b) is a question about performance but candidates must beware of inventing too much stage business. In particular, suggestions that the characters should accompany everything they say with a mime (for example Juliet drawing a finger across her throat when saying 'they will murder thee') can produce a scene which is both frantic and superficial. Successful candidates examined the language of each character and what the words tell us about their thoughts and feelings. It is often much more productive (and convincing) to have Juliet speaking softly and with a concerned tone than it is to have her flouncing across the stage waving her arms.

It is also worth reminding candidates that they are unlikely to be rewarded for describing the lighting, costumes or scenery. To be successful, a candidate would do well to take on the role of a director working with the actors to clarify their motivation and state of mind. In addition, candidates should always explain their suggestions with sound reasons which arise from the text.

1 c) continues to be the least well done in Section A.

It is important that candidates choose 'another part of the play' and clearly identify it, before moving on to discuss its significance. Candidates should therefore avoid writing about 'love' in general terms, or simply narrating what happens in their chosen scene. Reports on previous series have discussed how 'significance' can be interpreted in relation to what the chosen scene tells us about the play's **characters** or **relationships** or **ideas** or **structure** or **plot**. The resulting acronym CRISP has clearly become more familiar to candidates, many of whom use it to inform their answers. Even so, using CRISP can be limiting if a candidate works through every aspect of it too mechanically. Higher candidates should aim for perception, perhaps exploring how an apparently positive emotion like love can lead to tragedy when the potential consequences of rash decisions are disregarded.

Candidates should also think carefully about the part of the play they choose. In this series, many chose 'the wedding' which, of course, does not appear in the play. A number chose the deaths of Romeo and Juliet but found little to say about significance. Markers strive to reward positively but candidates must give themselves the best opportunity of success by applying more time and thought to this question.

This is a fairly well balanced response to all sections of question 1.

Write your answer to Section A here:

A) Shakespeare initially presents Romeo as being completely and overly romantic. I know this because he says "with love's light wings". This tells me that he is ~~referring~~ referencing heaven and angels which at the time - were hugely important beliefs of people. Therefore, the fact that he is comparing Juliet to such religious and heavenly symbols tells me that he is completely infatuated with her and is desperate for her to understand his desire to love her and to be loved by her. Additionally, the noun "love" is repeated four times in one section of text. Clearly, this shows Romeo's deep infatuation and attraction to Juliet as they have only just met and he is already claiming to be in love. We also learn that Romeo is quite naive. This is obvious because he says "lies more perill in thine eye than

(Section A continued) twenty of their swords." This ~~is~~ The noun "peril" makes it clear that Romeo is aware that he is in a dangerous situation and yet he still believes that nothing bad will happen to him. Romeo seems to believe that the worst thing that could happen to him is Juliet rejecting his love and is being completely ignorant towards the very high possibility that he could be killed if he is caught. This naivety borders on arrogance as he is so foolish as to think that twenty swords poses no threat to him. Additionally, Romeo is presented by Shakespeare as being erratic and irresponsible. I know this because of the following statement: "let them find me here". This ~~also~~ demonstrates his irrationality as he is thinking with his emotions rather than thinking logically about the situation. The idea that Romeo is willing for somebody to find him suggests that he is so desperate to prove the

(Section A continued) genuine nature of his feelings to Juliet that he has entirely forgotten about the severity of the consequences he may face if he is actually found. Romeo has lost any sense of rationality that he previously had and is now purely focused on what his heart is telling him - despite the consequences.

B) Firstly, when Juliet is performing the first line in the extract, she would be leaning over the balcony towards Romeo with her arm outstretched towards him to still show her love and what she feels towards him. However, the comma would act as a pause. It would be the moment where Juliet would recoil back from Romeo. Her face would automatically become shocked: with wide eyes, raised eyebrows and an open mouth (which would quickly be clamped shut by her hand) as she realises what will actually happen if he is caught. This would most likely scare Romeo slightly as he is unsure of why Juliet is suddenly

(Section A continued) reacting this way. It would also act as a moment of contemplation for the audience as they think about what could have triggered this reaction.

Afterwards, when Juliet says "they will murder thee" she will have moved closer to the balcony but her eyes would still be wide. However, this time she would speak a lot faster, louder and with more urgency as if she is trying to convince Romeo of the danger. It would be like she's trying to pass on her fear to him, in order to make him more cautious.

C) The theme of love is also significant in Act 3, Scene 1 (the turning point scene). Tybalt arrives in the street demanding that he and Romeo fight and yet Romeo refuses because he must now love Tybalt as a member of his family. Romeo has only just returned from marrying Juliet but nobody is aware of this and so when Romeo says that he will not fight because he "loves the Capulet name

(Section A continued) as dearer as his own" It's quite snocking. Romeo and Tybalt have always hated each other but now they share a bond of familial love (although Tybalt is unaware) and so Romeo knows that he musn't disgrace ~~their~~ their family by fighting with his-now-~~brother~~^{cousin} in law. I think that using this extract - Shakespeare wanted to demonstrate the idea that family was one of the most important things at the time it was written. Romeo knows the importance of family and so he genuinely does love Tybalt and accept him as part of his family.



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- a) is perceptive throughout, referencing Romeo's religious imagery and showing a deep understanding of his character, particularly the naivety that 'borderlines on arrogance'. 7 marks.
- b) is thorough when offering suggestions about Juliet but has omitted reference to Romeo. 5 marks.
- c) discusses a relevant other part and shows some perception when discussing Romeo's mental state and Shakespeare's ideas. 8 marks.



ResultsPlus Examiner Tip

Comment on all the characters involved when approaching the b) question, and refer to the lines spoken.

Question 2

2 a) Most candidates were able to comment on Banquo's increasing suspicions towards Macbeth. The more perceptive noticed that his belief in the witches is increasing also and that this is feeding into his hopes for his own family. Some candidates took this a little too far, citing Banquo's ambition. It seems that a large number of candidates have a rather simplistic view of Banquo's relationship with Macbeth, calling him his 'best friend', whereas the subtle interplay of suspicion, respect and fear provides a more rounded view.

Analysis of the extract provided for 2 b) hinges on the underlying tension of the scene. Banquo can be seen as stiffly respectful whilst Macbeth has nefarious intentions which he must disguise. Lady Macbeth, of course, has no knowledge of Macbeth's plans. As a result, the behaviour of characters cannot be 'clunkingly' obvious. The most successful candidates began with a consideration of what characters are thinking and how this might affect their behaviour in subtle ways.

A very small number of candidates slightly misunderstood the emphasis of 2 c) – the focus should be on 'pretending' and not on 'innocence'. There is plenty of material in the rest of the play and the behaviour of Lady Macbeth and Macbeth after the killing of Duncan or on the appearance of Banquo's ghost provides rich scope for the discussion of 'significance'. The most successful saw how 'pretending' eventually took its toll, especially on Lady Macbeth. Macbeth's subterfuges were less sympathetically viewed by one candidate, who thought his downfall resulted from his being 'an idiot who listened to women'.

All three parts of this response were awarded marks in band 2.

Write your answer to Section A here:

a.

This scene starts with Banquo doing a ~~soliloquy~~ ^{soliloquy} about Macbeth. Shakespeare would have wanted to show Banquo as a smart and good man. When Banquo says "I fear, Thou play'st most ~~foolly~~ ^{foolish} fate." He shows that he is on to how Macbeth got the crown. Shakespeare was trying to show Banquo as a good man who will not be ~~changed~~ ^{changed} ~~changed~~ ^{changed} by what he is told about his sons.

~~Shakespeare~~ Shakespeare also shows him as someone who can't trust people as he says "But hush, no more." This is because he ~~knows~~ ^{hears} Macbeth on his way and doesn't want him to know that he is plotting against him. This shows his good nature but also that he has no trust in Macbeth now because he believes he has ~~been~~ ^{been} changed.

~~When~~ When Banquo is talking to Macbeth he is shown to be ~~loyal~~ ^{loyal} loyal to him and doesn't suspect a king as he says "Lord" a lot & defers to

(Section A continued) Macbeth as the King ^{even} though he doesn't believe he should be king. Shakespeare wanted Banquo to be a ~~hero~~ good guy for this story and is almost the opposite to Macbeth because because the Banquo's children will be king but not Banquo and Macbeth is king but doesn't have a child.

⑧ In this extract I would have had Banquo at the lower stage right as he was talking to the audience before Macbeth entered. When Macbeth says "here's our chief guest" I would have ~~had~~ him walking towards the center stage. And he would be talking directly to Banquo.

Even though Macbeth is talking to Banquo I would make it ~~clear~~ ^{obvious} that clear that he was trying to fool the lord and was plotting. Macbeth would be ~~showing~~ showing his public face and would smile at Banquo and be having a laugh. ~~His~~ His facial expression would be completely different when looking at the audience because he wants them to know what he's up to.

Banquo would be trying to fool Macbeth in thinking that he is loyal to him and would want to make sure he isn't seen as a traitor towards him. His facial expression ~~to~~ towards them wouldn't change as he is pleased to be working with them.

(Section A continued) © In Macbeth the characters all have something going on that's ⁱⁿ secret. Macbeth always ^{pretending} tries to ~~be~~ ^{act} innocent. This is shown in ~~the~~ ^{act over 3} scene 2 but also all over the novel. ~~also~~ Because he ~~act~~ ^{is} innocent when King Duncan is murdered. He blamed it on the servants but he was not ~~caused~~ until the end.

Also leading up to King ~~Duncan~~ ^{Duncan} is murdered he has "horrible images" as he says "why do I yield to the horrible image that ~~unfix~~ ^{unfix} my hair? This would have been the only to his private face as he wouldn't tell anyone apart from his ~~to~~ ^{horrible} wife of his ~~horrible~~ ^{horrible} thoughts.

Macbeth is still ^{pretending to be} ~~acting~~ ^{innocent} when he invites the king round for the night. He wants to show his public face of someone who wouldn't try to murder the king. This is showing how he is trying to prove his innocence by looking like a really nice man. This is all pretending because behind his public face is a evil man.

Also ~~Macbeth~~ ^{Macbeth} is pretending not to be bothered when he is told he ~~might~~ ^{might} become the king as this is his overall dream but his ~~nomis~~ ^{nomis} is that he couldn't wait and let fate make it happen he wanted to be king and live the

(Section A continued) felt of his life as king so he pretend it's
Nothing but it really his dream.



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Examiner Comments

- a) Banquo is presented as a good man who, in contrast with Macbeth, will not be changed and who distrusts his new king.
- b) There is a clear attempt to explore the motives of the characters here, and how these can be shown on stage.
- c) A good understanding is shown but the candidate comments on a number of other parts of the play, not just one.



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Examiner Tip

In the c question, focus on one other part and use CRISP to help you analyse it.

Question 6

The overwhelming majority of candidates continue to answer on 'Of Mice and Men', with 'Heroes' coming a distant second. However, it was pleasing to see rather more responses to 'Rani and Sukh', 'Anita and Me' and 'Balzac and the Little Chinese Seamstress'. There was a freshness about many of these.

6 a) Although Enrico is by no means a central character, candidates who analysed the extract methodically were able to offer some excellent points about his masking of pain and his understanding of Francis.

6 b) Most candidates focused on words like 'sharp' and 'bitter' and many commented on the simile 'like a saw going through wood'. Once candidates have spotted key words and phrases, they should comment on their effects, and often did so, here, with productive results.

6 c) Candidates were able to select a relevant scene, such as the one in London when Francis scares the young boy. Many chose to focus on the final scene with Larry, and how he was scarred by the war – the effects of war injuries, many candidates recognised, are often overwhelmingly psychological.

This is a very mixed response; the c) answer shows a perception lacking in the previous two parts.

Write your answer to Section B here:

6 a) Enrico is presented as a young man who had endured much pain but unless you spoke to him or looked into his eyes, hid his pain behind a facade of jokes and talking, 'I sometimes think that he talked too much to cover up the pain'; 'his voice was sharp and bitter and the pain never left his eyes'

Enrico appears to be ~~to be~~ living for the moment as he forgets comments he makes, almost as though the words are throwaway comments. We see this when he is talking to Francis about meeting a blind girl, but the next day has forgotten when Francis mentions it, 'what blind girl!'

6 b) The language used includes ~~simile~~ the simile 'making a sound like a saw going through wood to describe Enrico's laugh. The fact that ~~that~~ Enrico has lost both his legs and an arm makes for an ironic use of the words saw especially when it when laughing.

(Section B continued) Repetition of the word hero ~~could~~ indicates that their war wounds entitles them to that monicker but that neither of them truly believe this. Francis actually says he is not a hero. The metaphor 'his voice was always sharp & bitter - indicating war had made him hard and this was expressed through his tone.

Enrico referring to only a blind girl wanting Francis shows how his war injuries impact on who he now ~~may~~ could fall in love with limiting his choices in life, 'a blind girl, now, is right up your alley, The fact that he is a nice guy is almost secondary and not why someone would want to be with him, looks being given more importance

Enrico being unable to do the things that he took for granted but now attempting to learn with one hand 'he was practising shuffling with one hand', 'tried to shake a cigarette from his pack of luckies and three or four fell to the floor'. This shows how even the simplest pleasures would be a constant reminder of what had been lost.

c) Larry LeSalle has obtained significant injuries when we meet him for the first time. The impact is that Larry lived off of his movie star looks and style and was able to get into trouble with the 'sweet young things' because he traded on his looks.

Although himself a hero with the same award as Francis

(Section B continued) all he now sees is that he cannot do the things he once did.

He shows no remorse for what he did prior to obtaining his injuries in respect of Nicole and is heavily depressed owing to not being able to walk.

Whilst the injuries sustained may have made Francis question what he should have done at the time of the rape and try to put things right, Larry has used his time to become totally self-absorbed and not tried to make any kind of recompense for his deeds.

In the end Francis didn't need to kill Larry as Larry was already dead. Francis saw his injury as a way of putting things right - Larry should have seen his as maybe him getting his just deserts.



ResultsPlus Examiner Comments

- a) is sound and would get into band 3 if entered for the foundation tier.
- b) the discussion of the 'saw' simile lifts this into band 2.
- c) the perceptive discussion of Larry becoming self-absorbed puts this in band 3.



ResultsPlus Examiner Tip

Focus clearly on the nominated character in the a) question.

Question 7

7 a) was a question about Curley and much could be gleaned from Steinbeck's physical description of him. Even so, some candidates relied rather too heavily on this, even whilst missing the significance of his 'tightly curled hair', his boots and his glove. However, one marker reported: 'There were some excellent points about his high heeled boots. One candidate said that at a time when migrant workers had very little money to replace worn clothes, the fact that Curley wore such frivolous and impractical items demonstrated how he wanted to set himself apart from the men.'

The more perceptive also discussed the insecurity which was at the heart of his provocative behaviour. Solid answers saw him as bossy, aggressive and suspicious.

7 b) was not a question about Curley, but about the men's reactions to him, and the focus had to be on language once more. In particular, the 'cautiously' of Candy, the 'coldly' of George and the 'squirmed' and 'twisted' of Lennie. Perceptive candidates saw how these words were appropriate to the characters to which they were ascribed.

7 c) There is no shortage of scenes of aggression in the novel and candidates did well to focus on the fight between Lennie and Curley, the reported fight involving Crooks or the killing of Curley's wife. Successful candidates wedded significance with context, exploring how the insecurities of ranch life cause friction and bring an end to aspirations.

There are moments of perception in two parts of this response.

Write your answer to Section B here:

A) The first thing we learn about Curley here is that he is an incredibly cruel, cold-hearted man. I know this because of the following two statements: "glanced coldly" and "stiffened". These tell me that Curley has automatically taken a negative view about the new workers and so suggests that he is naturally very cynical and unductive. The fact that he glanced "coldly" tells me that he looks down on the other workers as it's almost like he is looking at them in disdain. We also learn that Curley is quite insecure about himself. This is obvious because of his clear instant hatred of Lennie because of his physical stature. He refers to Lennie as "the big guy" which tells me that he feels insecure about his smaller stature and so he

(Section B continued) has a vendetta against all "big guys". It's almost like he views them all the same - like they're all bad. He wants to make himself feel better about himself by intimidating people bigger than himself so that he feels like he is in control. It's almost like Curley has a Napoleon complex. He is also incredibly violent. The fact that he "lashed his body round" tells me this because it creates the sound of a whip which is an incredibly violent and dangerous impression to give people. It suggests to me like Curley views himself as a weapon because he is both physically and mentally capable of hurting things. Everything he does is violent.

B) Firstly, Steinbeck presents the men as being afraid of Curley. This is because the extract states "the old man looked cautiously." The adverb cautiously tells me that they feel nervous around Curley and they don't want to anger him. The men have clearly been the subject of his rage before and so

(Section B continued) They are nervous about interacting with him because they fear what might happen if they anger him. The men also appear to be intimidated by him. This is obvious because George becomes "tense". The adjective "tense" tells me that he automatically feels threatened and so he feels the need to become and feel like he is physically stronger. ~~It is~~ "Tense" could also mean that they are nervous of him and so try to remain still and strong to avoid angering him. The men are also hostile towards Curley. The adverb "coldly" tells me that they view him as something to be looked at negatively and see him in a bad way. It's like they are as angry with him as he is with them - like a form of retaliation. They are defending themselves by viewing Curley in the same negative way as he views them.

(Section B continued)

C) Aggression is also a significant theme in Chapter 3 of the novel. This is when the men are in the barn and Curley arrives and starts to beat up Lennie so Lennie retaliates by crushing his hand. Aggression and violence is very prominent in this Chapter as it is directed both ways: Curley is violent and aggressive towards Lennie and Lennie is aggressive to Curley. Curley starts picking a fight with Lennie and starts to insult him; making comments about his size as well as his mental capabilities. Lennie, in the novel, was written by Steinbeck to ~~pro~~ portray the minority of mentally ill people and the treatment of the mentally ill in 1930s America. Making comments and beating up the mentally ill was not un-common at that time and so Steinbeck wanted to inform people about the unprovoked aggression towards the mentally ill. However, Steinbeck uses Lennie to 'reply' to this stereotype of the mentally disabled being weak by making it so that he is able to defend himself. This violence

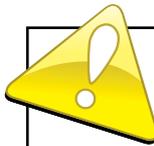
(Section B continued) that Lennie shows also foreshadows Lennie's capability of violence and what he is capable of doing to Curley's wife later on in the novel.



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Examiner Comments

- a) the quality of the discussion is impressive, here, when explaining Curley is cynical, vindictive, insecure and violent.
- b) a band 2 answer which deals competently with specific language details.
- c) a rounded answer which is lifted by the comments about the context and Steinbeck's ideas.



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Examiner Tip

Link comments about context closely to the part of the novel under discussion.

Question 11

Question 11 asked for a speech given to peers on 'your hopes for the future'. As might be expected, there were many and varied approaches to this; some candidates wrote about their personal ambitions, others had views about the kind of world they wanted to see. It was important to stay focused on the future, although a small number of candidates took the opportunity to present their autobiographies, and there was much that was genuinely touching about some students' hopes for their immediate family as well as themselves. Least successful were attempts at 'motivational' or 'inspirational' speeches which became too vague and ended up saying very little. Primarily, responses had to be written as **speeches**, and it is clear that many candidates are adept at doing this, employing appropriate rhetorical techniques for effect. In addition, responses had to be structured in paragraphs and written in English that was technically accurate – requirements which many candidates were unable to fulfil.

This is a solid response which fulfils most of the requirements for a band 3 mark.

Write your answer to Section C here:

Good morning year 11's. My name is Esther Adusei and I am here today to talk to you about the future. How many of you know what the future holds?

~~Nobody~~ Nobody right right. We're now in our last year of school. We all want to achieve so well. My hope for the future ~~is~~ at the end of the school year is to have good grades. How about you? 98% of students each year hope to get the most possible grades they deserve and need for ~~the~~ their future life. I'm sure all of us have a dream to be something great and outstanding in the future. Why not try our best for this short, stressful, period of time in our life and get these grades for a delightful future.

The future ~~brings~~ brings the unexpected. Nobody knows what ~~will~~ will happen. ~~What~~ Kids. Don't we all just love kids. ~~As~~ My ~~hope~~ My hope for the future is to become a great parent to my kids. I

(Section C continued)

know I am only 16. Yang, mischievous and full of life I want to be able to have kids. It has been a dream of mine ever since I was about ~~when~~ 9 when I experience the nature of love from a parent to ~~a~~ it's child when my little sister was born. It's an ordinary experience that I would want to experience in the future. What are your future hopes? ~~is your~~ Is your mind set and ready... Becoming a ~~parent~~ parent may not even be in your mindset right now. ~~but~~ As a teenager we all would like to enjoy being Yang have fun and experience life through our own desires. ~~myself~~ Your future hopes may not be mine however, we all want something to cherish in the future.

Marriage. ~~That's not~~ Who here has ever thought of getting marriage in the future? Not a lot of you I suspect. it's a unconditional love that can never be stopped. I may now be sanding like a little girl in my own little ~~world~~ world another hope of mine in the future is to get married. How many of us here have a boyfriend or girlfriend that we think we could spend the rest of our

(Section C continued)

Lives with? ^{own} Marriage is one of ~~my hopes~~ ~~in my life~~ the aspects in life I want to experience. Don't we all? Loving someone for the rest of your life. 70% of teenagers dream of having a wedding and to cherish their life with someone that they admire and cherish the most. I want you to think carefully about what your future ~~the~~ hopes may be. Is it for the best or not? Can you do anything to change it to the best?

Lastly, my last ~~future~~ hopes for the future is having a good job. Working ~~as~~ is a hard thing to do especially if we want to have a good job. Having a good job, needs us to get good grades which is what I mentioned earlier. ~~When we~~ I'm sure all of us would like a good job.

Different amounts of jobs. Doctor?, Nurse? Lawyer... ect. All these jobs are available for us to have as long as we make sure we do ~~go~~ good in school. NO matter what. ~~We may only be 15/16 years old.~~ Although we are only ~~15/16~~

(Section C continued)

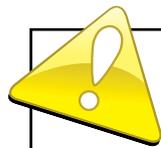
15/16 year olds, we still want
a great life in the future.

Our future lies in our own hands. We may
all have hopes for the future. Whatever we may
want we could get it. I hope today I have
made you understand my future hopes.
Thank you for taking the time to listen to
me and I hope you all have a great day.



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Examiner Comments

This is an effective piece, which has a secure sense of purpose and audience whilst being highly personal in tone and content. Some rhetorical devices are used and accuracy is secure.



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Examiner Tip

Plan to develop your ideas and maintain clear, accurate communication throughout.

Question 12

Question 12 asked for a letter to a head or principal about homework. Candidates had to adopt the right tone and register for this, and the more successful demonstrated respect whilst suggesting reviews of homework policy. Less effective were those that used too much slang and sarcasm and did not get beyond condemning homework as a waste of time.

There were some interesting applications of logic; one candidate bemoaning that, if students are faced with too much homework, 'their brains will shut down'. Others argued that homework often impinged on other responsibilities such as looking after siblings or disabled parents. The use of invented statistics created problems here. Some candidates claimed that everyone in year 11 had to complete six hours of homework every night, others asserted that the vast majority of students faced with homework had nervous breakdowns or failed in their attempts to pass exams. Calmly reasoned arguments were the most impressive especially when making positive and constructive suggestions. Improvements desired by students included: make homework fun; reduce the quantity; make it less paper based; make it meaningful.

This is a band 4 response.

Dear Mr French,

2nd June 2015

As you are aware that homework is given to pupils, so they may remember what they had ~~learnt~~ learned and apply it to either classwork or an examination. This is why I write to you so that I may ~~express~~ express my views on homework.

For transparency, I am a student who has studied at your institution for the past 4 years; during this period I have realised whether homework helps or not us to prepare for examination or is it just a ritual we perform because we think we have to do it.

Last year a survey was taken by the Ministry of Education, who had found out that 65% of all learners are visual and that when ~~someone~~ someone enjoys learning he tends to perform better academically. My personal opinion ~~is~~ is that not every one learns from homework and being a pupil I know that not many students get joy from doing it, they do it because they think that their teachers are being 'harsh' on them - they see it as a

form of punishment - rather than a tool to open gates for the future. As you know that over the last 2 decades technology has expanded a lot and with new technology coming out, pupils buy it, ~~for~~ whether for Music or just Surf the internet technology catches their eyes. Personally I think paper homework is a bit out of date especially if you ^{are surrounded by} have technological distractions. Why don't we use technology for education and do e-homeworks instead?

Since over the year the virtual learning Environment has been developed it doesn't grasp students' ~~other~~ attention, I think if our school could make an application ~~on~~ for students to download on to their phones or ~~the~~ other digital devices they may use this will allow students to do their homework on the go; it can be simple nothing boring eg: Watch ~~the~~ the videos and review what you have learned. This will allow students to actually do their homework until it ^{becomes} second nature as pretty much every student carries his/her phone around with them. ~~It's~~

But what's ^{in it for you} ~~the~~ benefits? Well this ^{will} save some school a lot of money on paper and will save time as there is ~~not~~ no need to print and the homework cannot get lost as if their phone does they will ~~buy~~ buy a new one, so it's more convenient and more efficient as it is ~~all~~ ^{all} online. So ^{teachers} ~~teachers~~ can view the homework on the computers. This will allow more people to do their ~~home work~~ homework and actually learn from it; which will help students achieve their potential as well as help teachers as then there is no need to ~~no~~ collect homework in to mark so it's time efficient.

Overall I believe that homework is good but there are some downsides and that we should take advantage of technology, as being a student I know if I was to ~~do~~^{get} my homework on my phone I am more likely to do it than if it was on a piece of paper. I believe that the key is that homework must have a positive effect on the students and it should be effective.

I ^{hope} that my views may help you to come to a conclusion on whether the school should now change how homework is given out or change the format, the decision is yours.

Yours sincerely,

Sofan Ashad



ResultsPlus

Examiner Comments

The tone of this could show more awareness of audience and ideas might be developed further, but this is a lively and accurate presentation of positive suggestions.



ResultsPlus

Examiner Tip

You may have negative thoughts about a topic but try to make productive suggestions.

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. Many more than in the past 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 have shown a marked improvement with some centres clearly adopting CRISP, or something similar, to give candidates a helpful framework.

There has been an apparent and continuing increase in the number of candidates managing their time effectively and completing all sections of the paper.

Written 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.

Suggestions for time management are as follows:

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
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